



**GOVERNMENT OF GILGIT-BALTISTAN**  
**DIRECTORATE OF EDUCATION GILGIT-BALTISTAN, GILGIT**  
**No. DG-5(44)/2011 (Acad.)**  
Dated: 8<sup>th</sup> May, 2025

To,

1. The Director Education (Academics) Gilgit Division
2. The Director Education Baltistan Division
3. The Director Education Diamer-Astore Division

Subject: **DISSEMINATION AND IMPLEMENTATION OF  
CENTRALIZED SCHEME OF STUDIES & SLO-BASED  
SYLLABUS BREAKUP (2025)**

In continuation of the School Education Department's efforts to ensure academic uniformity, and quality of the education across the region, it is directed that the Centralized Scheme of Studies and SLO-Based Syllabus Breakup for the Academic Year 2025, developed by the Subject Experts of SED GB under the supervision of BEEGB and aligned with the National Curriculum of Pakistan (NCP), be disseminated and implemented in true letter and spirit across all public sector schools under your jurisdiction.

2. This comprehensive document is to serve as the standard academic framework from Infant to Grade 8 for all subjects and has been carefully contextualized to cater to all four Weather Zones of Gilgit-Baltistan. It encompasses:

- Scheme of Studies and Weekly Timetables
- SLO-based Term-wise Syllabus Breakups
- Academic Calendars customized to regional contexts
- Guidelines for Teaching, Learning, and Assessment

3. You are, therefore, directed to:

- i. Ensure immediate dissemination of this document to all DDEs, Head Teachers, and relevant school staff in time.
- ii. Monitor the adherence to the standardized scheme during your routine field visits.

4. Your cooperation in this matter will significantly contribute to enhancing the quality and equity of education in the region.

5. The matter may be treated on **Top-Priority**.



**(Faizullah Khan Lone)**  
Director General  
School Education Department  
Gilgit- Baltistan

**Distribution:**

1. The Secretary School Education Department Gilgit- Baltistan
2. The Controller BEEGB, Gilgit
3. The DDE Gilgit, Ghizer, Hunza, Nagar, Skardu, Ghanche, Kharmang, Shigar, Diamer & Astore
4. Office File



**GOVERNMENT OF GILGIT-BALTISTAN  
SCHOOL EDUCATION DEPARTMENT  
Gilgit-Baltistan**



# **Centralized Scheme of Studies & SLO-Based Syllabus Breakup (2025)**

**For ECE to Grade 8**

Aligned with the National Curriculum of Pakistan

## **Applicable To**

- All Subjects
- All Four Weather Zones
- All Government Schools in Gilgit-Baltistan

## **Developed By**

Academic Team

Board of Elementary Examination Gilgit-Baltistan  
&

Subject Experts/Academicians

School Education Department Gilgit-Baltistan  
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## FOREWORD BY DIRECTOR GENERAL SCHOOL EDUCATION DEPARTMENT GB

The School Education Department of Gilgit-Baltistan is committed to ensuring academic excellence through structured and accountable educational practices. A key aspect of this commitment is the mandatory display and implementation of the *Scheme of Studies* and its corresponding *Syllabus Breakdown* in all schools.

The Academic Calendar for the 2025 academic session has been finalized, taking into account the regional diversity of four weather zones in GB. Schools are directed to display this calendar prominently and adhere to it fully.



The Department encourages the establishment and continuation of *Book Banks* in schools, promoting equitable access to learning materials for all students.

In line with improving the quality of education, the ***Daily Smart Lesson Plan*** as communicated through letter No. DGE-5(11)/2025 dated 4<sup>th</sup> May 2025 must be implemented. This directive, along with other ongoing initiatives like lesson planning and resource distribution, aims to enhance teaching effectiveness and student outcomes.

Key areas of focus include:

- Rationalized distribution and utilization of Free Textbooks
- Implementation of the School Management Committee (SMC) Policy
- Promotion of Co-curricular Activities
- Effective utilization of Science Laboratories

It is expected that all school heads and stakeholders demonstrate diligence and commitment to ensuring the successful implementation of these directives for the betterment of education in Gilgit-Baltistan.

**(Faizullah Khan Lone)**  
Director General  
School Education Department  
Gilgit- Baltistan

## MESSAGE FROM THE CONTROLLER BOARD OF ELEMENTARY EXAMINATION, GB

It gives me immense pleasure to present the Centralized Scheme of Studies and SLO-Based Syllabus Breakup (2025), a pivotal document aligned with the National Curriculum of Pakistan and tailored to the regional context of Gilgit-Baltistan. This document serves as a guiding framework for schools across all four weather zones, aiming to ensure uniformity, clarity, and academic excellence in the foundational years of education. The collaborative effort behind this initiative reflects our commitment to a child-centered and competency-based educational system. The integration of clearly defined Student Learning Outcomes (SLOs) with a time-bound syllabus breakup will not only streamline instructional delivery but also support systematic assessment and academic planning at all levels.



I extend my sincere gratitude to the academic team of the BEEGB, all contributing subject experts, and the supporting institutions for their dedication in developing this significant resource. We look forward to its effective implementation in classrooms, hoping it serves as a catalyst for meaningful learning and measurable improvement in students' performance. We welcome suggestions and feedback from all concerned stakeholders, especially from headteachers and classroom teachers, to further enhance and refine this document.

Let us continue working together in shaping an equitable and future-ready education system for all children of Gilgit-Baltistan

**(Abdul Hamid)**  
Controller

Board of Elementary Examination  
Gilgit- Baltistan

## ACKNOWLEDGEMENTS

The School Education Department, Gilgit-Baltistan, gratefully acknowledges the contributions of subject experts, academicians, focal persons, review committee, field officers, and all stakeholders involved in the preparation and review of this document. Their dedication and expertise have been instrumental in shaping this resource under the supervision of **Mr. Faizullah Khan Lone, Director General School Education Department GB.**

Special recognition is extended to:

- The Academic Team of the Board of Elementary Examination Gilgit-Baltistan for their leading role in development of this document and logistical support.
- The Principal, College of Education for Women, Skardu, for providing essential logistical support and institutional collaboration.
- The National Curriculum Council Secretariat, Ministry of Federal Education & Professional Training, Islamabad, for their foundational work, which has been adapted and contextualized for Gilgit-Baltistan's educational framework.

### LEAD DEVELOPMENT TEAM

| S# | Name of Academician | Designation             | Institution                        |
|----|---------------------|-------------------------|------------------------------------|
| 1. | Mrs. Mahi Parveen   | Principal               | CoE for Women Gilgit               |
| 2. | Mrs. Memona Shaheen | Dy. Controller          | Board of Elementary Examination GB |
| 3. | Mrs. Zareen Taj     | DD Research and Secrecy | Board of Elementary Examination GB |
| 4. | Mr. Zaheer Abbas    | Vice-Principal          | CoE for Women Skardu               |
| 5. | Mr. Akbar Ali       | AD IT                   | Board of Elementary Examination GB |

### ECE/ INFANT (AGE 4-5 YEARS)

| S# | Name of Academician                      | Designation           | Institution                        |
|----|--|-----------------------|------------------------------------|
| 1. | Mrs. Mahi Parveen, Principal             | Reviewer              | CoE for Women Gilgit               |
| 2. | Mrs. Zareen Taj, DD Research and Secrecy | Reviewer              | Board of Elementary Examination GB |
| 3. | Ms. Greeni                               | Developer/ ECE Expert | Girls High School Aliabad, Hunza   |

### SUBJECT EXPERTS/DEVELOPERS FROM ONE TO FIVE

| #  | Name, Designation & Institution            | Subject-Class | #   | Name, Designation & Institution                 | Subject-Class |
|----|--|---------------|-----|---|---------------|
| 1. | Mr. Iqbal Dad TGT, BHS Ishkoman, Ghizer    | English-1     | 16. | Mr. Iqbal Dad TGT, BHS Ishkoman, Ghizer         | English-4     |
| 2. | Mrs. Sher Rani EST, BMS Dourkhan, Hunza    | Urdu-1        | 17. | Mrs. Sher Rani EST, BMS Dourkhan, Hunza         | Urdu-4        |
| 3. | Mr. Ehsan Ali EST, BHS Sikandarabad, Nagar | Mathematics-1 | 18. | Mr. Muhammad Yahya Khan EST, BHS Keris, Ghanche | Mathematics-4 |
| 4. | Mr. Abdul Basit SST, BHS Hatoon, Ghizer    | Islamiat-1    | 19. | Mr. Abdul Basit SST, BHS Hatoon, Ghizer         | Islamiat-4    |

| #   | Name, Designation & Institution                | Subject-Class       | #   | Name, Designation & Institution                     | Subject-Class     |
|-----|--|---------------------|-----|---|-------------------|
| 5.  | Mr. Arman Karim EST, BHSS Gulmit Gojal, Hunza  | General Knowledge-1 | 20. | Mr. Ghulam Mehdi BHS Kuru Ghanche                   | General Science-4 |
| 6.  | Mr. Iqbal Dad TGT, BHS Ishkoman, Ghizer        | English-2           | 21. | Mr. Ali Muhammad TGT, BHS Keris, Ghanche            | Social Studies-4  |
| 7.  | Mr. Gohar Ali Instructor, CoE for Women Skardu | Urdu-2              | 22. | Mrs. Afshan Nasir EST, CoE for Women, Gilgit        | English-5         |
| 8.  | Mr. Ehsan Ali EST, BHS Sikandarabad, Nagar     | Mathematics-2       | 23. | Mr. Shakeel Hussain IT Asst./SE, BEEGB, Gilgit      | Urdu-5            |
| 9.  | Mr. Abdul Basit SST, BHS Hatoon, Ghizer        | Islamiat-2          | 24. | Mr. Muhammad Yahya Khan EST, BHS Keris, Ghanche     | Mathematics-5     |
| 10. | Mr. Arman Karim EST, BHSS Gulmit Gojal, Hunza  | General Knowledge-2 | 25. | Mr. Abdul Basit SST, BHS Hatoon, Ghizer             | Islamiat-5        |
| 11. | Mr. Iqbal Dad TGT, BHS Ishkoman, Ghizer        | English-3           | 26. | Mr. Najaf Ali SS, FJGMHSS Quaidabad, Skardu         | General Science-5 |
| 12. | Mr. Gohar Ali Instructor, CoE for Women Skardu | Urdu-3              | 27. | Mr. Ghulam Rasool TGT, BHS No. 1, Skardu            | General Science-5 |
| 13. | Mr. Ehsan Ali EST, BHS Sikandarabad, Nagar     | Mathematics-3       | 28. | Mr. Abdul Bari DD Conduct/SE, BEEGB, Gilgit         | General Science-5 |
| 14. | Mr. Abdul Basit SST, BHS Hatoon, Ghizer        | Islamiat-3          | 29. | Mrs. Amber Rehman Instructor, CoE for Women, Gilgit | Social Studies-5  |
| 15. | Mr. Arman Karim EST, BHSS Gulmit Gojal, Hunza  | General Knowledge-3 |     |   |                   |

#### SUBJECT EXPERTS/DEVELOPERS FROM SIX TO EIGHT

| #  | Name, Designation & Institution              | Subject-Class     | #   | Name, Designation & Institution                     | Subject-Class     |
|----|--|-------------------|-----|---|-------------------|
| 1. | Mr. Ali Ahmed & Ghulam Muhammad              | English-6         | 25. | Mrs. Afshan Nasir EST, CoE for Women, Gilgit        | English-8         |
| 2. | Syed Ejaz Hussain & Mr. Mazhar Ali Abbas     | Urdu-6            | 26. | Mr. Shakeel Hussain IT Asst./SE, BEEGB, Gilgit      | Urdu-8            |
| 3. | Mr. Muhammad Yahya & Mr. Zakir Hussain       | Mathematics-6     | 27. | Mr. Dilar Shah DD Textbooks/SE, BEEGB, Gilgit       | Mathematics-8     |
| 4. | Mr. Muhammad Aslam & Mr. Muhammad Nazir      | Islamiat-6        | 28. | Dr. Ikram-ud-din Instructor/SS, CoE for Man, Gilgit | Islamiat-8        |
| 5. | Mrs. Naik Perveen TGT, GHS Aliabad, Hunza    | General Science-6 | 29. | Mr. Najaf Ali SS, FJGMHSS Quaidabad, Skardu         | General Science-8 |
| 6. | Mr. Haji Muhammad Anwar & Mr. Muhammad Nazir | Geography-6       | 30. | Mr. Abdul Ghaffar AD Sec, BEEGB                     | General Science-8 |
| 7. | Mr. Haji Muhammad Anwar & Mr. Muhammad Nazir | History-6         | 31. | Mr. Ghulam Rasool TGT, BHS No. 1, Skardu            | General Science-8 |

| #   | Name, Designation & Institution  | Subject-Class      | #   | Name, Designation & Institution                      | Subject-Class      |
|-----|--|--------------------|-----|--|--------------------|
| 8.  | Mr. Qamar Abbas & Mr. Nasir Hussain  | Computer Science-6 | 32. | Mr. Hafiz Muhammad Sardar IT Asst./SE, BEEGB, Gilgit | Geography-8        |
| 9.  | Mr. Muhammad Qayyum & Ms. Siddiqa Batool   | Home Economics-6   | 33. | Mrs. Amber Rehman Instructor, CoE for Women, Gilgit  | Geography-8        |
| 10. | Mr. Ali Muhammad   | Drawing-6          | 34. | Mr. Hafiz Muhammad Sardar IT Asst./SE, BEEGB, Gilgit | History-8          |
| 11. | Syed Tanseer Mehdi Kazmi TGT, BHSS Amphary, Gilgit, Mr. Furman Ali & Irfanullah            | Agriculture-6      | 35. | Mrs. Amber Rehman Instructor, CoE for Women, Gilgit  | History-8          |
| 12. | Mr. Qasim Iqbal OT, BMS Konodas, Gilgit, Mr. Kacho Sadaqat Hussain BEEGB Sub Office Skardu | Arabic-6           | 36. | Mr. Akbar Ali AD IT/SE, BEEGB, Gilgit                | Computer Science-8 |
| 13. | Mr. Ali Ahmed & Ghulam Muhammad  | English-7          | 37. | Mrs. Muneera Akhtar TGT, CoE for Women, Gilgit       | Home Economics-8   |
| 14. | Syed Ejaz Hussain & Mr. Mazhar Ali Abbas   | Urdu-7             | 38. | Mr. Khadim Hussain IT Asst./SE, BEEGB, Gilgit        | Drawing-8          |
| 15. | Mr. Muhammad Yahya & Mr. Zakir Hussain   | Mathematics-7      | 39. | Mrs. Muneera Akhtar TGT, CoE for Women, Gilgit       | Agriculture-8      |
| 16. | Mr. Muhammad Aslam & Mr. Muhammad Nazir  | Islamiyat-7        | 40. | Dr. Ikram-ud-din Instructor/SS, CoE for Man, Gilgit  | Arabic-8           |
| 17. | Mrs. Naik Perveen TGT, GHS Aliabad, Hunza  | General Science-7  |     |  |                    |
| 18. | Mr. Haji Muhammad Anwar & Mr. Muhammad Nazir   | Geography-7        |     |  |                    |
| 19. | Mr. Haji Muhammad Anwar & Mr. Muhammad Nazir   | History-7          |     |  |                    |
| 20. | Mr. Qamar Abbas & Mr. Nasir Hussain  | Computer Science-7 |     |  |                    |
| 21. | Mr. Muhammad Qayyum & Ms. Siddiqa Batool   | Home Economics-7   |     |  |                    |
| 22. | Mr. Ali Muhammad TGT, BHS Keris Ghanche  | Drawing-7          |     |  |                    |
| 23. | Syed Tanseer Mehdi Kazmi TGT, BHSS Amphary, Gilgit, Mr. Furman Ali & Irfanullah            | Agriculture-7      |     |  |                    |
| 24. | Mr. Qasim Iqbal OT, BMS Konodas, Gilgit, Mr. Kacho Sadaqat Hussain BEEGB Sub Office Skardu | Arabic-7           |     |  |                    |

## TECHNICAL SUPPORT

| #  | Name & Designation                      | Institution                                      |
|----|---|--|
| 1. | Mr. Zaheer Abbas, VP                    | CoE for Women Skardu                             |
| 2. | Mr. Akbar Ali, AD IT                    | Board of Elementary Examination Gilgit-Baltistan |
| 3. | Mr. Shuja Ul Hassan, IT Teacher         | BHS Hussainabad, Skardu                          |
| 4. | Mr. Imran Khan, IT Teacher              | BHS No. 2 Gilgit                                 |
| 5. | Mr. Qurban Karim, IT Teacher            | BHS Aliabad Hunza                                |
| 6. | Mr. Muhammad Anwar Ali Khan, IT Teacher | BMHS Shigar                                      |

### REVIEW COMMITTEE-01 FOR CLASS-5 TO 8

| S# | Name of Academician | Designation & Institution     | Role                             |
|----|---------------------|-------------------------------|----------------------------------|
| 1. | Mrs. Lala Rukh      | Principal GHS Skardu          | Focal Person Review Committee-01 |
| 2. | Mr. Zaheer Abbas    | VP CoE, Skardu                | Facilitator                      |
| 3. | Mr. Imdad Ali       | Principal GHSS Hashupi Shigar | Reviewer                         |
| 4. | Mr. Sabir Hussain   | HM H/S Kachura                | Reviewer                         |
| 5. | Mr. Najaf Ali       | SS GHHS Kusmarah              | Reviewer                         |
| 6. | Mr. Ghulam Mehdi    | HM BHS Kuru Ghanche           | Reviewer                         |

### REVIEW COMMITTEE-02 FOR CLASS-1 TO 4

| S#  | Name of Academician | Designation & Institution               | Subjects Reviewed   | Role                             |
|-----|---------------------|---|---------------------|----------------------------------|
| 1.  | Mrs. Sajida Baig    | Principal GHS Aliabad                   | -                   | Focal Person Review Committee-02 |
| 2.  | Ms. Anila           | EST, Girls High School Aliabad, Hunza   | English 1,2,3,4     | Reviewer                         |
| 3.  | Ms. Fatima          | EST, Boys High School Aliabad, Hunza    | English 1,2,3,4     | Reviewer                         |
| 4.  | Ms. Nek Parveen     | TGT, Girls High School Aliabad, Hunza   | GK 1,2,3; Science 4 | Reviewer                         |
| 5.  | Ms. Naila Mumtaz    | TGST, Girls High School Aliabad, Hunza  | GK 1,2,3; Science 4 | Reviewer                         |
| 6.  | Ms. Umul Baneen     | TGT, Girls High School Ganish, Hunza    | Islamiat 1,2,3,4    | Reviewer                         |
| 7.  | Ms. Humera Irum     | SST, Girls High School Aliabad, Hunza   | Islamiat 1,2,3,4    | Reviewer                         |
| 8.  | Ms. Sher Rani       | EST, Boys Middle School Dourkhan, Hunza | Urdu 1,2,3,4        | Reviewer                         |
| 9.  | Ms. Shamim Bano     | EST, Girls High School Aliabad, Hunza   | Urdu 1,2,3,4        | Reviewer                         |
| 10. | Ms. Nasim           | EST, Girls High School Aliabad, Hunza   | Math 1,2            | Reviewer                         |
| 11. | Mr. Raja Saleem     | EST, Boys High School Aliabad, Hunza    | Math 3,4            | Reviewer                         |
| 12. | Ms. Anila Baig      | EST, Girls High School Aliabad, Hunza   | SST 4               | Reviewer                         |

## **PURPOSE & SCOPE OF THE DOCUMENT**

This document presents a centralized, structured, and Student Learning Outcome (SLO)-based syllabus breakup for all subjects from Infant to Grade 8, aligned with the National Curriculum of Pakistan. It has been specifically developed for implementation across public sector schools under the jurisdiction of the School Education Department, Gilgit-Baltistan.

Recognizing the region's diverse climatic conditions, the document categorizes schools into four academic zones based on weather-related operational patterns:

- i) Extreme Summer Zone
- ii) Summer Zone
- iii) Winter Zone
- iv) Extreme Winter Zone

Due to the variation in school year duration across these zones, a uniform academic calendar is not practical. Therefore, a standardized syllabus breakup across three academic terms has been designed to ensure that essential learning outcomes are achieved effectively within the instructional time available in each zone.

Key features include:

- Zone-specific adjustments to instructional schedules that uphold curriculum integrity and equity in learning opportunities for all students.
- A three-term academic structure that supports balanced curriculum pacing, structured assessments, and systematic instructional planning.
- Term-wise syllabus allocation to facilitate effective teaching, timely evaluations, and integration of co-curricular activities within the academic framework.

This document serves as an official guide for:

- Teachers, to deliver the curriculum in a consistent and organized manner aligned with their zone's academic calendar;
- School Heads, to plan, implement, and monitor term-wise instructional activities;
- Curriculum Planners, to ensure alignment of classroom instruction with the National Curriculum of Pakistan; and
- Monitoring & Evaluation Officers, to oversee syllabus implementation and track student progress across the region.
- This scheme of studies is applicable to all government schools in Gilgit-Baltistan and will be implemented from the 2025 academic session onward, remaining in force until further directives are issued.

## OVERVIEW OF THE FOUR WEATHER ZONES

| Zones          | Start of Academic Year | Total Working Days (Excluding Sundays, Holidays & Vacation) | Total Teaching Days (Annual Examination System in Grades 6 to 8) | Total Teaching Days (Terminal Examination System in Grades 1 to 5) | Sundays (Excluding Falling on Vacation) | Total Winter & Summer Vacation Days | Gazetted Holidays | Total Days |
|----------------|------------------------|---|--|--|---|-------------------------------------|-------------------|------------|
| Extreme Summer | January 5              | 227   | 197  | 181  | 39                                      | 90                                  | 9                 | 365        |
| Summer         | February 1             | 225   | 200  | 184  | 40                                      | 90                                  | 10                | 365        |
| Winter         | March 1                | 225   | 195  | 179  | 40                                      | 90                                  | 10                | 365        |
| Extreme Winter | April 1                | 213   | 188  | 172  | 37                                      | 106                                 | 9                 | 365        |

### Vacation Schedule across Four Zones in GB

| Zones          | Summer Vacations    |      | Winter Vacations          |      | Total Days |
|----------------|---------------------|------|---------------------------|------|------------|
|                | Schedule            | Days | Schedule                  | Days |            |
| Extreme Summer | June 18 - August 31 | 75   | December 21 - January 4   | 15   | 90         |
| Summer         | July 01 - August 07 | 38   | December 11 - January 31  | 52   | 90         |
| Winter         | July 21 – August 9  | 20   | December 21 - February 28 | 70   | 90         |
| Extreme Winter | Nil                 | 0    | December 16 - March 31    | 106  | 106*       |

\* Increasing 30 minutes a day for teaching-learning process in Extreme Winter Zones during summer to accommodate 16 days gap.

## Examination Schedule across Four Zones in GB

| Zones          | Start of Academic Year | Term-I (30 Marks) |                         |               |           | Term-II (30 Marks) |                         |                   |           | Term-III / Final Term (40 Marks) |                         |                 |           |
|----------------|------------------------|-------------------|-------------------------|---------------|-----------|--------------------|-------------------------|-------------------|-----------|----------------------------------|-------------------------|-----------------|-----------|
|                |                        | Session (Dates)   | Session Duration (Days) | Exam (Dates)  | Exam Days | Session (Dates)    | Session Duration (Days) | Exam (Dates)      | Exam Days | Session (Dates)                  | Session Duration (Days) | Exam (Dates)    | Exam Days |
| Extreme Summer | January 5              | Jan 5 - March 12  | 56                      | March 13 - 21 | 8         | March 22 - May 30  | 55                      | May 31 - June 11  | 8         | June 12 - Nov. 15                | 70                      | Nov. 17-Dec. 10 | 21        |
| Summer         | February 1             | Feb 1 - April 12  | 57                      | April 14-22   | 8         | April 23 - Aug. 13 | 56                      | Aug. 15 - Aug. 23 | 8         | Aug. 25 - Nov. 15                | 71                      | Nov. 17-Dec. 10 | 21        |
| Winter         | March 1                | March 1 - May 13  | 59                      | May 14-22     | 8         | May 23 -Aug. 25    | 58                      | Aug. 26 - Sept. 3 | 8         | Sept. 4 - Nov. 15                | 62                      | Nov. 17-Dec. 10 | 21        |
| Extreme Winter | April 1                | April 1 - June 8  | 54                      | June 9 - 17   | 8         | June 18 - Aug. 21  | 53                      | Aug. 22 - Aug. 30 | 8         | Sept. 01 - Nov. 15               | 65                      | Nov. 17-Dec. 10 | 21        |

## GENERAL GUIDELINES/INSTRUCTIONS FOR USE

Teachers are advised to align their lesson planning and classroom instruction with the SLO-wise timeline provided. Assessment design should follow the specifications included for each subject. Monitoring teams may use this document as a benchmark for classroom observations and academic evaluations.

### Assessment Structure

#### 1. Infant/Kachi Class

##### Assessment Type:

Ongoing formative assessment throughout the year.

##### Tool Used:

Prescribed Assessment Tool is appended following this document, in the sequence of class-wise scheme of studies and SLO-based syllabus breakup documents.

#### 2. Grades 1–5

- Exams: Term-wise exams as per zone-wise schedule in the academic calendar.

#### 3. Grades 6–8:

- Exams: Annual exam as per zone-wise schedule in the academic calendar.

| Subject Type                                       | Marks Distribution                      | Assessment Notes   |
|--|---|--|
| History & Geography                                | 50 marks each                           | Separate exams will be conducted for each subject.   |
| General Science, Computer Science & Home Economics | Theory: 80 marks<br>Practical: 20 marks | Four practical assessments (5 marks each) by subject teachers.<br>Record must be maintained. |
| Islamiyat (Nazrah + Theory)                        | Theory: 80 marks<br>Nazrah: 20 marks    | Four nazrah assessments (5 marks each). Record must be maintained.                           |

#### Nazrah Assessment Guidelines for Grade-1 to 5:

| Grade Category | Term I                              | Term II              | Term III              | Total Nazrah Marks | Assessment Notes                          |
|----------------|-------------------------------------|----------------------|-----------------------|--------------------|---|
| Grades 1–5     | 25 theory + 5 nazrah                | 25 theory + 5 nazrah | 30 theory + 10 nazrah | 20 marks (Nazrah)  | Three assessments: 5 + 5 + 10             |
| Grades 6–8     | Continuous assessment (4 × 5 marks) | —                    | —                     | 20 marks (Nazrah)  | Maintain complete record for final result |

- The importance of international days would be highlighted/celebrated in morning assembly.
- Bazma-e-Adab (Academic competitions like essay writing, drawing etc) will be arranged either in assembly or after 4<sup>th</sup> period on last Friday of each month.

- PTM will be arranged after each TERM exam or need basis to share the students' progress. The HM/DDO will arrange in-house professional (Pedagogy and Content) sessions of minimum TWO hours through subject coordinators or engaging any PDT from SED GB as and when needed.
- The schools falling under Extreme Winter Zone will observe an additional 30 minutes a day for teaching-learning process during summertime to accommodate 16 days gap **w.e.f 1<sup>st</sup> April to 31<sup>st</sup> August**.
- During the Sports Gala, the first four periods of each day will be reserved for regular classes.
- During Term-I and Term-II Examination days, classes following the Annual Examination System (Grades 6 to 8) will undergo checkpoints/periodic tests in the Zero Period, covering one subject per day.
- Days allocated for revision in the Scheme of Studies/Syllabus Breakdown document may be utilized as make-up days to compensate for any unplanned school closures, if required.

# ACADEMIC CALENDARS

## SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN ACADEMIC CALENDAR 2025 FOR EXTREME SUMMER ZONE

| Month/Date     | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28          | 29  | 30  | 31 | W/ Days |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------------|---|-----|----|---------|
| January 2025   | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue         | Wed   | Thu | 23 |         |
| February 2025  | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri         | Sat   | 23  |    |         |
| March 2025     | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri         | Sat   | 25  |    |         |
| April 2025     | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon         | Eid-ul-Fitr Holidays                          | 24  |    |         |
| May 2025       | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed         | Thu   | 25  |    |         |
| June 2025      | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat         | 12  |     |    |         |
| July 2025      | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | 0           |   |     |    |         |
| August 2025    | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu         | 0   |     |    |         |
| September 2025 | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun         | 25  |     |    |         |
| October 2025   | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Bazm-e-Adab | 27  |     |    |         |
| November 2025  | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri         | Term III / Annual Examination-2025            | 25  |    |         |
| December 2025  | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun         | Winter Vacation/Winter Camp for Board Classes | 18  |    |         |
| Month/Date     | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28          | 29  | 30  | 31 | 227     |

### Keys:

- 1 Local holidays will be observed as per government's notification.
- 2 The importance of International days would be highlighted/celebrated in morning assembly.
- 3 Bazma-e-Adab (Academic competitions like essay writing, drawing etc) will be arranged either in assembly or after 4th period on last Friday of each month.
- 4 PTM will be arranged after each TERM exam or need basis to share the students' progress.
- 5 The HMD/DOO will arrange in-house professional (Pedagogy and Content) sessions of minimum TWO hours after classes through subject coordinators or engaging any PDT from SED GB as and when needed.
- 6 During the Sports Gala, the first four periods of each day will be reserved for **regular classes**.
- 7 During Term-I and Term-II Examination days, classes following the **Annual Examination System (Grades 6 to 8)** will undergo checkpoints/periodic tests in the **Zero Period**, covering **one subject per day**.
- 8 Days allocated for revision in the Scheme of Studies/Syllabus Breakdown document may be utilized as **make-up days** to compensate for any **unplanned school closures**, if required.

**SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN  
ACADEMIC CALENDAR 2025 FOR SUMMER ZONE**

| Month/Date                                    | 1   | 2    | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  | 30  | 31  | W. Days |    |
|---|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---------|----|
|   | Wed | Thur | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri |         |    |
| Winter Vacation/Winter Camp for Board Classes |     |      |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 0   |     |         |    |
| January 2025                                  |     |      |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | 23      |    |
| February 2025                                 | Sat | Sun  | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | 25      |    |
| March 2025                                    | Sat | Sun  | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | 24      |    |
| April 2025                                    | Tue | Wed  | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | 0       |    |
| May 2025                                      | Thu | Fri  | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun     | 25 |
| June 2025                                     | Sun | Mon  | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | 23      |    |
| July 2025                                     | Tue | Wed  | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | 0       |    |
| August 2025                                   | Fri | Sat  | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | 15      |    |
| September 2025                                | Mon | Tue  | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu     | 25 |
| October 2025                                  | Mon | Tue  | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu     | 27 |
| November 2025                                 | Sat | Sun  | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | 25      |    |
| December 2025                                 | Mon | Tue  | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu     | 13 |

**Note:**

- 1 Local holidays will be observed as per government's notification.
- 2 The importance of International days would be highlighted/celebrated in morning assembly.
- 3 Bazma-e-Adab (Academic competitions like essay writing, drawing etc) will be arranged either in assembly or after 4th period on last Friday of each month.
- 4 PTM will be arranged after each TERM exam or need basis to share the students' progress.
- 5 The HM/DDO will arrange in-house professional (Pedagogy and Content) sessions of minimum **TWO hours** through subject coordinators or engaging any PDT from SED GB as and when needed.
- 6 During the **Sports Gala**, the first four periods of each day will be reserved for **regular classes**.
- 7 During Term-I and Term-II Examination days, classes following the **Annual Examination System (Grades 6 to 8)** will undergo **checkpoints/periodic tests** in the **Zero Period**, covering **one subject per day**.
- 8 Days allocated for revision in Scheme of Studies/Syllabus Breakdown document may be utilized as **make-up days** to compensate for any **unplanned school closures**, if required.

**Keys:**

|             |                   |                   |                |
|-------------|-------------------|-------------------|----------------|
| Sunday      | Annual Exam/      | Assessment/       | International/ |
|             | Term Exam         | In House Training | World Days     |
| Vacation    | National Days     | Bazm-e-eAdab      |                |
| Sports Gala | Staff/SMC Metting | Result Day/PTM    |                |

**SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN  
ACADEMIC CALENDAR 2025 FOR WINTER ZONE**

| Month/Date          | 1  | 2        | 3      | 4        | 5         | 6        | 7       | 8         | 9        | 10     | 11       | 12        | 13       | 14      | 15        | 16       | 17     | 18       | 19        | 20       | 21      | 22        | 23       | 24     | 25       | 26        | 27       | 28      | 29        | 30       | 31     | W. Days |
|---------------------|--|----------|--------|----------|-----------|----------|---------|-----------|----------|--------|----------|-----------|----------|---------|-----------|----------|--------|----------|-----------|----------|---------|-----------|----------|--------|----------|-----------|----------|---------|-----------|----------|--------|---------|
| رجسٰ/ہمنماں<br>1446 | Wednesday                                      | Thursday | Friday | Saturday | Sunday    | Monday   | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday    | Monday   | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday    | Monday   | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday    | Monday   | Tuesday | Wednesday | Thursday | Friday | 0       |
| جنوری 2025<br>1446  | Winter Vacation/ Winter Camp for Board Classes |          |        |          |           |          |         |           |          |        |          |           |          |         |           |          |        |          |           |          |         |           |          |        |          |           |          |         |           | 0        |        |         |
| فبراير 2025<br>1446 | Saturday                                       | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | 25     |         |
| مارس 2025<br>1446   | Saturday                                       | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | 24     |         |
| اپریل 2025<br>1446  | Saturday                                       | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | 25     |         |
| جنوری 2025<br>1446  | Saturday                                       | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | 23     |         |
| جولائی 2025<br>1446 | Saturday                                       | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | 16     |         |
| اگسٹ 2025<br>1446   | Summer Vacation                                |          |        |          |           |          |         |           |          |        |          |           |          |         |           |          |        |          |           |          |         |           |          |        |          |           |          |         |           | 17       |        |         |
| سپتمبر 2025<br>1446 | Saturday                                       | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | 25     |         |
| اکتوبر 2025<br>1446 | Saturday                                       | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | 27     |         |
| نومبر 2025<br>1446  | Saturday                                       | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | 25     |         |
| دسمبر 2025<br>1446  | Saturday                                       | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | Monday | Tuesday  | Wednesday | Thursday | Friday  | Saturday  | Sunday   | 18     |         |

**Note:**

- Local holidays will be observed as per government's notification.
- The importance of International days would be highlighted/celebrated in morning assembly.
- Bazma-e-Adab (Academic competitions like essay writing, drawing etc) will be arranged either in assembly or after 4th period on last Friday of each month.
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- During Term-I and Term-II Examination days, classes following the **Annual Examination System (Grades 6 to 8)** will undergo **checkpoints/periodic tests** in the **Zero Period**, covering one subject per day.
- Days allocated for revision in Scheme of Studies/Syllabus Breakdown document may be utilized as **make-up days** to compensate for any **unplanned school closures**, if required.

**Keys:**

|                   |                           |                                  |                              |
|-------------------|---------------------------|----------------------------------|------------------------------|
| Sunday            | Annual Exam/<br>Term Exam | Assessment/<br>In House Training | International/<br>World Days |
| Vacation          | National Days             | Bazma-e-Adab                     |                              |
| Sports Gala       | Result Day/PTM            |                                  |                              |
| Staff/SMC Metting |                           |                                  |                              |



**SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN  
ACADEMIC CALENDAR 2025 FOR EXTREME WINTER ZONE**



| Month/Date     | 1         | 2        | 3      | 4        | 5      | 6      | 7       | 8         | 9        | 10     | 11       | 12     | 13     | 14      | 15        | 16       | 17     | 18       | 19     | 20     | 21      | 22        | 23       | 24     | 25       | 26     | 27     | 28      | 29        | 30       | 31     | W. Days |
|----------------|-----------|----------|--------|----------|--------|--------|---------|-----------|----------|--------|----------|--------|--------|---------|-----------|----------|--------|----------|--------|--------|---------|-----------|----------|--------|----------|--------|--------|---------|-----------|----------|--------|---------|
|                | Wednesday | Thursday | Friday | Saturday | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday |         |
| January 2025   | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 0        |        |         |
| February 2025  | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 0        |        |         |
| March 2025     | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 0        |        |         |
| April 2025     | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 24       |        |         |
| May 2025       | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 25       |        |         |
| June 2025      | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 23       |        |         |
| July 2025      | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 26       |        |         |
| August 2025    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 25       |        |         |
| September 2025 | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 25       |        |         |
| October 2025   | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 27       |        |         |
| November 2025  | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 25       |        |         |
| December 2025  | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 1446     | 1446   | 1446     | 1446   | 1446   | 1446    | 1446      | 13       |        |         |

**Note:**

1. Local holidays will be observed as per government's notification.

2. The importance of International days would be highlighted/celebrated in morning assembly.

3. Bazma-e-Adab (Academic competitions like essay writing, drawing etc) will be arranged either in assembly or after 4th period on last Friday of each month.

4. PTM will be arranged after each TERM exam or need basis to share the students' progress.

5. The HM/DDO will arrange in-house professional (Pedagogy and Content) sessions of minimum TWO hours through subject coordinators or engaging any PDT from SED GB as and when needed.

6. The schools under this zone will observe additional 30 minutes a day for teaching-learning process during summer time to accommodate 16 days gap w.e.f 1st April to 31st August.

7. During the Sports Gala, the first four periods of each day will be reserved for regular classes.

8. During Term-I and Term-II Examination days, classes following the Annual Examination System (Grades 6 to 8) will undergo checkpoints/periodic tests in the Zero Period, covering one subject per day.

9. Days allocated for revision in Scheme of Studies/Syllabus Breakdown document may be utilized as make-up days to compensate for any unplanned school closures, if required.

**Keys:**

|             |                   |                   |                |
|-------------|-------------------|-------------------|----------------|
| Sunday      | Annual Exam/      | Assessment/       | International/ |
| Term Exam   |                   | In House Training | World Days     |
| vacation    | National Days     | Bazm-e-eAdab      |                |
|             |                   |                   |                |
| Sports Gala | Staff/SMC Metting | Result Day/PTM    |                |

## CENTRALIZED TIMETABLES FOR ZONES

| Summer Timetable 1 <sup>st</sup> February to 15 <sup>th</sup> September |                   |                         | Summer Timetable 1 <sup>st</sup> February to 15 <sup>th</sup> September |                   |                         |
|---|-------------------|-------------------------|---|-------------------|-------------------------|
| Extreme Summer/ Summer /Winter Zones                                    |                   |                         | Extreme Summer/ Summer /Winter Zones                                    |                   |                         |
| Primary Schools (5 hours)   |                   |                         | Middle/High Schools (6 hours)   |                   |                         |
| Time  | Duration          | Subjects                | Time  | Duration          | Subjects                |
| <b>8:00 - 8:20</b>  | <b>20 minutes</b> | <b>Morning Assembly</b> | <b>8:00 - 8:20</b>  | <b>20 minutes</b> | <b>Morning Assembly</b> |
| 8:20 - 9:05   | 45 minutes        | Subject 1               | 8:20 - 9:00   | 40 minutes        | Subject 1               |
| 9:05 - 9:50   | 45 minutes        | Subject 2               | 9:00 - 9:40   | 40 minutes        | Subject 2               |
| 9:50 - 10:30  | 40 minutes        | Subject 3               | 9:40 - 10:20  | 40 minutes        | Subject 3               |
| 10:30 - 11:10   | 40 minutes        | Subject 4               | 10:20 - 11:00   | 40 minutes        | Subject 4               |
| <b>11:10 - 11:40</b>  | <b>30 minutes</b> | <b>Recess</b>           | <b>11:00 - 11:40</b>  | <b>40 minutes</b> | <b>Subject 5</b>        |
| 11:40- 12:20  | 40 minutes        | Subject 5               | <b>11:40 - 12:10</b>  | <b>30 minutes</b> | <b>Recess</b>           |
| 12:20 - 1:00  | 40 minutes        | Subject 6               | 12:10 - 12:50   | 40 minutes        | Subject 6               |
| -   | -                 | -                       | 12:50 - 1:25  | 35 minutes        | Subject 7               |
| -   | -                 | -                       | 1:25 - 2:00   | 35 minutes        | Subject 8               |

| Winter Timetable 16 <sup>th</sup> September to 20 <sup>th</sup> November |                   |                         | Winter Timetable 16 <sup>th</sup> September to 20 <sup>th</sup> November |                   |                         |
|--|-------------------|-------------------------|--|-------------------|-------------------------|
| Extreme Summer/ Summer /Winter Zones                                     |                   |                         | Extreme Summer/ Summer /Winter Zones                                     |                   |                         |
| Primary Schools (5 hours)  |                   |                         | Middle/High Schools (6 hours)  |                   |                         |
| Time   | Duration          | Subjects                | Time   | Duration          | Subjects                |
| <b>8:30 - 8:50</b>   | <b>20 minutes</b> | <b>Morning Assembly</b> | <b>8:30 - 8:50</b>   | <b>20 minutes</b> | <b>Morning Assembly</b> |
| 8:50 - 9:35  | 45 minutes        | Subject 1               | 8:50 - 9:30  | 40 minutes        | Subject 1               |
| 9:35 - 10:15   | 40 minutes        | Subject 2               | 9:30 - 10:10   | 40 minutes        | Subject 2               |
| 10:15 - 10:55  | 40 minutes        | Subject 3               | 10:10 - 10:50  | 40 minutes        | Subject 3               |
| 10:55 - 11:35  | 40 minutes        | Subject 4               | 10:50 - 11:30  | 40 minutes        | Subject 4               |
| <b>11:35 - 12:05</b>   | <b>30 minutes</b> | <b>Recess</b>           | <b>11:30 - 12:10</b>   | <b>40 minutes</b> | <b>Subject 5</b>        |
| 12:05- 12:50   | 45 minutes        | Subject 5               | <b>12:10- 12:40</b>  | <b>30 minutes</b> | <b>Recess</b>           |
| 12:50 - 1:30   | 40 minutes        | Subject 6               | 12:40 - 1:20   | 40 minutes        | Subject 6               |
| -  | -                 | -                       | 1:20 - 1:55  | 35 minutes        | Subject 7               |
| -  | -                 | -                       | 1:55 - 2:30  | 35 minutes        | Subject 8               |

| Summer Timetable 1 <sup>st</sup> April to 31 <sup>st</sup> August |                   |                         | Summer Timetable 1 <sup>st</sup> April to 31 <sup>st</sup> August |                   |                         |
|---|-------------------|-------------------------|---|-------------------|-------------------------|
| Extreme Winter Zone   |                   |                         | Extreme Winter Zone   |                   |                         |
| Primary Schools (5.5 hours)                                       |                   |                         | Middle/High Schools (6.5 hours)                                   |                   |                         |
| Time  | Duration          | Subjects                | Time  | Duration          | Subjects                |
| <b>8:00 - 8:20</b>  | <b>20 minutes</b> | <b>Morning Assembly</b> | <b>8:00 - 8:20</b>  | <b>20 minutes</b> | <b>Morning Assembly</b> |
| 8:20 - 9:10   | 50 minutes        | Subject 1               | 8:20 - 9:05   | 45 minutes        | Subject 1               |
| 9:10 - 10:00  | 50 minutes        | Subject 2               | 9:05 - 9:50   | 45 minutes        | Subject 2               |
| 10:00 - 10:45   | 45 minutes        | Subject 3               | 9:50 - 10:35  | 45 minutes        | Subject 3               |
| 10:45 - 11:30   | 45 minutes        | Subject 4               | 10:35 - 11:15   | 40 minutes        | Subject 4               |
| <b>11:30 - 12:00</b>  | <b>30 minutes</b> | <b>Recess</b>           | 11:15 - 11:55   | 40 minutes        | Subject 5               |
| 12:00- 12:45  | 45 minutes        | Subject 5               | <b>11:55 - 12:25</b>  | <b>30 minutes</b> | <b>Recess</b>           |
| 12:45 - 1:30  | 45 minutes        | Subject 6               | 12:25 - 1:10  | 45 minutes        | Subject 6               |
| <b>-</b>  | <b>-</b>          | <b>-</b>                | 1:10 - 1:50   | 40 minutes        | Subject 7               |
| <b>-</b>  | <b>-</b>          | <b>-</b>                | 1:50 - 2:30   | 40 minutes        | Subject 8               |

| Winter Timetable 1 <sup>st</sup> September to 20 <sup>th</sup> November |                   |                         | Winter Timetable 1 <sup>st</sup> September to 20 <sup>th</sup> November |                   |                         |
|---|-------------------|-------------------------|---|-------------------|-------------------------|
| Extreme Winter Zone   |                   |                         | Extreme Winter Zone   |                   |                         |
| Primary Schools (5 hours)   |                   |                         | Middle/High Schools (6 hours)   |                   |                         |
| Time  | Duration          | Subjects                | Time  | Duration          | Subjects                |
| <b>8:30 - 8:50</b>  | <b>20 minutes</b> | <b>Morning Assembly</b> | <b>8:30 - 8:50</b>  | <b>20 minutes</b> | <b>Morning Assembly</b> |
| 8:50 - 9:35   | 45 minutes        | Subject 1               | 8:50 - 9:30   | 40 minutes        | Subject 1               |
| 9:35 - 10:15  | 40 minutes        | Subject 2               | 9:30 - 10:10  | 40 minutes        | Subject 2               |
| 10:15 - 10:55   | 40 minutes        | Subject 3               | 10:10 - 10:50   | 40 minutes        | Subject 3               |
| 10:55 - 11:35   | 40 minutes        | Subject 4               | 10:50 - 11:30   | 40 minutes        | Subject 4               |
| <b>11:35 - 12:05</b>  | <b>30 minutes</b> | <b>Recess</b>           | <b>11:30 - 12:10</b>  | <b>40 minutes</b> | <b>Subject 5</b>        |
| 12:05- 12:50  | 45 minutes        | Subject 5               | <b>12:10- 12:40</b>   | <b>30 minutes</b> | <b>Recess</b>           |
| 12:50 - 1:30  | 40 minutes        | Subject 6               | 12:40 - 1:20  | 40 minutes        | Subject 6               |
| -   | -                 | -                       | 1:20 - 1:55   | 35 minutes        | Subject 7               |
| -   | -                 | -                       | 1:55 - 2:30   | 35 minutes        | Subject 8               |



**SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN  
CENTRALIZED SYLLABUS BREAK UP 2025  
FOR ECE/ INFANT (AGE 4-5 YEARS)**



**DEVELOPED BY:**

**GREENI**

**ECE EXPERT GIRLS HIGH SCHOOL ALIABAD HUNZA**

**REVIEWED BY:**

**MAHI PARVEEN PRINCIPAL COLLEGE OF EDUCATION &  
ZAREEN TAJ DD RESEARCH & SECRECY BEEGB**

**MAY,2025**



**SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN**  
**CENTRALIZED TIME TABLE FOR ECE/ INFANT (AGE 4-5 YEARS)**



| # | Subject  |         | Period in a week | Medium of Instruction | Time    | Days                   | Assessment |
|---|--|---------|------------------|-----------------------|---------|------------------------|------------|
| 1 | Morning Assembly (Recitation from the Holy Quran, Na'at, Dua, Speech etc. and National Anthem):    |         | Daily            | -                     | 10 mins | Mon to Saturday        | Formative  |
| 2 | Physical Training/PT/Drill:  |         | Daily            | -                     | 10 mins | Mon to Saturday        | Formative  |
| 3 | Circle Time in classroom   |         | Daily            | -                     | 10 mins | Monday to Saturday     | Formative  |
| 4 | Literacy   | English | 5                | English               | 1 hour  | Mon to Thus & Saturday | Formative  |
|   |  | Urdu    | 5                | Urdu                  | 1hour   | Mon-Friday             | Formative  |
| 5 | Lunch/ Snack Time  |         | Daily            | -                     | 30 mins | Mon to Saturday        | Formative  |
| 6 | Numeracy: Basic Mathematical Concepts  |         | 5                | English               | 1 hour  | Tuesday to Saturday    | Formative  |
| 7 | Health & Physical Education / Sports   |         | Every Monday     | -                     | 1hour   | In Maths Period        | Formative  |
| 8 | Environment & Science Education Understanding of World Around Us activities, IT related activities |         | Every Friday     | -                     | 1hour   | In English Period      | Formative  |
| 9 | Creative Art and Drawing   |         | Every Saturday   | -                     | 1 hour  | In Urdu Period         | Formative  |

**Note:** 1. Zone wise school timings will be followed. 2. Progress of Learning achievements by each student will be recorded and reflected in the provided rubrics. The total school time for an ECE classroom is 3-4 hours daily. Schools may adjust timings per period as per their convenience.



**SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN**  
**CENTRALIZED SYLLABUS BREAK UP FOR ECE/ INFANT (AGE 4-5 YEARS)**  
**SUBJECT: ENGLISH**



| <b>Concepts to be covered</b>   | <b>TERM I</b>   | <b>TERM II</b>   | <b>TERM III</b>  |
|---|---|--|--|
| Letter sounds<br>(recognition and formation, tracing and writing in upper and lower case) | 1)The following letter sounds will be covered:<br>S/s / A/a / T /t /I/i P/p N/n/<br><br>C/c/ K/k /E/e /H/h / R/r /M/m/ D/d<br><br>/G/g /O/o/U/u /L/l/ F/f/ B/b /                | 1) Rest of the below letter sounds will be covered:<br>J/j/ Z/z/<br>W/w/ V/v/ Y/y/<br>X/x/ Q/qu/<br>2) Practice of sky,root & grass letters ( Eng Primer page-121)<br>3) .Digraph sounds: (Recognition and formation)<br>ai,oa,ie,ee,or,ng,oo,oo,ch,sh,th,th,ou,oi,ue,er,ar<br>4)Introduction to vowel and consonant sounds Eng-Pri.page 122)<br>5)Words blending and reading: Vowel Consonant (VC)and Consonant Vowel Consonant (CVC) (Eng-Pri. Page 123-129)<br>6) Creative Writing Eng. Pri.page 145 Myself | 1) listening practice<br>2) Speaking practice<br>3) Read simple text story books e.g. ,Jolly phonic readers orange level,<br>Or any other resource<br>4)Recognize sounds (phonemes) in the beginning, middle, and end of a word while reading texts.<br>5)creative writing<br>(English Primer page No148-150 My Mother,My Toy, My Friend |
| Vowel and consonant sounds  | 2) Introduction to sky,root & grass letters for the letters taught in the term ( Eng Primer page-121 )  |  |  |
| Intergration of Language skills: (Listening, Speaking Reading and writing)                |   |  |  |
| Vocabulary, Phrases and Sentences   | 3)Mention the names of minimum three things according the letters taught in the term .<br>By the end of this term the child will be able to read and write atleast 57-60 words. | 7)Practice VC and CVC words<br>8)Tricky words/sight words reading and Dictation(English primer page no.134) (54 sight words) Tr. Will divide the words for Term II and Term III according to his/her convenience)<br>9) PhrasesEnglish primer page 131<br>10) Reading and writing Simple Sentences .E.P.132<br>My name is _____.<br>This is _____.   | 6)Practice rest of sight words<br>7)Use of a,an<br>8)Concept of in ,on<br>9)Action words.<br>10)Adding ;s;<br>11)Alliteration Patterns<br>12).Recognise and generate rhyming words. english primer page 123 to127.<br>By the end of academic session child will be able to read and write minimum 150 words.                             |



سکول ایجو کیشن ڈیپارٹمنٹ گلگت بلستان

سنسنڈ لائزنس سلیسیس بریک اپ ۲۰۲۵



ضمون: اردو

جماعت: ای-سی-ای

| عنوان  | ۳رم   | ۲رم  | ۱رم   |
|--|---|--|---|
| حروف تہجی کی<br>پہچان، لکھائی،<br>پڑھائی           | اس سمسٹر کے اختتام تک پچھے اس قابل ہو جائیں گے۔ کہ<br>۱۔ الف سے تک الف بائے ترتیب میں پڑھیں۔ لکھیں۔<br>۲۔ بھاری آوازیں<br>پرائمری اردو صفحہ ۱۵۳                                     | اس سمسٹر کے اختتام تک پچھے اس قابل ہو جائیں<br>گے۔ کہ<br>س ش<br>ص ض ط ظ ع غ ف ق ک گ ل م ن و ه ء ی ے<br>۱۔ حرف کا نام / ابتدائی شکل۔<br>اور آواز کی ادایگی، پہچان، پنسل پھیریں۔ رنگ<br>بھرنا اور لکھائی۔<br>۲) ذخیرہ الفاظ<br>ہر آواز سے کم از کم تین چیزوں کے نام بتائیں / ملائیں / اور<br>تصاویر بنائیں۔ اور اس تصویر کے بارے جملہ بنائیں۔<br>۳۔ ہم آواز الفاظ<br>پرائمری اردو صفحہ ۱۶۲ | اس سمسٹر کے اختتام تک پچھے اس<br>قابل ہو جائیں گے۔ کہ<br>۱۔ حرف کا نام / ابتدائی شکل<br>۲) ذخیرہ الفاظ<br>ہر حرف سے کم از کم تین چیزوں کے نام<br>بتائیں / ملائیں / اور تصاویر بنائیں۔ اور اس تصویر<br>کے بارے جملہ بتائے۔<br>(۳) تصویر دیکھ کر شروع کی حرف یعنی ابتدائی شکل |
| مواد کے لئے<br>عنوان کے مطابق                      | ۱) حجج خ<br>دڑڑ   | ۱) آب پتٹٹ<br>رڑڑ  | ۱۔ حرف کا نام / ابتدائی شکل   |
| اردو پرائمری کے<br>مختلف صفحوں کو<br>ملاحظہ کیجئے۔ | ۲) ذخیرہ الفاظ<br>ہر حرف سے کم از کم تین چیزوں کے نام<br>بتائیں / ملائیں / اور تصاویر بنائیں۔ اور اس تصویر<br>کے بارے جملہ بتائے۔<br>(۳) تصویر دیکھ کر شروع کی حرف یعنی ابتدائی شکل | ۲) ذخیرہ الفاظ<br>ہر حرف سے کم از کم تین چیزوں کے نام<br>بتائیں / ملائیں / اور تصاویر بنائیں۔ اور اس تصویر<br>کے بارے جملہ بتائے۔<br>(۳) تصویر دیکھ کر شروع کی حرف یعنی ابتدائی شکل  | ۱۔ حرف کا نام / ابتدائی شکل   |

| عنوان  | ۳م  | ۲م   | ۱م |
|--|---|--|----|
| <p>پرائمر اردو صفحہ ۱۰<br/>بصری الفاظ، دیکھو اور بولو: کم از کم ۵۰ کم از کم ۵۰ کم از کم ۵۰</p> <p>الفاظ کی پڑھائی۔</p> <p>(پاکستان ریڈ گپ پراجیکٹ کے مواریں دیئے گئے الفاظ کی مدد سے بھی تیاری کروائی جاسکتی ہے۔</p> | <p>لکھیں۔</p> <p>۳۔) الف بائے ترتیب سے پڑھئے اور لکھئے۔</p> <p>۴۔) نقطے والے حروف بغیر نقطے والے حروف اور علامت ' ط ' والے حروف کی پہچان ہو۔</p> <p>۵۔) جوڑا والے حروف، اکیلے رہنے والے حروف کی پہچان۔</p> <p>۶۔) (حروف علت) مصوتوں اویے کی پہچان اور ارکان سازی</p> <p>بصری الفاظ، دیکھو اور بولو: کم از کم ۵۰ کم از کم ۵۰ کم از کم ۵۰</p> <p>الفاظ کی پڑھائی۔</p> <p>(پاکستان ریڈ گپ پراجیکٹ کے مواریں دیئے گئے الفاظ کی مدد سے بھی تیاری کروائی جاسکتی ہے۔</p> | <p>اور آواز کی ادائیگی، پہچان، پنسل پھیریں۔ رنگ بھرنا اور لکھائی۔</p> <p>(۲) ذخیرہ الفاظ</p> <p>ہر حرف سے کم از کم تین چیزوں کے نام بتائیں / ملائیں / اور تصاویر بنائیں۔ اور اس تصویر کے بارے کم از کم ایک جملہ بنائیں۔</p> <p>(۳) تصویر دیکھ کر شروع کی حرف یعنی ابتدائی شکل لکھیں۔</p> <p>۳۔) الف بائے ترتیب سے پڑھئے اور لکھئے۔</p> <p>۴۔) نقطے والے حروف اور بغیر نقطے والے حروف اور علامت ' ط ' والے حروف کی پہچان ہو۔</p> <p>(۶) خاندان کے لحاظ سے پہچان ہو۔</p> |    |

| عنوان                             | ترجمہ ۱  | ترجمہ ۲              | ترجمہ ۳                             |
|-----------------------------------|--|----------------------|-------------------------------------|
| بصری الفاظ                        | آن لال پیلا میرا ہے کا کی کے سے میں                  | آج اب دب رب کب آب آپ | دیکھو اور بولو                      |
| پاکستان روڈنگ                     | میں دیئے گئے الفاظ کی مدد سے بھی                     | تیاری کروائی جاسکتی  | (PRP) پراجیکٹ                       |
| کی مدد سے بھی تیاری کروائی جاسکتی | میں دیئے گئے الفاظ کی مدد سے بھی تیاری کروائی جاسکتی | آج اب دب رب کب آب آپ | آن لال پیلا میرا ہے کا کی کے سے میں |

| عنوان                                   | ترجمہ ۱                                    | ترجمہ ۲                                   | ترجمہ ۳  |
|---|--|---|--|
| ہے۔<br>دو حروفی الفاظ                   |  |   |  |
| گنتی<br>ہند سوں میں<br>پہچان اور لکھائی | ۱۲۳۲۵                                      | ۶۷۸۹۱۰                                    | لفظوں میں گنتی:<br>ایک دو، تین، چار، پانچ، چھے، سات، آٹھ، نو، دس |
| متضاد الفاظ<br>پڑھائی                   | ہلکا/بھاری بڑا/چھوٹا<br>اندد/باہر گندہ/صاف | دور/قریب موٹا/پتلہ<br>سخت/نرم<br>آگے/پچھے | دن/رات<br>صح/شام<br>طلوع/غروب آسان/مشکل<br>عام/خاص               |



**SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN**  
**CENTRALIZED SYLLABUS BREAK UP FOR ECE/ INFANT (AGE 4-5 YEARS)**  
**SUBJECT: BASIC MATHEMATICAL CONCEPTS**



| S.No. | Concept  | TERM I  | TERM II  | TERM III   |
|-------|--|---|--|--|
| 1     | Counting, identifying, Sequencing, and writing numbers up to 50 in figures & words | *1to 9 and concept of 0<br>*Zero to Nine<br>*Which number comes Before /After and between<br>*Write the numbers in words 1-10<br>*Counting objects in order | *2 digit numbers (unit and tens) 10 to 19<br>*Ten to nineteen in words<br>*Before /After and between<br>*Counting objects in order | *20 to 50<br>*Before /After and between<br>*Writing in words<br>*Counting objects in order           |
| 2     | Backward counting  | 9,8,7,6,5,4,3,2,1,0 (9-0)   | 19,18,17,16,15,14,13,12,11,10 (19 to 10)   | 20-1   |
| 3     | Ordinal numbers 1 <sup>st</sup> -10 <sup>th</sup>                                  | 1 <sup>st</sup> to 5 <sup>th</sup>  | 6 <sup>th</sup> to 10 <sup>th</sup>  | 1 <sup>st</sup> to 10 <sup>th</sup> (Revision)   |
| 4     | Shapes   | 2D shapes:Circle, Triangle, Oval,   | 2D shapes:Rectangle,Square<br>3D shapes Cube Cubiod  | 3D shapes: Cone, Cylinder, Sphere<br>Revision of 2D and #D shapes                                    |
| 5     | Colours  | Red, Blue, Yellow   | Green ,Purple, Orange  | Black,Pink, white  |
| 6     | Patterns   | Making patterns from different concrete objects   | Drawing the next recurring shape to complete the given patterns  | Practice patterns  |
| 7     | Making Sets of 5,10 or 15 objects  | Making sets of different items,such as,alphabets numbers, colour pencils etc.   | Sets of Animals such as, Pet and farm /sea/wild/zoo animals etc.   | jewellery sets, sets of objects by size etc.   |
| 8     | Comparision  | Big/small, Heavy/light<br>Day/night, Hard/Soft<br>Thick/Thin etc.   | big /bigger,biggest<br>Small/smaller/smallest  | Long/ longer/longest /tall/taller/ tallest<br>Short/shorter/shortest<br>Heavy /heavier/heaviest etc. |
| 9     | Quantities   | Bigger numbers<br>Smaller numbers   | Few/many/less/equal/full/empty   | More/less<br>Add/more  |
| 10    | Sorting/ odd one out   | Sorting objects by size, colour,texture, weight temperature,class etc. and odd one out from the given sets of objects.                                      | Practice Sorting and odd one out concept   | Fill the worksheets related to the concept sorting   |
| 11    | Addition & Subtraction less than   | *Introducing signs of addition,   | Practice of addition and subtraction   | Practice of addition and subtraction   |

| <b>S.No.</b> | <b>Concept</b> | <b>TERM I</b>   | <b>TERM II</b>                          | <b>TERM III</b>  |
|--------------|----------------|---|---|--|
|              | 10             | subtraction and equal to<br>* Addition with different objects<br>*Tack one away subtraction             | with concrete objects and in worksheets | subtraction with concrete objects and in worksheets                        |
| 12           | Time           | Introducing which hand of the clock represent minutes and hours.<br>Making a model of clock by students | Tell the time using hands of the clock. | Draw a clock to show the time  |
| 13           | Position       | In /Out, Down /Up   | Back/ Front, Left/Right                 | Revision   |
| 14           | Money          | Introducing Coin/Note<br>Showing the currency of the country  | Circling the correct amount             | Project work on practical usage of money                                   |
| 15           | measurement    | Concept of measurement through informal ways<br>Informal ways Such as /hands / paper clips etc.         | Counting steps to measure the distance  | Use of Ruler/ Measuring-tape etc.  |
| 16           | Calendar       | Days of the week  | Months of the year first six            | Rest of the months and revision of days of the week and months of the year |



**SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN**  
**CENTRALIZED SYLLABUS BREAK UP FOR ECE/ INFANT (AGE 4-5 YEARS)**  
**SUBJECT: GENERAL KNOWLEDGE (ORAL PRACTICE & ASSESSMENT)**



| S# | AREA  | TERM 1  | TERM 2  | TERM 3  |
|----|---|---|---|---|
| 1  | Myself and My community                             | What is your name?<br>How old are you?<br>What is your Father's name?<br>What is your Mother's name?<br>How many brothers and sisters do you have?  | What is the name of your school?<br>In which class do you read?<br>What is the name of your teacher?<br>Do you like your school? Why?   | Who is your best friend?<br>Do you play with your friends?<br>Which game do you like to play?<br>Why?   |
| 2  | My Province/Area (Gilgit-Baltistan)                 | Where do you live?<br>Which language do you speak?  | Can you name some languages of Gilgit Baltistan? Ans (Balti, Shina, Wakhi, Khwar)   | Which is the famous game of Gilgit- Baltistan? Ans. polo  |
| 3  | My Country  | What is the name of our country?<br>Ans Pakistan<br>What is the color of our flag?<br>Ans. Green and white<br>Who is the founder of Pakistan?<br>Ans Quaid-e-Azam Muhammad Ali Jinnah   | What language do we speak in Pakistan?<br>Ans. Urdu<br>Who is our national poet?<br>Ans. Allama Muhammad Iqbal  | What do we call the song we sing for our country?<br>Ans. National Anthem<br>Which is the capital city of Pakistan?<br>Ans. Islamabad<br>Which is our national flower?<br>Jasmine   |
| 4  | The World Around Me/ Civic Sense/ Health and Safety | What do we see in the sky during the day?<br>Ans. The sun<br>What do we see in the sky at night?<br>Ans. Moon and stars<br>What color is the grass?<br>Ans. Green<br>Tell the names of any five animals.<br>Ans. Cow, Goat, Sheep, Cat, Dog<br>Where do fish live?<br>Ans. In water | What do we wear in winter?<br>Ans. Warm clothes<br>What do we use when it rains?<br>Ans. Umbrella<br>What season do we eat mangoes in?<br>Ans. Summer<br>How many seasons are there in a year? Tell the names of four seasons. (In English and Urdu languages)<br>Ans. Four seasons. Spring, Summer, Autumn, Winter | What should we do before eating?<br>Ans. Wash our hands<br>Should we talk to strangers?<br>Ans. No<br>What do we wear on our feet to stay safe?<br>Ans. Shoes<br>What should we do when we are unsafe? Or someone touches our private body parts<br>Ans. Shout for help./Inform |

| S# | AREA     | TERM 1   | TERM 2  | TERM 3   |
|----|----------|--|---|--|
|    |          |  | <p>How many days are there in a week?<br/> Name them. (In English and Urdu languages)<br/> Ans Seven days . Sunday Monday ,Tuesday, Wednesday, Thursday , Friday, Saturday</p>  | parents,teachers and elder siblings<br>Where should we throw garbage?<br>Ans. In the dustbin   |
| 5  | Science  | <p>What do we need to live?<br/> Ans. Air, water, and food<br/> Which part of body helps us to see?<br/> Ans.Eyes<br/> Which part of the body helps us hear?<br/> Ans.Ears<br/> Which part of body helps us to smell?<br/> Ans. Nose<br/> Which part of body helps us to taste?<br/> Ans. Tongue<br/> Which part of body helps us to touch?<br/> Ans. Hand</p>   | <p>What do we breathe in?<br/> Ans. Air<br/> What do we eat to stay healthy?<br/> Ans. Fruits,vegetables, Meat ,Fish,pulses.<br/> Should we eat junk food?<br/> Ans. No.<br/> Name some junk food.<br/> Ans. Soft drinks, cookies, donuts etc.</p>  | How do plants grow?<br>Ans. From Seeds<br>What do plants need to grow?<br>Ans. Water and sunlight.<br>Name any five living and five non- living things.                      |
| 6  | Islamiat | <p>Tasmiya with translation (Urdu &amp; English)<br/> Tawooz with translation<br/> Urdu/English)<br/> Dua of knowledge with translation<br/> Urdu/ english<br/> 1<sup>st</sup> Kalima with Urdu and English translanation<br/> Who is our creator?<br/> Ans.Allah Almighty .<br/> Whom do we worship ?<br/> Ans.We worship Allah Almighty .<br/> What is the name of our religion ?<br/> Ans.The name of our religion is Islam<br/> What is. the meaning of Islam?<br/> Ans.The meaning of Islam is peace.</p> | <p>Reinforcement of all concepts taught in first term<br/> Surrah,Kosar with urdu translantion<br/> Who is the first prophet of Allah?<br/> Ans. Hazrat Adam (A.S)</p> <p>Who is our last Prophet (PBUH)?<br/> Ans. Hazrat Muhammad (ﷺ)<br/> Which is the Holy Book of Muslims?<br/> Ans. <i>The Holy Quran</i><br/> What do we say before eating?<br/> Ans. <i>Bismillah</i></p> | Reinforcement of previous concepts<br>Surrah Ikhlas with English and Urdu Translation<br>Name the five pillar of Islam?<br>Ans. Kalma Shahadat, Namaz, Zakat , Roza and Hajj |

Teachers may also consult Primer English, Urdu and Maths Books to teach additional concepts under the above mentioned areas.



**SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN  
FORMATIVE ASSESSMENT RUBRIC FOR EARLY CHILDHOOD  
EDUCATION**

**Based on the National Curriculum of Pakistan 2022-23**

**Age Groups: 4-5 years (Grade Infant/Kachi)**



**Guidelines for the Teachers:**

- The teacher will maintain portfolio of each student which will contain records of observations, anecdotes, class tests (specifically in languages and Maths), and worksheets. These records will be used for the evaluation of a student's performance and fill the attached assessment rubric. The scores of first two terms will be considered for feedback and improvement and the scores of final term will be used for the evaluation and promotion purpose.
- The criteria for promotion to the next class, a child has to obtain minimum **30 Ps (Proficient)** in **(Languages and Basic Mathematics)** and **30 Ps** in rest of the five learning areas.
- The teacher will work on the student's learning areas continuously in which he/she needs support to bring him/her to the proficient level in order to meet the above promotion criteria that is 60% in total which is mandatory for promotion of a student to the next grade.
- To cover the concepts as mentioned under the learning areas in the prescribed rubric, the teacher needs to consult primer (English, Urdu & Maths) or any other resource. Also consult term wise syllabus break up 2025 for English, Urdu, Maths and General Knowledge
- The concerned HM/DDO and DDE offices will be responsible to check the portfolios of ECE students time to time to ensure the achievement of students' learning outcomes as well as the accountability of the teacher.

**Developed & Reviewed by:**

Mahi Parveen, Principal College of Education for Women Gilgit &  
Zareen Taj, DD Research and Secrecy Board of Elementary Examination GB



**SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN**  
**FORMATIVE ASSESSMENT RUBRIC FOR ECE**  
**Based on the National Curriculum of Pakistan 2022-23**  
**Age : 4-5 years (Infant/Kachi Qaida)**



| Score | Level             | Description   |
|-------|-------------------|---|
| 3(P)  | <b>Proficient</b> | Performs skill independently and consistently                   |
| 2 (D) | <b>Developing</b> | Shows progress; requires occasional support                     |
| 1(B)  | <b>Beginning</b>  | Emerging skill; needs significant support or guidance of elders |

**Means of Verification:** Observation, anecdotes, Checklists, Class test (Written/oral) results , worksheets, pictures, video clips, portfolios, etc.

Paste Student's Picture here

**Student's Profile**

|                              |  |     |   |           |    |
|------------------------------|--|-----|---|-----------|----|
| Name                         |  |     |   |           |    |
| Father's Name                |  |     |   |           |    |
| Mother's Name                |  |     |   |           |    |
| Number of Siblings           |  |     |   |           |    |
| DOB (Figures)                |  |     |   |           |    |
| DOB (In Words)               |  |     |   |           |    |
| Weight (in kgs)              | T1:<br>T3  | T2  | Height (in feet)  | T1:<br>T3 | T2 |
| Attendance                   | T1:<br>T3:   | T2: | Excellent (above 80%) Average (60 to 79%) Need improvement (below 60) |           |    |
| Any Infection/Allergy<br>Y/N | If yes please remain in contact with parents to track health condition of the child. |     |   |           |    |
| Address                      |  |     |   |           |    |
| School                       |  |     |   |           |    |

| S#  | LEARNING AREAS/ INDICATORS                      | Term I | Term II | Term III | Remarks |
|---|---|--------|---------|----------|---------|
| <b>A: Language and Literacy Development ( English &amp; Urdu)</b> |   |        |         |          |         |
|   | <b>(Listening )</b>                             |        |         |          |         |
| 1.  | Listens and responds to stories, poems, rhymes  |        |         |          |         |
| 2.  | Responds verbally/non-verbally to others        |        |         |          |         |
| 3.  | Waits for turn to speak and listens attentively |        |         |          |         |
| 4.  | Follows multi-step instructions                 |        |         |          |         |
|   | <b>(Speaking)</b>                               |        |         |          |         |
| 5.  | Speaks clearly about objects, stories, needs    |        |         |          |         |
| 6.  | Uses 150+ new words                             |        |         |          |         |
| 7.  | Retells stories and uses extensive vocabulary   |        |         |          |         |
| 8.  | Shares feelings/experiences in sentences        |        |         |          |         |
| 9.  | Asks and answers questions from texts           |        |         |          |         |
|   | <b>(Reading)</b>                                |        |         |          |         |
| 10.   | Identifies parts of books                       |        |         |          |         |

| S#                                    | LEARNING AREAS/ INDICATORS                      | Term I | Term II | Term III | Remarks |
|---------------------------------------|---|--------|---------|----------|---------|
| 11.                                   | Recognizes book covers and specific pages       |        |         |          |         |
| 12.                                   | Reads familiar words and scans texts            |        |         |          |         |
| 13.                                   | Retells stories in sequence                     |        |         |          |         |
| 14.                                   | Tracks reading direction (Eng/Urdu)             |        |         |          |         |
| 15.                                   | Identifies main events and characters           |        |         |          |         |
| 16.                                   | Relates reading to personal experience          |        |         |          |         |
|                                       | <b>(Reading: Phonological Awareness)</b>        |        |         |          |         |
| 17.                                   | Recognizes letters and their sounds             |        |         |          |         |
| 18.                                   | Identifies phonemes in words                    |        |         |          |         |
| 19.                                   | Reads CVC words using phonics                   |        |         |          |         |
| 20.                                   | Recognizes rhymes and alliteration              |        |         |          |         |
| 21.                                   | Blends letter sounds to read CVC words          |        |         |          |         |
|                                       | <b>(Writing)</b>                                |        |         |          |         |
| 22.                                   | Draws/traces lines and shapes                   |        |         |          |         |
| 23.                                   | Colors within space                             |        |         |          |         |
| 24.                                   | Writes letters correctly (upper/lower case)     |        |         |          |         |
| 25.                                   | Writes full name                                |        |         |          |         |
| 26.                                   | Writes CVC words correctly                      |        |         |          |         |
| <b>B: Basic Mathematical Concepts</b> |   |        |         |          |         |
| 27.                                   | Counts, identifies, and writes numbers up to 50 |        |         |          |         |
| 28.                                   | Sequences numbers 0–50                          |        |         |          |         |
| 29.                                   | Counts objects in order                         |        |         |          |         |
| 30.                                   | Compares quantities (more/less/equal etc.)      |        |         |          |         |
| 31.                                   | Counts backwards 20–1                           |        |         |          |         |
| 32.                                   | Subtracts objects to get zero                   |        |         |          |         |
| 33.                                   | Makes sets of 5, 10, 15 objects                 |        |         |          |         |
| 34.                                   | Uses ordinal numbers (1st–10th)                 |        |         |          |         |
| 35.                                   | Compares sets (more/less etc.)                  |        |         |          |         |
| 36.                                   | Adds/removes to change quantity                 |        |         |          |         |
| 37.                                   | Solves add/subtract problems < 10               |        |         |          |         |
| 38.                                   | Identifies before/after numbers up to 20        |        |         |          |         |
| 39.                                   | Explains addition vs. subtraction               |        |         |          |         |
| 40.                                   | Compares using measurement language             |        |         |          |         |
| 41.                                   | Uses tools and nonstandard units                |        |         |          |         |
| 42.                                   | Describes objects by size/temperature           |        |         |          |         |
| 43.                                   | Sequences events (before/after, today, etc.)    |        |         |          |         |
| 44.                                   | Recognizes calendar and clock units             |        |         |          |         |
| 45.                                   | Solves time-related problems                    |        |         |          |         |
| 46.                                   | Uses days/months vocabulary                     |        |         |          |         |
| 47.                                   | Identifies 2D/3D shapes and features            |        |         |          |         |
| 48.                                   | Orders shapes by size                           |        |         |          |         |
| 49.                                   | Uses positional language                        |        |         |          |         |
| 50.                                   | Creates concrete patterns                       |        |         |          |         |

| S#   | LEARNING AREAS/ INDICATORS                                 | Term I | Term II | Term III | Remarks |
|--|--|--------|---------|----------|---------|
| <b>C: Personal, Social and Emotional Development</b> |  |        |         |          |         |
| 51.  | Identifies self (name, gender, parents, siblings, address) |        |         |          |         |
| 52.  | Expresses feelings (happy, sad, scared, excited)           |        |         |          |         |
| 53.  | Shares what they enjoy doing                               |        |         |          |         |
| 54.  | Practices personal hygiene                                 |        |         |          |         |
| 55.  | Respects similarities/differences in others                |        |         |          |         |
| 56.  | Cooperates with peers                                      |        |         |          |         |
| 57.  | Respects differently-abled individuals                     |        |         |          |         |
| 58.  | Uses polite expressions                                    |        |         |          |         |
| 59.  | Solves problems collaboratively                            |        |         |          |         |
| 60.  | Takes turns and shares                                     |        |         |          |         |
| 61.  | Expresses emotions and empathy                             |        |         |          |         |
| 62.  | Follows routines   |        |         |          |         |
| 63.  | Understands Pakistani culture                              |        |         |          |         |
| 64.  | Recites Kalma and duas used in daily life practices        |        |         |          |         |
| 65.  | Identifies pillars of own religion                         |        |         |          |         |
| 66.  | Shows tolerance for other religions                        |        |         |          |         |
| <b>D: The World Around Us</b>                        |  |        |         |          |         |
| 67.  | Identifies seasons, weather, animals                       |        |         |          |         |
| 68.  | Distinguishes living vs. non-living                        |        |         |          |         |
| 69.  | Talks about family/home/community                          |        |         |          |         |
| 70.  | Cares for environment                                      |        |         |          |         |
| 71.  | Observes plant growth from seed                            |        |         |          |         |
| 72.  | Understands plant needs                                    |        |         |          |         |
| 73.  | Explores technology (TV, phone, etc.)                      |        |         |          |         |
| 74.  | Identifies jobs and tools                                  |        |         |          |         |
| 75.  | Shows positive citizenship                                 |        |         |          |         |
| 76.  | Differentiates smells                                      |        |         |          |         |
| 77.  | Differentiates tastes                                      |        |         |          |         |
| 78.  | Differentiates sounds                                      |        |         |          |         |
| 79.  | Recognizes touch sensations (hot, rough, etc.)             |        |         |          |         |
| 80.  | Identifies animal categories                               |        |         |          |         |
| 81.  | Identifies transport types and vehicles                    |        |         |          |         |
| <b>E: Health, Hygiene and Safety</b>                 |  |        |         |          |         |
| 82.  | Practices hygiene routines                                 |        |         |          |         |
| 83.  | Identifies healthy/unhealthy food                          |        |         |          |         |
| 84.  | Follows personal/playground safety                         |        |         |          |         |
| 85.  | Alerts adults when unsafe                                  |        |         |          |         |
| 86.  | Understands private body awareness                         |        |         |          |         |
| 87.  | Says 'NO' to inappropriate contact                         |        |         |          |         |
| 88.  | Knows general safety rules                                 |        |         |          |         |
| <b>F: Creative Arts</b>                              |  |        |         |          |         |

| S#                             | LEARNING AREAS/ INDICATORS                                | Term I | Term II | Term III | Remarks |
|--------------------------------|---|--------|---------|----------|---------|
| 89.                            | Creates purposeful art projects                           |        |         |          |         |
| 90.                            | Uses various art techniques                               |        |         |          |         |
| 91.                            | Acts out stories imaginatively                            |        |         |          |         |
| <b>G: Physical Development</b> |   |        |         |          |         |
| 92.                            | Throws ball overhand                                      |        |         |          |         |
| 93.                            | Runs, jumps, hops to finish                               |        |         |          |         |
| 94.                            | Balances on line/skips                                    |        |         |          |         |
| 95.                            | Climbs stairs independently                               |        |         |          |         |
| 96.                            | Participates in games/exercises                           |        |         |          |         |
| 97.                            | Uses scissors/pencils/tools with control                  |        |         |          |         |
| 98.                            | Handles malleable materials confidently                   |        |         |          |         |
| 99.                            | Manipulates small objects (beads, tongs, etc.)            |        |         |          |         |
| 100.                           | Tears, folds and pastes paper of various size and shapes. |        |         |          |         |

**Promotion Criteria for Final Evaluation:**

| Section 1:Languages (English &Urdu) & Basic Mathematics  | Section 2:Rest of the Five Learning Areas |            |            |            |            |
|--|---|------------|------------|------------|------------|
| No. of Ps:   | No. of Ds:                                | No. of Bs: | No. of Ps: | No. of Ds: | No. of Bs: |
| If a student obtains 30 Ps in each section separately he/she will be eligible for promotion to the next grade. |   |            |            |            |            |

**Teacher's Recommendation:** Promoted: \_\_\_\_\_ Retained: \_\_\_\_\_

| Term     | Teacher's Remarks Sign/Date | Principal's Sign/Date | Parent's Remarks Sign/Date |
|----------|-----------------------------|-----------------------|----------------------------|
| Term-I   |                             |                       |                            |
| Term-II  |                             |                       |                            |
| Term-III |                             |                       |                            |



**SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS  
BREAK-UP  
GRADE 1 – EXTREME WINTER ZONE**



**Subject: English**

**Class: One (1)**

| S# | Unit           | Student Learning Outcomes   |   |   | Level |    | Days | Exact Date            |
|----|----------------|---|---|---|-------|----|------|-----------------------|
|    |                | Students will be able to:   |   |   | K     | U  |      |                       |
| 01 | Time to Recall | 1. Recognize sounds, words, or phrases in the language and repeat them.   |   |   | ✓     |    |      | 3 <sup>rd</sup> April |
|    |                | 2. Begin to use contextual clues to predict content inshore supported talk on a limited range of general and curricular topics.       |   | ✓ |       |    | 01   | 4 <sup>th</sup>       |
|    |                | 3. Listen to others and respond appropriately.  | ✓ |   |       |    | 01   | 5 <sup>th</sup>       |
|    |                | 4. Take turn to speak.  |   |   | ✓     |    |      |                       |
|    |                | 5. Ask questions for clarity.   |   |   | ✓     |    |      |                       |
|    |                | 6. Recognize the name of the common sound associated with every letter in the English alphabet.                                       |   | ✓ |       | 01 |      | 7 <sup>th</sup>       |
|    |                | 7. Take dictation of familiar words that studied in class.  |   | ✓ |       | 01 |      | 8 <sup>th</sup>       |
|    |                | 8. Demonstrate the ability to name various objects through pictures and real-life objects to sort, group, pick the odd one out e.t.c. | ✓ |   |       | 01 |      | 9 <sup>th</sup>       |
|    |                | 9. Practice a comfortable and efficient pencil grip and learn to form letters correctly.  |   | ✓ |       | 01 |      | 10 <sup>th</sup>      |
|    |                | 10. Practice hand writing patterns and writing letters both capital and small with correct formation.                                 |   | ✓ |       | 01 |      | 11 <sup>th</sup>      |

| S# | Unit      | Student Learning Outcomes   |   |   | Level |     | Days                   | Exact Date |
|----|-----------|---|---|---|-------|-----|------------------------|------------|
|    |           | Students will be able to:   | K | U | A     | 190 |                        |            |
| 2  | My Family | 11. Practice writing letters and words from left to right with the regular spaces between letters and words.  |   |   | ✓     | 01  | 12 <sup>th</sup>       |            |
|    |           | 1. Show awareness of the listener through non-verbal communication (through maintaining eye contact with the speaker and nodding in response).  |   |   | ✓     | 01  | 14 <sup>th</sup>       |            |
|    |           | 2. Begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics.  |   |   | ✓     | 01  | 15 <sup>th</sup>       |            |
|    |           | 3. Listen to others and respond appropriately.  |   |   | ✓     | 01  | 16 <sup>th</sup>       |            |
|    |           | 4. Take turns to speak.   |   |   | ✓     |     |                        |            |
|    |           | 5. Ask questions for clarity.   |   |   | ✓     |     |                        |            |
|    |           | 6. Recognize stress and intonation patterns as used in statements and questions.  |   |   | ✓     | 01  | 17 <sup>th</sup>       |            |
|    |           | 7. Interact minimally by naming things and asking simple questions.   |   |   | ✓     | 01  | 19 <sup>th</sup>       |            |
|    |           | 8. Participate in small group discussions.  |   |   | ✓     | 01  | 21 <sup>st</sup> April |            |
|    |           | 9. Read common high frequency words by sight.   |   |   | ✓     |     |                        |            |
|    |           | 10. Use phonic knowledge to read the decodable words and to attempt to sound out some elements of unfamiliar words e.g. blending to read and segment to spell.  |   |   | ✓     | 01  | 22 <sup>nd</sup> April |            |
|    |           | 11. Match sounds to their corresponding letter patterns. Initial and final consonants, /s/ initial short vowel sounds, /a/.   |   |   | ✓     | 01  | 23 <sup>rd</sup> April |            |
|    |           | 12. Use prior knowledge and pre-reading strategies to predict a story by looking at the pictures and title of the text, preview, title/headings/visuals ask self (what is it about? What do I know about this?) |   |   | ✓     | 01  | 24 <sup>th</sup> April |            |
|    |           | 13. Recognize and use naming words from the environment and classify them into different categories such as a person, place, animal or thing.   |   |   | ✓     | 01  | 25 <sup>th</sup> April |            |

| S# | Unit                | Student Learning Outcomes  | Level |   |   | Days | Exact Date             |
|----|---------------------|--|-------|---|---|------|------------------------|
|    |                     | Students will be able to:  | K     | U | A | 190  | Extreme Winter         |
|    |                     | 14. Recognize and use substitution words (e.g I, we, you, he, she, it,tey).  |       | ✓ |   | 01   | 26 <sup>th</sup> April |
|    |                     | 15. Provide the missing letters in simple one/two syllable words.  | ✓     |   |   | 01   | 28 <sup>th</sup> April |
|    |                     | 16. Practice writing letters and words from left to right with regular spaces between letters and words.                                       |       |   | ✓ | 01   | 29 <sup>th</sup> April |
|    |                     | 17. Spell and write familiar common words accurately, drawing on sight words.  |       |   | ✓ | 01   | 30 <sup>th</sup> April |
|    |                     | 18. Recognize and read common sight words.   | ✓     |   |   | 01   | May 2 <sup>nd</sup>    |
|    |                     | 19. Recognize and write for a purpose using some basic features of a text.   | ✓     |   |   | 01   | 3 <sup>rd</sup>        |
|    |                     | 20. Write words and sentences at an appropriate speed and develop and understanding that a capital letter is for the start of sentence.        |       |   | ✓ | 01   | 5 <sup>th</sup>        |
|    |                     | 21. Fill the missing information to complete simple sentences. For example, my name is.....  | ✓     |   |   | 01   | 6 <sup>th</sup>        |
| 3  | Cobbler,<br>Cobbler | 1. Show awareness of the listener through non-verbal communication (through maintaining eye contact with the speaker and nodding in response). |       |   | ✓ | 01   | 7 <sup>th</sup>        |
|    |                     | 2. Begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics.               |       |   | ✓ | 01   | 8 <sup>th</sup>        |
|    |                     | 3. Listen to others and respond appropriately.   | ✓     |   |   | 01   | 9 <sup>th</sup>        |
|    |                     | 4. Take turns to speak.  |       | ✓ |   |      |                        |
|    |                     | 5. Ask questions for clarity.  |       |   | ✓ |      |                        |
|    |                     | 6. Read sentences of grade level with correct pronunciation.   | ✓     |   |   | 01   | 10 <sup>th</sup>       |
|    |                     | 7. Converse audibly with class fellows, teachers and others.   |       | ✓ |   | 01   | 12 <sup>th</sup>       |
|    |                     | 8. Converse in basic language using simple words. Phrases with a group to share experiences.   |       |   | ✓ | 01   | 13 <sup>th</sup>       |

| S# | Unit           | Student Learning Outcomes  | Level | Days | Exact Date |                  |
|----|----------------|--|-------|------|------------|------------------|
|    |                | Students will be able to:  | K     | U    | A          |                  |
|    |                | 9. Participate in small group discussions.   |       | ✓    | 01         | 14 <sup>th</sup> |
|    |                | 10. Read common high frequency words by sight.   |       | ✓    | 01         | 15 <sup>th</sup> |
|    |                | 11. Use phonic knowledge to read the decodable words and to attempt to sound out some elements of unfamiliar words e.g. blending to read and segment to spell.   |       | ✓    | 01         | 16 <sup>th</sup> |
|    |                | 12. Make sounds to their corresponding letter patterns: initial and final consonants /c/,/k/.  |       | ✓    | 01         | 17 <sup>th</sup> |
|    |                | 13. Use prior knowledge and pre-reading strategies to predict a story by looking at the pictures and title of the text, preview, title/headings/visuals ask self (what is it about? What do I know about this? And what I want to know?) |       | ✓    | 01         | 19 <sup>th</sup> |
|    |                | 14. Provide the missing letters in one/two syllable words.   | ✓     |      | 01         | 20 <sup>th</sup> |
|    |                | 15. Match the familiar words with their opposites through pictures and text e.g (black-white, tall-short)  | ✓     |      | 01         | 21 <sup>st</sup> |
|    |                | 16. Recognize and use naming words from the environment.   |       | ✓    | 01         | 22 <sup>nd</sup> |
|    |                | 17. Practice writing letters and words from left to right with regular spaces between letters and words.   |       | ✓    | 01         | 23 <sup>rd</sup> |
|    |                | 18. Write short sentences with basic personal information.   |       | ✓    | 01         | 24 <sup>th</sup> |
|    |                | 19. Fill the missing information to complete simple sentences. For example, my name is.....  |       | ✓    | 01         | 26 <sup>th</sup> |
| 4  | Let's have Fun | 1. Show awareness of the listener through non-verbal communication (through maintaining eye contact with the speaker and nodding in response).   |       | ✓    | 01         | 27 <sup>th</sup> |
|    |                | 2. Begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics.   |       | ✓    | 01         | 28 <sup>th</sup> |
|    |                | 3. Listen to others and respond appropriately.   |       | ✓    | 01         | 29 <sup>th</sup> |
|    |                | 4. Ask questions for clarity.  |       | ✓    |            |                  |

| S# | Unit | Student Learning Outcomes  |   |   | Level |     | Days                   | Exact Date |
|----|------|--|---|---|-------|-----|------------------------|------------|
|    |      | Students will be able to:  | K | U | A     | 190 |                        |            |
|    |      | 5. Participate in small group discussions.   | ✓ |   |       |     |                        |            |
|    |      | 6. Read common high frequency words by sight.  |   |   | ✓     | 01  | 30 <sup>th</sup>       |            |
|    |      | 7. Use phonic knowledge to read the decodable words and to attempt to sound out some elements of unfamiliar words e.g. blending to read and segment to spell.  |   | ✓ |       |     |                        |            |
|    |      | 8. Make sounds to their corresponding letter patterns: initial and final consonants /h/. Initial short vowels /e/,/i/  |   |   | ✓     | 01  | 31 <sup>st</sup>       |            |
|    |      | Revision   |   |   |       | 04  | <b>June 2, 3, 4, 5</b> |            |
|    |      | First Term<br>9 <sup>TH</sup> June to 17 <sup>th</sup> June  |   |   |       |     |                        |            |
|    |      | 9. Use prior knowledge and pre-reading strategies to predict a story by looking at the pictures and title of the text, preview, title/headings/visuals ask self (what is it about? What do I know about this?) |   |   | ✓     | 01  | 18 <sup>th</sup>       |            |
|    |      | 10. Identify and differentiate between 'a' or 'an' article. e.g (a book, an apple).  |   |   | ✓     | 01  | 19 <sup>th</sup>       |            |
|    |      | 11. Demonstrate the ability to name various objects through pictures, and real-life objects to sort, group, pick the odd one, cut e.t.c.   | ✓ |   |       | 01  | 20 <sup>th</sup>       |            |
|    |      | 12. Recognize and use naming words from the context and classify them into different categories, such as person place animal or thing.   |   | ✓ |       | 01  | 21 <sup>st</sup>       |            |
|    |      | 13. Write simple sentences giving information on what students observe (e.g, this is a book.)  |   | ✓ |       | 01  | 23 <sup>rd</sup>       |            |
|    |      | 14. Draw or sequence pictures to tell a story.   |   |   | ✓     | 01  | 24 <sup>th</sup>       |            |
|    |      | 15. Practice writing letters and words from left to right with regular spaces between letters and words.   |   |   | ✓     | 01  | 25 <sup>th</sup>       |            |

| S# | Unit              | Student Learning Outcomes  | Level |   |   | Days | Exact Date           |
|----|-------------------|--|-------|---|---|------|----------------------|
|    |                   | Students will be able to:  | K     | U | A | 190  | Extreme Winter       |
|    |                   | 16. Write words and sentences at an appropriate speed and develop and understanding that a capital letter is for the start of sentence.  |       |   | ✓ | 01   | 26 <sup>th</sup>     |
|    |                   | 17. Construct simple sentences of three / four words expressing likes and dislikes or an opinion using correct capitalization, punctuation and spelling, using pre-writing strategies, (brain storming).       |       |   | ✓ | 01   | 27 <sup>th</sup>     |
| 5  | Sharing is Caring | 1. Show awareness of the listener through non-verbal communication (through maintaining eye contact with the speaker and nodding in response).   |       | ✓ |   | 01   | 28 <sup>th</sup>     |
|    |                   | 2. Begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics.   |       | ✓ |   | 01   | 30 <sup>th</sup>     |
|    |                   | 3. Listen to others and respond appropriately.   |       |   | ✓ | 01   | 1 <sup>st</sup> July |
|    |                   | 4. Ask questions for clarity.  |       |   | ✓ | 01   |                      |
|    |                   | 5. Participate in small group discussions  |       | ✓ |   | 01   |                      |
|    |                   | 6. Read common high frequency words by sight.  |       |   | ✓ | 01   | 2 <sup>nd</sup>      |
|    |                   | 7. Use phonic knowledge to read the decodable words and to attempt to sound out some elements of unfamiliar words e.g. blending to read and segment to spell.  |       |   | ✓ | 01   | 3 <sup>rd</sup>      |
|    |                   | 8. Match sounds to their corresponding letter patterns: initial and final consonants /l/, /d/, /g/, /n/.   |       |   | ✓ | 01   | 4 <sup>th</sup>      |
|    |                   | 9. Identify common terms related to books e.g, title page, author, illustrator, front, back, cover, table of contents.   |       |   | ✓ | 01   | 7 <sup>th</sup>      |
|    |                   | 10. Use prior knowledge and pre-reading strategies to predict a story by looking at the pictures and title of the text, preview, title/headings/visuals ask self (what is it about? What do I know about this? |       |   | ✓ | 01   | 8 <sup>th</sup>      |
|    |                   | 11. Provide the missing letters in one/two syllable words.   |       |   | ✓ | 01   | 9 <sup>th</sup>      |

| S# | Unit               | Student Learning Outcomes  | Level |   |   | Days | Exact Date       |
|----|--------------------|--|-------|---|---|------|------------------|
|    |                    | Students will be able to:  | K     | U | A | 190  | Extreme Winter   |
|    |                    | 12. Practice writing letters and words from left to right with regular spaces between letters and words.   |       | ✓ |   | 01   | 10 <sup>th</sup> |
|    |                    | 13. Write words and sentences at an appropriate speed and develop and understanding that a capital letter is for the start of sentence.  |       | ✓ |   | 01   | 11 <sup>th</sup> |
|    |                    | 14. Spell and write familiar common words accurately, drawing on sight words.  |       | ✓ |   | 01   | 12 <sup>th</sup> |
|    |                    | 15. Recognize and write for a purpose using some basic features of text.   |       |   | ✓ | 01   | 14 <sup>th</sup> |
|    |                    | 16. Construct simple sentences of three / four words expressing likes and dislikes or an opinion using correct capitalization, punctuation and spelling, using pre-writing strategies, (brain storming). |       |   | ✓ | 01   | 15 <sup>th</sup> |
| 6  | Blessings of Allah | 1. Recognize that plural nouns do not take an article, 'a' or 'an'.  |       |   | ✓ | 01   | 16 <sup>th</sup> |
|    |                    | 2. Show awareness of the listener through non-verbal communication (through maintaining eye contact with the speaker and nodding in response).   |       | ✓ |   | 01   | 17 <sup>th</sup> |
|    |                    | 3. Begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics.   |       |   | ✓ | 01   | 18 <sup>th</sup> |
|    |                    | 4. Listen to others and respond appropriately.   |       |   | ✓ | 01   | 19 <sup>th</sup> |
|    |                    | 5. Ask questions for clarity.  |       |   | ✓ |      |                  |
|    |                    | 6. Participate in small group discussions  |       |   | ✓ |      |                  |
|    |                    | 7. Identify common words with silent letters e.g listen, write, know.  |       |   | ✓ | 01   | 21 <sup>st</sup> |
|    |                    | 8. Use phonic knowledge to read the decodable words and to attempt to sound out some elements of unfamiliar words e.g. blending to read and segment to spell.  |       | ✓ |   | 01   | 22 <sup>nd</sup> |

| S# | Unit              | Student Learning Outcomes   | Level |   |   | Days | Exact Date          |
|----|-------------------|---|-------|---|---|------|---------------------|
|    |                   | Students will be able to:   | K     | U | A | 190  | Extreme Winter      |
|    |                   | 9. Match sounds to their corresponding letter patterns: initial and final consonants /f/ Initial and final vowels,/a/, /e/, /o/, /u/.   |       |   | ✓ | 01   | 23 <sup>rd</sup>    |
|    |                   | 10. Use prior knowledge and pre-reading strategies to predict a story by looking at the pictures and title of the text, preview, title/headings/visuals ask self (what is it about? What do I know about this?) |       | ✓ |   | 01   | 24 <sup>th</sup>    |
|    |                   | 11. Comprehend simple, what, where and when questions.  | ✓     |   |   | 01   | 25 <sup>th</sup>    |
|    |                   | 12. Recognize and use questioning words, what, where and why.   |       | ✓ |   | 01   | 26 <sup>th</sup>    |
|    |                   | 13. Demonstrate the ability to name various objects through pictures, and real-life objects to sort, group, pick the odd one, cut e.t.c.  |       |   | ✓ | 01   | 28 <sup>th</sup>    |
|    |                   | 14. Identify and act simple words that show feelings and emotions. (e.g., sad, happy, angry).   |       |   | ✓ | 01   | 29 <sup>th</sup>    |
|    |                   | 15. Practice writing letters and words from left to right with regular spaces between letters and words.  |       |   | ✓ | 01   | 30 <sup>th</sup>    |
|    |                   | 16. Write words and sentences at an appropriate speed and develop and understanding that a capital letter is for the start of sentence.   |       |   | ✓ | 01   | 31 <sup>st</sup>    |
|    |                   | 17. Recognize and write for a purpose using some basic features of text.  |       | ✓ |   | 01   | 1 <sup>st</sup> Aug |
|    |                   | 18. Construct simple sentences of three / four words expressing likes and dislikes or an opinion using correct capitalization, punctuation and spelling, using pre-writing strategies, (brain storming).        |       | ✓ |   | 01   | 2 <sup>nd</sup>     |
| 7  | Classroom Manners | 1. Show awareness of the listener through non-verbal communication (through maintaining eye contact with the speaker and nodding in response).  |       | ✓ |   | 01   | 4 <sup>th</sup>     |

| S# | Unit | Student Learning Outcomes  | Level |   |   | Days | Exact Date       |
|----|------|--|-------|---|---|------|------------------|
|    |      | Students will be able to:  | K     | U | A | 190  | Extreme Winter   |
|    |      | 2. Begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics.   |       |   | ✓ | 01   | 5 <sup>th</sup>  |
|    |      | 3. Listen to others and respond appropriately.   |       | ✓ |   | 01   | 6 <sup>th</sup>  |
|    |      | 4. Take turns to speak.  |       |   | ✓ |      |                  |
|    |      | 5. Ask questions for clarity.  |       | ✓ |   |      |                  |
|    |      | 6. Participate in small group discussions.   |       |   | ✓ |      |                  |
|    |      | 7. Use phonic knowledge to read the decodable words and to attempt to sound out some elements of unfamiliar words e.g. blending to read and segment to spell.  | ✓     |   |   | 01   | 7 <sup>th</sup>  |
|    |      | 8. Match sounds to their corresponding letter patterns: initial and final consonants /z/,/v/.  |       |   | ✓ | 01   | 8 <sup>th</sup>  |
|    |      | 9. Use prior knowledge and pre-reading strategies to predict a story by looking at the pictures and title of the text, preview, title/headings/visuals ask self (what is it about? What do I know about this?) |       |   | ✓ | 01   | 9 <sup>th</sup>  |
|    |      | 10. Read titles, labels, lists, and captions to find information.  |       | ✓ |   | 01   | 11 <sup>th</sup> |
|    |      | 11. Comprehend simple, what, where and when questions.   |       | ✓ |   | 01   | 12 <sup>th</sup> |
|    |      | 12. Recognize and use questioning words, what, where and why.  |       | ✓ |   |      |                  |
|    |      | 13. Practice writing letters and words from left to right with regular spaces between letters and words.   |       |   | ✓ | 01   | 13 <sup>th</sup> |
|    |      | 14. Write words and sentences at an appropriate speed and develop and understanding that a capital letter is for the start of sentence.  |       |   | ✓ | 01   | 15 <sup>th</sup> |
|    |      | 15. Recognize and write for a purpose using some basic features of text.   |       |   | ✓ | 01   | 16 <sup>th</sup> |
|    |      | 16. Construct simple sentences of three / four words expressing likes and dislikes or an opinion using correct capitalization,   |       |   | ✓ |      |                  |

| S# | Unit                | Student Learning Outcomes  |  |  | Level |   | Days | Exact Date  |
|----|---------------------|--|--|--|-------|---|------|---|
|    |                     | Students will be able to:  |  |  | K     | U |      |   |
|    |                     | punctuation and spelling, using pre-writing strategies, (brain storming).  |  |  |       |   |      |   |
|    |                     | Revision   |  |  |       |   | 04   | 18 <sup>th</sup> , 19 <sup>th</sup> 20 <sup>th</sup> , 21 <sup>st</sup> |
|    |                     | 2 <sup>ND</sup> Term Exam<br>22 Aug to 30 <sup>TH</sup> Aug  |  |  |       |   |      |   |
| 8  | Nature is Beautiful | 1. Show awareness of the listener through non-verbal communication (through maintaining eye contact with the speaker and nodding in response).                 |  |  |       |   |      |   |
|    |                     | 2. Begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics.                               |  |  |       |   | ✓ 01 | 1 <sup>st</sup> Sept  |
|    |                     | 3. Listen to others and respond appropriately.   |  |  |       |   | ✓ 01 | 2nd   |
|    |                     | 4. Take turns to speak.  |  |  |       |   | ✓ 01 | 3 <sup>rd</sup>   |
|    |                     | 5. Ask questions for clarity.  |  |  |       |   | ✓ 01 | 4 <sup>th</sup>   |
|    |                     | 6. Engage in roleplay enacting simple characters or situations.  |  |  |       |   | ✓ 01 | 6 <sup>th</sup>   |
|    |                     | 7. Attempt to express feelings and ideas using appropriate words when speaking on matters of immediate interest.   |  |  |       |   | ✓ 01 | 8 <sup>th</sup>   |
|    |                     | 8. Participate in small group discussions.   |  |  |       |   | ✓ 01 | 9 <sup>th</sup>   |
|    |                     | 9. Read common high frequency words by sight.  |  |  |       |   | ✓ 01 | 10 <sup>th</sup>  |
|    |                     | 10. Use phonic knowledge to read the decodable words and to attempt to sound out some elements of unfamiliar words e.g. blending to read and segment to spell. |  |  |       |   | ✓ 01 | 11 <sup>th</sup>  |
|    |                     | 11. Match sounds to their corresponding letter patterns: initial and final consonants /j/,/w/.   |  |  |       |   | ✓ 01 | 12 <sup>th</sup>  |

| S# | Unit            | Student Learning Outcomes  | Level | Days | Exact Date |                     |
|----|-----------------|--|-------|------|------------|---------------------|
|    |                 | Students will be able to:  | K     | U    | A          |                     |
|    |                 | 13. Recognize the distinguishing features of a sentence like, first word capitalization, ending punctuation.   |       | ✓    |            | 01 13 <sup>th</sup> |
|    |                 | 14. Arrange words alphabetically based on the first letter (ABC order apple, bag, cat).  |       |      | ✓          | 01 15 <sup>th</sup> |
|    |                 | 15. Apply capitalization to the initial letter of the first word of a sentence.  |       | ✓    |            | 01 16 <sup>th</sup> |
|    |                 | 16. Recognize and apply capitalization to the initial letters of names of people and dates.  |       | ✓    |            | 01 17 <sup>th</sup> |
|    |                 | 17. Use the common spelling of long vowels, e.g 'ee', 'ai', 'oo'.  |       |      | ✓          | 01 18 <sup>th</sup> |
|    |                 | 18. Write words and sentences at an appropriate speed and develop and understanding that a capital letter is for the start of sentence.  |       |      | ✓          | 01 19 <sup>th</sup> |
|    |                 | 19. Recognize and write for a purpose using some basic features of text.   |       | ✓    |            | 01 20 <sup>th</sup> |
|    |                 | 20. Construct simple sentences of three / four words expressing likes and dislikes or an opinion using correct capitalization, punctuation and spelling, using pre-writing strategies, (brain storming). |       |      | ✓          | 01 22 <sup>nd</sup> |
| 9  | A greeting Card | 1. Show awareness of the listener through non-verbal communication (through maintaining eye contact with the speaker and nodding in response).   |       |      | ✓          | 01 23 <sup>rd</sup> |
|    |                 | 2. Begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics.   |       |      | ✓          | 01 24 <sup>th</sup> |
|    |                 | 3. Listen to others and respond appropriately.   |       |      | ✓          | 01 25 <sup>th</sup> |
|    |                 | 4. Take turns to speak.  |       | ✓    |            |                     |
|    |                 | 5. Ask questions for clarity.  |       |      | ✓          | 01 26 <sup>th</sup> |
|    |                 | 6. Recognize stress and intonation patterns as used in statements and questions.   |       |      | ✓          |                     |

| S# | Unit | Student Learning Outcomes   | Level | Days | Exact Date |     |                     |
|----|------|---|-------|------|------------|-----|---------------------|
|    |      | Students will be able to:   | K     | U    | A          | 190 | Extreme Winter      |
|    |      | 7. Interact minimally by naming things and asking simple questions.   |       |      | ✓          | 01  | 27 <sup>th</sup>    |
|    |      | 8. Participate in small group discussions.  |       |      | ✓          | 01  | 29 <sup>th</sup>    |
|    |      | 9. Read common high frequency words by sight.   |       | ✓    |            | 01  | 30 <sup>th</sup>    |
|    |      | 10. Use phonic knowledge to read the decodable words and to attempt to sound out some elements of unfamiliar words e.g. blending to read and segment to spell.  |       |      | ✓          | 01  | 1 <sup>st</sup> Oct |
|    |      | 11. Match sounds to their corresponding letter patterns. Initial vowel sounds ie, oa, ee'   |       |      | ✓          | 01  | 2 <sup>nd</sup>     |
|    |      | 12. Use prior knowledge and pre-reading strategies to predict a story by looking at the pictures and title of the text, preview, title/headings/visuals ask self (what is it about? What do I know about this?) |       |      | ✓          | 01  | 3 <sup>rd</sup>     |
|    |      | 13. Demonstrate the ability to name various objects through pictures, and real-life objects to sort, group, pick the odd one, cut e.t.c   |       | ✓    |            | 01  | 4 <sup>th</sup>     |
|    |      | 14. Take dictation of familiar words studied in class.  |       |      | ✓          | 01  | 6 <sup>th</sup>     |
|    |      | 15. Keep a record of words, (words wall, booklet e.t.c).  |       |      | ✓          | 01  | 7 <sup>th</sup>     |
|    |      | 16. Provide missing letters in simple one/two syllable words.   |       | ✓    |            | 01  | 8 <sup>th</sup>     |
|    |      | 17. Identify and use some describing words showing quality, size and colour.  |       |      | ✓          | 01  | 9 <sup>th</sup>     |
|    |      | 18. Comprehend simple question words, who, when, what, and where.   |       |      | ✓          | 01  | 10 <sup>th</sup>    |
|    |      | 19. Write a simple and short opening sentence which highlights the topic sentence.  |       |      | ✓          | 01  | 11 <sup>th</sup>    |
|    |      | 20. Construct simple sentences of three / four words expressing likes and dislikes or an opinion using correct capitalization, punctuation and spelling, using pre-writing strategies, (brain storming).        |       |      | ✓          | 01  | 13 <sup>th</sup>    |

| S# | Unit                             | Student Learning Outcomes   |  |   | Level |   | Days | Exact Date       |
|----|----------------------------------|---|--|---|-------|---|------|------------------|
|    |                                  | Students will be able to:   |  |   | K     | U |      |                  |
| 10 | <b>The hair and the tortoise</b> | 1. Show awareness of the listener through non-verbal communication (through maintaining eye contact with the speaker and nodding in response).  |  |   | ✓     |   | 01   | 14 <sup>th</sup> |
|    |                                  | 2. Begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics.  |  |   | ✓     |   | 01   | 15 <sup>th</sup> |
|    |                                  | 3. Listen to others and respond appropriately.  |  | ✓ |       |   | 01   | 16 <sup>th</sup> |
|    |                                  | 4. Take turns to speak.   |  |   | ✓     |   |      |                  |
|    |                                  | 5. Ask questions for clarity.   |  |   | ✓     |   |      |                  |
|    |                                  | 6. Recognize stress and intonation patterns as used in statements and questions.  |  | ✓ |       |   | 01   | 17 <sup>th</sup> |
|    |                                  | 7. Interact minimally by naming things and asking simple questions.   |  | ✓ |       |   | 01   | 18 <sup>th</sup> |
|    |                                  | 8. Participate in small group discussions.  |  | ✓ |       |   | 01   | 20 <sup>th</sup> |
|    |                                  | 9. Read common high frequency words by sight.   |  |   | ✓     |   | 01   | 21 <sup>st</sup> |
|    |                                  | 10. Use phonic knowledge to read the decodable words and to attempt to sound out some elements of unfamiliar words e.g. blending to read and segment to spell.  |  | ✓ |       |   | 01   | 22 <sup>nd</sup> |
|    |                                  | 11. Match sounds to their corresponding letter patterns: words families with vowel consonant patterns, e.g... -at, ap, et, -en  |  |   |       |   | 01   | 23 <sup>rd</sup> |
|    |                                  | 12. Use prior knowledge and pre-reading strategies to predict a story by looking at the pictures and title of the text, preview, title/headings/visuals ask self (what is it about? What do I know about this?) |  | ✓ |       |   | 01   | 24 <sup>th</sup> |
|    |                                  | 13. Recognize the distinguishing features of a sentence like, first word capitalization, ending punctuation.  |  |   | ✓     |   | 01   | 25 <sup>th</sup> |
|    |                                  | 14. Identify common words with silent letters e.g, /k/ in knee, know, knife e.t.c.  |  | ✓ |       |   | 01   | 27 <sup>th</sup> |

| S# | Unit         | Student Learning Outcomes  | Level |   |   | Days | Exact Date               |
|----|--------------|--|-------|---|---|------|--------------------------|
|    |              | Students will be able to:  | K     | U | A | 190  | Extreme Winter           |
| 11 | Love Animals | 15. Write words and sentences at an appropriate speed and develop and understanding that a capital letter is for the start of sentence.  |       | ✓ |   | 01   | 28 <sup>th</sup>         |
|    |              | 16. Practice writing letters and words from left to right with regular spaces between letters and words.   |       |   | ✓ |      |                          |
|    |              | 17. Use prior knowledge and rhyme to attempt to write and spell simple words. e.g (is, was, bat, cat).   |       |   | ✓ | 01   | 29 <sup>th</sup>         |
|    |              | 18. Construct simple sentences of three / four words expressing likes and dislikes or an opinion using correct capitalization, punctuation and spelling, using pre-writing strategies, (brain storming). |       |   | ✓ |      |                          |
| 11 | Love Animals | 1. Show awareness of the listener through non-verbal communication (through maintaining eye contact with the speaker and nodding in response).   |       | ✓ |   | 01   | 30 <sup>th</sup>         |
|    |              | 2. Begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics.   |       |   | ✓ |      |                          |
|    |              | 3. Listen to others and respond appropriately.   |       |   | ✓ | 01   | 31 <sup>st</sup>         |
|    |              | 4. Take turns to speak.  |       |   | ✓ |      |                          |
|    |              | 5. Ask questions for clarity.  |       |   | ✓ |      |                          |
|    |              | 6. Recognize stress and intonation patterns as used in statements and questions.   |       |   | ✓ |      |                          |
|    |              | 7. Interact minimally by naming things and asking simple questions.  |       |   | ✓ | 01   | 1 <sup>st</sup> November |
|    |              | 8. Participate in small group discussions.   |       |   | ✓ | 01   | 3 <sup>rd</sup>          |
|    |              | 9. Read common high frequency words by sight.  |       |   | ✓ | 01   | 4 <sup>th</sup>          |
|    |              | 10. Use phonic knowledge to read the decodable words and to attempt to sound out some elements of unfamiliar words e.g. blending to read and segment to spell.   |       | ✓ |   | 01   | 5 <sup>th</sup>          |

| S# | Unit | Student Learning Outcomes  | Level |   |   | Days | Exact Date       |
|----|------|--|-------|---|---|------|------------------|
|    |      | Students will be able to:  | K     | U | A | 190  | Extreme Winter   |
|    |      | 11. Articulate and identify simple rhyming words in text , (e.g eg, -at, -ot, -ap, -op, -an, -ad, -et, -ill,-ig, -in)  |       | ✓ |   | 01   | 6 <sup>th</sup>  |
|    |      | 12. Identify days of the week and month.   |       |   | ✓ | 01   | 7 <sup>th</sup>  |
|    |      | 13. Write words and sentences at an appropriate speed and develop and understanding that a capital letter is for the start of sentence.  |       |   | ✓ | 01   | 8 <sup>th</sup>  |
|    |      | 14. Construct simple sentences of three / four words expressing likes and dislikes or an opinion using correct capitalization, punctuation and spelling, using pre-writing strategies, (brain storming). |       | ✓ |   | 01   | 10 <sup>th</sup> |
|    |      | 15. Write rhyming words according to grade-level vocabulary. (word families).  |       | ✓ |   | 01   | 11 <sup>th</sup> |
|    |      | Revision   |       |   |   | 04   | 12, 13, 14, 15   |
|    |      | 3 <sup>rd</sup> Term Exam<br>17 <sup>th</sup> November to 15 <sup>th</sup> December  |       |   |   |      |                  |
|    |      | Winter Vacation<br>16 <sup>th</sup> December to 31 <sup>st</sup> March 2026  |       |   |   |      |                  |

Number of SLO's by Cognitive Domain

| S#  | Theme/Topic                      | Name of Sub-Topics  | SLOs |   |    | Total SLOs |
|-----|----------------------------------|---|------|---|----|------------|
|     |                                  |   | K    | U | A  |            |
| 1.  | <b>Time to Recall</b>            | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 3 | 8  | <b>11</b>  |
| 2.  | <b>My Family</b>                 | Oral communication, reading and critical thinking, language focus, grammar, Writing | 2    | 7 | 12 | <b>21</b>  |
| 3.  | <b>Cobbler, Cobbler</b>          | Oral communication, reading and critical thinking, language focus, grammar, Writing | 2    | 5 | 12 | <b>19</b>  |
| 4.  | <b>Lets Have Fun</b>             | Oral communication, reading and critical thinking, language focus, grammar, Writing | 2    | 3 | 12 | <b>17</b>  |
| 5.  | <b>Sharing is Caring</b>         | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 6 | 10 | <b>16</b>  |
| 6.  | <b>Blessings of Allah</b>        | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 6 | 11 | <b>18</b>  |
| 7.  | <b>Classroom Manners</b>         | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 7 | 9  | <b>16</b>  |
| 8.  | <b>Nature is Beautiful</b>       | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 6 | 13 | <b>20</b>  |
| 9.  | <b>A Greeting Card</b>           | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 5 | 15 | <b>20</b>  |
| 10. | <b>The Hare and The Tortoise</b> | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 9 | 9  | <b>18</b>  |
| 11. | <b>Love Animals</b>              | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 7 | 8  | <b>15</b>  |
|     | Total                            |   |      |   |    | <b>191</b> |

**Number of SLO's by Cognitive Domain (Term I)**

| S# | Theme/Topic             | Name of Sub-Topics  | SLOs |   |    | Total SLOs |
|----|-------------------------|---|------|---|----|------------|
|    |                         |   | K    | U | A  |            |
| 1  | <b>Time to Recall</b>   | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 3 | 8  | <b>11</b>  |
| 2  | <b>My Family</b>        | Oral communication, reading and critical thinking, language focus, grammar, Writing | 2    | 7 | 12 | <b>21</b>  |
| 3  | <b>Cobbler, Cobbler</b> | Oral communication, reading and critical thinking, language focus, grammar, Writing | 2    | 5 | 12 | <b>19</b>  |
| 4  | <b>Lets Have Fun</b>    | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 1 | 6  | <b>8</b>   |
|    | <b>Total</b>            |   |      |   |    | <b>59</b>  |

**Number of SLO's by Cognitive Domain (Term II)**

| S# | Theme/Topic               | Name of Sub-Topics  | SLOs |   |    | Total SLOs |
|----|---------------------------|---|------|---|----|------------|
|    |                           |   | K    | U | A  |            |
| 1  | <b>Lets Have Fun</b>      | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 2 | 6  | <b>10</b>  |
| 2  | <b>Sharing is Caring</b>  | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 6 | 10 | <b>16</b>  |
| 3  | <b>Blessings of Allah</b> | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 6 | 11 | <b>18</b>  |
| 4  | <b>Classroom Manners</b>  | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 7 | 9  | <b>16</b>  |

**Number of SLO's by Cognitive Domain (Term III)**

| S#           | Theme/Topic                      | Name of Sub-Topics  | SLOs |   |    | Total SLOs |
|--------------|----------------------------------|---|------|---|----|------------|
|              |                                  |   | K    | U | A  |            |
| 1            | <b>Nature is Beautiful</b>       | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 6 | 13 | <b>20</b>  |
| 2            | <b>A Greeting Card</b>           | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 5 | 15 | <b>20</b>  |
| 3            | <b>The Hare and The Tortoise</b> | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 9 | 9  | <b>18</b>  |
| 4            | <b>Love Animals</b>              | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 7 | 8  | <b>15</b>  |
| <b>Total</b> |                                  |   |      |   |    | <b>73</b>  |



## اسکیم آف سٹریز اور حاصلات تعلم کی بنیاد پر سلیس کی تقسیم

### جماعت اول شدید سرد علاقت



جماعت: اول

مضمون: اردو

| شدید سرد علاقت<br>تاریخ | دورانیہ | تفصیلی سطحیں |        |       | حاصلات تعلم   | ذیلی عنوانات                                 | عنوانات    |
|-------------------------|---------|--------------|--------|-------|---|--|------------|
|                         |         | اطلاق        | سمجھنا | جاننا |   |  |            |
| 03.04.2025              | 2 دن    |              |        | ✓     | بچے اس قبل ہوں کہ:<br>تصویر کو دیکھ کر حروف تجھی کی پہچان کر سکیں | حروف تجھی بال تصویر<br>(ہلکے اور بھاری حروف) | سبق نمبر ۱ |
| 04.04.2025              |         |              |        |       | حروف تجھی کو ترتیب کے ساتھ الف سے ی تک لکھ سکیں                   | حروف تجھی بال ترتیب                          | سبق نمبر ۲ |
| 05.04.2025              | 2 دن    | ✓            |        |       | حروف تجھی کو ترتیب سے لکھ سکیں اور پہچان کر سکیں                  | حروف تجھی بے ترتیب                           | سبق نمبر ۳ |
| 07.04.2025              |         |              |        |       | حروف تجھی کی چھوٹی اشکال کو پہچان سکیں                            | حروف تجھی کی چھوٹی اشکال                     | سبق نمبر ۴ |
| 08.04.2025              | ادن     | ✓            |        |       | دو حروف تجھی کو جوڑ کر نیا لفظ بنائیں                             | دو حرفی ارکان<br>(حرف + ردیف + الف)          | سبق نمبر ۵ |
| 09.04.2025              | ادن     |              |        | ✓     | لفظ و بطور حرف علت استعمال کر سکیں                                | دو حرفی ارکان<br>(حرف + ردیف و ای)           | سبق نمبر ۶ |
| 10.04.2025              | 2 دن    | ✓            |        |       | لیکے اور بھاری حروف کی پہچان کر سکیں                              | دو حرفی ارکان<br>(حرف + ردیف و ای)           | سبق نمبر ۷ |
| 11.04.2025              |         |              |        |       | ی کو افظع بطور حرف علت استعمال کر سکیں                            | دو حرفی ارکان<br>(حرف + ردیف و ای)           | سبق نمبر ۸ |
| 12.04.2025              | ادن     | ✓            |        |       |   |  |            |
| 14.04.2025              | ادن     | ✓            |        |       |   |  |            |

| شدید مدخلات<br>تاریخ | دورانیہ | تغییب سطحیں |        |       | حاصلات تعلم  | ذیلی عنوانات                            | عنوانات     |
|----------------------|---------|-------------|--------|-------|--|---|-------------|
|                      |         | اطلاق       | سمجھنا | جاننا |  |   |             |
| 15.04.2025           | ادن     |             |        |       | لفظے کو بطور حرف علت استعمال کر سکیں                           | دوحنی ارکان<br>(حرف + ردیفے)            | سبق نمبر ۸  |
| 16.04.2025           | 2 دن    |             |        |       | دوحنی الفاظ کی جوڑ توڑ کر سکیں                                 | دوحنی ارکان<br>(کٹوں)                   | سبق نمبر ۹  |
| 17.04.2025           |         |             |        |       |  |   |             |
| 18.04.2025           | 2 دن    |             |        |       | چار حنفی الفاظ جوڑ کر لفظ بنائیں                               | دوچار حنفی الفاظ<br>جملے ردیف الف       | سبق نمبر ۱۰ |
| 19.04.2025           |         |             |        |       |  |   |             |
| 21.04.2025           | ادن     |             |        | ✓     | دو اور چار کے حنفی الفاظ میں وکے استعمال کو سیکھ سکیں          | دوچار حنفی الفاظ<br>جملے ردیف واد       | سبق نمبر ۱۱ |
| 22.04.2025           | ادن     |             |        | ✓     | تیس حروف والے الفاظ میں حرف علت کی پہچان کر سکیں               | سہ حنفی الفاظ جملے بطور حرف علت         | سبق نمبر ۱۲ |
| 23.04.2025           | ادن     |             |        |       | لفظی کو استعمال کرتے ہوئے چار حروف کو استعمال کرنا سیکھ سکیں   | دوچار حنفی الفاظ جملہ (ردیفی)           | سبق نمبر ۱۳ |
| 24.04.2025           | 2 دن    |             |        |       | لفظے کو استعمال کرتے ہوئے دو اور چار الفاظ کو آپس میں جوڑ سکیں | دوچار حنفی الفاظ جملہ (ردیفے)           | سبق نمبر ۱۴ |
| 25.04.2025           |         |             |        |       |  |   |             |
| 26.04.2025           | ادن     |             | ✓      |       | حروف کی شکلیں کو پہچان سکیں                                    | الف بطور حرف صحیح (الفاظ / جملہ)        | سبق نمبر ۱۵ |
| 28.04.2025           | ادن     |             | ✓      |       | واو اف بطور حرف صحیح (الفاظ / جملہ)                            | واو اف بطور حرف صحیح (الفاظ / جملہ)     | سبق نمبر ۱۶ |
| 29.04.2025           | ادن     |             | ✓      |       | یاے ملفوظی اور یاے علت کو پہچان سکیں                           | یاے "ی" بطور حرف صحیح<br>(الفاظ / جملہ) | سبق نمبر ۱۷ |
| 30.04.2025           | ادن     |             | ✓      |       | ی،ے کی آوازوں کو پہچان سکیں                                    | یاے محدودہ                              | سبق نمبر ۱۸ |
| 02.05.2025           | ادن     |             |        | ✓     | پچھلے اسیق کا اعادہ کرنا                                       | سابقہ اسیق کا اعادہ                     | سبق نمبر ۱۹ |
| 03.05.2025           | 1 دن    |             | ✓      |       | زبر کی پہچان کر سکیں   | زبر ( )                                 | سبق نمبر ۲۰ |

| شدید مدخلات<br>تاریخ | دورانیہ | تغییب سطحیں |        |       | حاصلات تعلم                                       | ذیلی عنوانات                          | عنوانات     |
|----------------------|---------|-------------|--------|-------|---|---------------------------------------|-------------|
|                      |         | اطلاق       | سمجھنا | جاننا |   |                                       |             |
| 05.05.2025           | ادن     |             | ✓      |       | زیر کی پہچان کر سکیں                              | زیر (>)                               | سبق نمبر ۲۱ |
| 06.05.2025           | ادن     |             | ✓      |       | پیش کی پہچان کر سکیں                              | پیش (>)                               | سبق نمبر ۲۲ |
| 07.05.2025           | ادن     |             | ✓      |       | جزم کی پہچان کر سکیں                              | جزم (>)                               | سبق نمبر ۲۳ |
| 08.05.2025           | 1 دن    |             | ✓      |       | جوڑ توڑ سیکھنا اور ارکان کی پہچان سیکھنا          | و معروف مخلوط (و)                     | سبق نمبر ۲۴ |
| 09.05.2025           | ادن     |             | ✓      |       | دو حروف صحیح زیر کے تلفظ کے ساتھ ادا کر سکیں      | یائے معروف مخلوط (ی)                  | سبق نمبر ۲۵ |
| 10.05.2025           | ادن     |             |        | ✓     | زیر تا جزم اعادہ کرنا اور طلبائی مشکلات جانا      | زیر تا جزم اعادہ                      | سبق نمبر ۲۶ |
| 12.05.2025           | 1 دن    |             |        | ✓     | حروف کی مختلف شکلوں کی پہچان کر سکیں              | حروف کی پہلی، درمیانی اور آخری مشکلیں | سبق نمبر ۲۷ |
| 13.05.2025           | ادن     |             |        | ✓     | وا و معروف، وا و جہول اور وا لین کی پہچان کر سکیں | وا و لین (و)                          | سبق نمبر ۲۸ |
| 14.05.2025           | ادن     |             |        | ✓     | یائے لین کی پہچان کر سکیں                         | یائے لین (ے)                          | سبق نمبر ۲۹ |
| 15.05.2025           | ادن     |             |        | ✓     | اعادہ   | گزشتہ اباق کا اعادہ                   | سبق نمبر ۳۰ |
| 16.05.2025           | ادن     |             |        | ✓     | حروف صحیح کا حروف علت کے ساتھ مشق کرنا سیکھ سکیں  | متحرک حروف کے بعد دو حرفی علتی مرکب   | سبق نمبر ۳۱ |
| 17.05.2025           | ادن     |             |        | ✓     | تین حروف علت کے ساتھ حرف صحیح ملا کر تلفظ کر سکیں | پہلا حرف متحرک + سہ حرفی علتی رکن     | سبق نمبر ۳۲ |

| شدید مدخلات<br>تاریخ           | دورانیہ | تغییب سطحیں |        |       | حاملات علم  | ذیلی عنوانات               | عنوانات     |
|--------------------------------|---------|-------------|--------|-------|---|----------------------------|-------------|
|                                |         | اطلاق       | سمجھنا | جاننا |   |                            |             |
| 19.05.2025<br>20.05.2025       | 2 دن    | ✓           |        |       | پانچ حروف کو ملا کر لفظ بنانے کیے سکیں                | پانچ حرفی الفاظ کا آغاز    | سین نمبر ۳۳ |
| 21.05.2025<br>22.05.2025       | 2 دن    |             | ✓      |       | نون غنہ کی پہچان کر سکیں                              | نون غنہ                    | سین نمبر ۳۴ |
| 23.05.2025<br>24.05.2025       | 2 دن    |             |        | ✓     | نون غنہ کی مزید پہچان کرنا سیکھ سکیں                  | نون غنہ مزید               | سین نمبر ۳۵ |
| 26.05.2025<br>27.05.2025       | 2 دن    |             |        | ✓     | واہ مدولہ کی آواز کو لفظ کے ساتھ پہچان کرنا سیکھ سکیں | واہ مدولہ                  | سین نمبر ۳۶ |
| 28.05.2025                     | 1 دن    | ✓           |        |       | ادغام والے الفاظ کو شد کے ساتھ ملا کر پڑھنا سیکھ سکیں | تشدید                      | سین نمبر ۳۷ |
| 29.05.2025                     | 1 دن    |             |        | ✓     | متحرک الفاظ کے ساتھ حروف صحیح کی مشق کرنا سیکھ سکیں   | دو متحرک کے ساتھ حرف صحیح  | سین نمبر ۳۸ |
| 30.05.2025<br>31.05.2025       | 2 دن    |             |        | ✓     | مرکب الفاظ کی پہچان سیکھ سکیں                         | یائے معروف / مفہوم و تنویر | سین نمبر ۳۹ |
| 02.06.2025<br>To<br>05.06.2025 |         | دہرائی      |        |       |   |                            |             |
| 09.06.2025<br>To<br>17.06.2025 |         | امتحان      |        |       |   |                            |             |
| 18.06.2025                     | 2 دن    |             | ✓      |       | 1- جملے نظم و کہانی سن کر زبانی جواب دے سکیں          | حمد                        |             |

| شدید مردعلتے<br>تاریخ | دورانیہ | تغییب سطحیں |        |       | حاصلات تعلم  | ذیلی عنوانات | عنوانات |
|-----------------------|---------|-------------|--------|-------|--|--------------|---------|
|                       |         | اطلاق       | سمجھنا | جاننا |  |              |         |
| 19.06.2025            |         |             |        |       |  |              |         |
| 20.06.2025            | 2 دن    | ✓           |        |       | ۲۔ مشکل الفاظ کو پہچان سکیں اور جملے بنائیں                    |              |         |
| 21.06.2025            |         |             |        |       |  |              |         |
| 23.06.2025            | 2 دن    | ✓           |        |       | ۳۔ الفاظ کی ابتدائی آواز تبدیل کر کے نئے لفظ بنائیں            |              |         |
| 24.06.2025            |         |             |        |       |  |              |         |
| 25.06.2025            | 2 دن    |             |        | ✓     | ۴۔ حروف و الفاظ اور سادہ جملے دیکھ کر لکھ سکیں                 |              |         |
| 26.06.2025            |         |             |        |       |  |              |         |
| 27.06.2025            | 2 دن    |             | ✓      |       | ۵۔ ہم آواز الفاظ بنائیں  |              |         |
| 28.06.2025            |         |             |        |       |  |              |         |
| 30.06.2025            | 2 دن    |             |        | ✓     | ۶۔ اسم کی پہچان کر سکیں  |              |         |
| 01.07.2025            |         |             |        |       |  |              |         |
| 02.07.2025            | 2 دن    |             | ✓      |       | ۷۔ مصوتوں کی چھوٹی آوازوں کو پہچان سکیں۔                       |              |         |
| 03.07.2025            |         |             |        |       |  |              |         |
| 04.07.2025            | 2 دن    |             | ✓      |       | ۸۔ جملے نظم و کہانی سن کر زبانی جواب دے سکیں                   | نعت          |         |
| 07.07.2025            |         |             |        |       |  |              |         |
| 08.07.2025            | 1 دن    |             | ✓      |       | ۹۔ عام استعمال میں شامل مشکل الفاظ کو جان سکیں اور جملے بنائیں |              |         |
| 09.07.2025            | 2 دن    |             | ✓      |       | ۱۰۔ نعت سن کر اپنی پسند ناپسند کا انہصار کر سکیں               |              |         |
| 10.07.2025            |         |             |        |       |  |              |         |
| 11.07.2025            | 2 دن    | ✓           |        |       | ۱۱۔ صوتیات کی پہچان اور استعمال کر سکیں                        |              |         |

| شدید مدخلات<br>تاریخ | دورانیہ | تفصیلی سطحیں |       |       | حاملات تعلم   | ذیلی عنوانات    | عنوانات |
|----------------------|---------|--------------|-------|-------|---|-----------------|---------|
|                      |         | اطلاق        | سبحان | جانتا |   |                 |         |
| 12.07.2025           |         |              |       |       |   |                 |         |
| 14.07.2025           | 1 دن    |              | ✓     |       | ۵۔ صوتوں کی چھوٹی آواز پہچان سکیں<br>زیر، زبر اور پیش وغیرہ         |                 |         |
| 15.07.2025           | 1 دن    |              | ✓     |       | ۶۔ تصویر یا منظر دیکھ کر سوالات کے درست جوابات دے سکیں۔             |                 |         |
| 16.07.2025           | 1 دن    | ✓            |       |       | ۷۔ ہم آواز الفاظ استعمال کر سکیں۔                                   |                 |         |
| 17.07.2025           | 1 دن    | ✓            |       |       | ۸۔ اسم کو پہچان سکیں اور استعمال کر سکیں۔                           |                 |         |
| 18.07.2025           | 1 دن    |              | ✓     |       | ۱۔ جملے نظم و کہانی سن کر زبانی جواب دے سکیں                        | آخری رسول ﷺ     |         |
| 19.07.2025           | 1 دن    |              | ✓     |       | ۲۔ عام استعمال میں شامل مشکل الفاظ کو پہچان سکیں                    |                 |         |
| 21.07.2025           | 1 دن    |              | ✓     |       | ۳۔ حدایت، جملے و کہانی یا مختصر گفتگو سن کر سمجھ سکیں               |                 |         |
| 22.07.2025           | 1 دن    |              |       | ✓     | ۴۔ الفاظ جملوں اور مختصر نظموں کو درست لب و لبھ کے ساتھ ادا کر سکیں |                 |         |
| 23.07.2025           | 1 دن    |              | ✓     |       | ۵۔ بصری الفاظ کو پہچان کر استعمال کر سکیں                           |                 |         |
| 24.07.2025           | 1 دن    |              | ✓     |       | ۶۔ الفاظ کے جھوٹ کی پہچان کر سکیں                                   |                 |         |
| 25.07.2025           | 1 دن    | ✓            |       |       | ۷۔ اسم، فعل کو پہچان سکیں اور استعمال کر سکیں                       |                 |         |
| 26.07.2025           | ادن     |              | ✓     |       | ۱۔ سن کر سمجھنا   | اول کر کام کریں |         |
| 28.07.2025           | 1 دن    |              | ✓     |       | ۲۔ سن کر متن کی تفہیم حاصل کرنا۔                                    |                 |         |
| 29.07.2025           | 1 دن    | ✓            |       |       | ۳۔ مشکل وقت میں دوسروں کے کام آنے کا جذبہ پیدا کرنا                 |                 |         |
| 30.07.2025           | ادن     |              | ✓     |       | ۱۔ جملے، نظم، کہانی سن کر زبانی جواب دے سکیں۔                       | کرن کا گھر انا  |         |
| 31.07.2025           | ادن     | ✓            |       |       | ۲۔ مشکل الفاظ کو پہچان سکیں اور جملہ بنائیں                         |                 |         |

| شدید مددعاتے<br>تاریخ          | دورانیہ | تغیییں سطحیں |        |       | حاصلات تعلم  | ذیلی عنوانات | عنوانات |
|--------------------------------|---------|--------------|--------|-------|--|--------------|---------|
|                                |         | اطلاق        | سمجھنا | جاننا |  |              |         |
| 01.08.2025                     | 1 دن    |              | ✓      |       | ۳۔ سن کر اپنی پسند ناپسند کا اظہار کر سکیں۔                            |              |         |
| 02.08.2025                     | ادن     |              |        | ✓     | ۴۔ الفاظ، جملوں اور مختصر نظموں کو درست لب و لہجہ کے ساتھ ادا کر سکیں  |              |         |
| 04.08.2025                     | 1 دن    |              | ✓      |       | ۵۔ اسم اور فعل کو پیچان سکیں اور استعمال کر سکیں                       |              |         |
| 05.08.2025                     | ادن     |              | ✓      |       | ۶۔ فعل کی اقسام لحاظ زمانے کو پیچان سکیں                               |              |         |
| 06.08.2025                     | ادن     | ✓            |        |       | ۷۔ حروف تہجی اور ارکان سازی کر سکیں                                    |              |         |
| 07.08.2025                     | ادن     |              | ✓      |       | ۸۔ جملہ، نظم، کہانی سن کر زبانی جواب دے سکیں۔                          | میرا سکول    |         |
| 08.08.2025                     | ادن     | ✓            |        |       | ۹۔ مشکل الفاظ کو پیچان سکیں اور جملے بنائیں                            |              |         |
| 09.08.2025                     | ادن     |              | ✓      |       | ۱۰۔ اپنے خیالات، احساسات اور معلومات کا اظہار کر سکیں۔                 |              |         |
| 11.08.2025                     | 2 دن    |              | ✓      |       | ۱۱۔ الفاظ، جملوں اور مختصر نظموں کو درست لب و لہجہ کے ساتھ ادا کر سکیں |              |         |
| 12.08.2025                     | ادن     | ✓            |        |       | ۱۲۔ صوتوں کی مدد سے ارکان سازی کر سکیں                                 |              |         |
| 13.08.2025                     | ادن     |              | ✓      |       | ۱۳۔ کم از کم سو الفاظ پر مبنی عبارت درست طریقے سے پڑھ سکیں۔            |              |         |
| 15.08.2025                     | ادن     |              | ✓      |       | ۱۴۔ واحد جمع میں فرق کر سکیں   |              |         |
| 16.08.2025                     | ادن     | ✓            |        |       | ۱۵۔ ایک سے دس تک گنتی نظموں میں لکھ سکیں                               |              |         |
| 18.08.2025<br>To<br>21.08.2025 |         |              |        |       | ۱۶۔ دہراتی   | دہراتی       |         |
| 22.08.2025                     |         |              |        |       | ۱۷۔ امتحان   | امتحان       |         |

| شدید سر دعائے<br>تاریخ | دورانیہ | تفہیم سطحیں |        |       | حاصلات تعلم  | ذیلی عنوانات | عنوانات         |
|------------------------|---------|-------------|--------|-------|--|--------------|-----------------|
|                        |         | اطلاق       | سمجھنا | جاننا |  |              |                 |
| 30.08.2025             |         |             |        |       |  |              |                 |
| 01.09.2025             | ادن     |             | ✓      |       | ۱۔ جملے، نظم، کہانی سن کر زبانی جواب دے سکیں۔                |              | بات چیت کے آداب |
| 02.09.2025             | 2 دن    |             | ✓      |       | ۲۔ مشکل الفاظ کو پہچان سکیں اور جملے بنائیں                  |              |                 |
| 03.09.2025             |         |             | ✓      |       |  |              |                 |
| 04.09.2025             | 2 دن    |             | ✓      |       | ۳۔ گفتگو کے آداب کا عملی مظاہرہ کر سکیں                      |              |                 |
| 06.09.2025             |         |             | ✓      |       |  |              |                 |
| 08.09.2025             | ادن     |             | ✓      |       | ۴۔ سن کر اپنی پسند ناپسند کا اظہار کر سکیں۔                  |              |                 |
| 09.09.2025             | ادن     |             |        | ✓     | ۵۔ کم از کم سوال الفاظ پر مجیدی عبارت درست طریقے سے پڑھ سکیں |              |                 |
| 10.09.2025             | 1 دن    |             | ✓      |       | ۶۔ مذکور موہنث کی پہچان کر سکیں                              |              |                 |
| 11.09.2025             | ادن     |             | ✓      |       | ۱۔ سن کر سمجھنا  |              | نئے اقبال       |
| 12.09.2025             | 2 دن    |             | ✓      |       | ۲۔ سن کر متن کی تفہیم حاصل کرنا                              |              |                 |
| 13.09.2025             |         |             | ✓      |       |  |              |                 |
| 15.09.2025             | 2 دن    |             |        | ✓     | ۳۔ علامہ اقبال کے بھپن کے بارے میں جانتا                     |              |                 |
| 16.09.2025             |         |             |        |       |  |              |                 |
| 17.09.2025             | 2 دن    |             |        | ✓     | ۱۔ جملے، نظم، کہانی سن کر زبانی جواب دے سکیں۔                |              | باغ کی سیر      |
| 18.09.2025             |         |             |        | ✓     |  |              |                 |
| 19.09.2025             | ادن     | ✓           |        |       | ۲۔ مشکل الفاظ کو پہچان سکیں اور جملے بنائیں                  |              |                 |
| 20.09.2025             | ادن     |             | ✓      |       | ۳۔ سن کر اپنی پسند ناپسند کا اظہار کر سکیں۔                  |              |                 |
| 22.09.2025             | 2 دن    | ✓           |        |       | ۴۔ بصری الفاظ کو پہچان کر استعمال کر سکیں                    |              |                 |

| شدید مدخلة<br>تاریخ | دورانیہ | تغیییں سطحیں |        |       | حائلات علم  | ذیلی عنوانات | عنوانات           |
|---------------------|---------|--------------|--------|-------|---|--------------|-------------------|
|                     |         | اطلاق        | سمجھنا | جاننا |   |              |                   |
| 23.09.2025          |         |              |        |       |   |              |                   |
| 24.09.2025          | 2 دن    |              |        | ✓     | ۵۔ کم از کم سو الفاظ پر مبنی عبارت درست طریقے سے پڑھ سکیں               |              |                   |
| 25.09.2025          | ادن     |              | ✓      |       | ۶۔ لٹائن اور پیپلیوں کو پڑھتے ہوئے ان میں پوشیدہ دانش کو سمجھ سکیں۔     |              |                   |
| 26.09.2025          | ادن     |              | ✓      |       | ۷۔ الفاظ اور متنداد کی پہچان کر سکیں                                    |              |                   |
| 27.09.2025          | ادن     | ✓            |        |       | ۸۔ تصویری جملے بنائیں   |              |                   |
| 29.09.2025          | ادن     |              | ✓      |       | ۹۔ اپنی پسند اور ناپسند کا مناسب الفاظ میں اظہار کر سکیں۔               |              | ہمدرد آدمی        |
| 30.09.2025          | 2 دن    |              |        | ✓     | ۱۰۔ کم از کم سو الفاظ پر مبنی عبارت درست طریقے سے پڑھ سکیں              |              |                   |
| 01.10.2025          |         |              |        |       |   |              |                   |
| 02.09.2025          | 2 دن    | ✓            |        |       | ۱۱۔ دو سے تین ارکان والے الفاظ استعمال کرتے ہوئے آسان جملے بنائیں۔      |              |                   |
| 03.09.2025          | ادن     |              | ✓      |       | ۱۲۔ تھ، تھی اور تھے کا فرق کر سکیں۔                                     |              |                   |
| 04.09.2025          | ادن     | ✓            |        |       | ۱۳۔ گھر، سکول اور محلے کے آداب کا خیال کر سکیں۔                         |              |                   |
| 06.09.2025          | ادن     |              | ✓      |       | ۱۴۔ اینٹرنسی موبائل کے ذریعے اردو میں لکھا ہوا آسان پیر اگراف پڑھ سکیں۔ |              |                   |
| 07.09.2025          | 2 دن    |              | ✓      |       | ۱۵۔ ایک سے بیس تک لفظوں میں گنتی لکھ سکیں۔                              |              |                   |
| 08.09.2025          | ادن     |              | ✓      |       | ۱۶۔ اپنی پسند اور ناپسند کا مناسب الفاظ میں اظہار کر سکیں۔              |              | دیکھا رہا پاکستان |
| 09.09.2025          | ادن     | ✓            |        |       | ۱۷۔ مشکل الفاظ کو پہچان سکیں اور جملے بنائیں                            |              |                   |
| 10.10.2025          | 2 دن    |              | ✓      |       | ۱۸۔ الفاظ کے بھروسے کو پہچان سکیں                                       |              |                   |

| شدید مدخلة<br>تاریخ | دورانیہ | تفہیم سطحیں |        |       | حاملات تعلم   | ذیلی عنوانات      | عنوانات |
|---------------------|---------|-------------|--------|-------|---|-------------------|---------|
|                     |         | اطلاق       | سمجھنا | جاننا |   |                   |         |
| 11.10.2025          | ادن     |             |        | ✓     | ۳۔ سادہ عبارت سمجھ کر پڑھ سکیں۔   |                   |         |
| 13.10.2025          | ادن     |             | ✓      |       | ۵۔ متن پڑھ کر سوالات کے جوابات دے سکیں  |                   |         |
| 14.10.2025          | ادن     | ✓           |        |       | ۶۔ ہم آواز لفاظ استعمال کر سکیں   |                   |         |
| 15.10.2025          | ادن     | ✓           |        |       | ۷۔ اردو زبان میں دیگر زبانوں کے لفاظ پڑھ کر متن کو حوالے سے<br>ان کا مفہوم بتا سکیں |                   |         |
| 16.10.2025          | ۲ دن    |             | ✓      |       | ۸۔ سن کر سمجھنا   | میں کیا پہنچوں    |         |
| 17.10.2025          | ۲ دن    |             | ✓      |       | ۹۔ سن کر متن کی تفہیم حاصل کرنا   |                   |         |
| 18.10.2025          | ۲ دن    |             | ✓      |       | ۱۰۔ پاکستان کے قومی بیاس اور مختلف علاقوں / صوبوں کے بیاس سے<br>متعلق جانا          |                   |         |
| 20.10.2025          | ۲ دن    |             |        | ✓     | ۱۱۔ جملے، نظم، کہانی سن کر زبانی جواب دے سکیں۔                                      | چوک میں گلی بتیاں |         |
| 21.10.2025          | ۱ دن    |             | ✓      |       | ۱۲۔ مشکل لفاظ کو پہچان سکیں اور جملے بنائیں۔  |                   |         |
| 22.10.2025          | ۲ دن    |             | ✓      |       | ۱۳۔ ہدایات، جملے اور کہانی سن کر سمجھ سکیں۔   |                   |         |
| 23.10.2025          | ۱ دن    | ✓           |        |       | ۱۴۔ سادہ عبارت سمجھ کر پڑھ سکیں۔  |                   |         |
| 24.10.2025          | ۲ دن    |             | ✓      |       | ۱۵۔ اپنے اور اپنے گھر والوں کے بارے میں بات کر سکیں۔                                |                   |         |
| 25.10.2025          | ۲ دن    |             | ✓      |       | ۱۶۔ تصویر یا منظر دیکھ کر سوالات کے درست جوابات دے سکیں۔                            |                   |         |
| 27.10.2025          | ۱ دن    |             | ✓      |       |   |                   |         |
| 28.10.2025          | ۱ دن    |             | ✓      |       |   |                   |         |
| 29.10.2025          | ۱ دن    | ✓           |        |       |   |                   |         |
| 30.10.2025          | ۲ دن    |             |        | ✓     |   |                   |         |
| 31.10.2025          |         |             |        |       |   |                   |         |

| شدید مدخلة<br>تاریخ | دورانیہ | تغیییں سطحیں |        |       | حاسلات تعلم  | ذیلی عنوانات | عنوانات |
|---------------------|---------|--------------|--------|-------|--|--------------|---------|
|                     |         | اطلاق        | سمجھنا | جاننا |  |              |         |
| 01.11.2025          | 1 دن    | ✓            |        |       | ۷۔ تصویری جملے بنائیں۔   |              |         |
| 03.11.2025          | ادن     |              |        | ✓     | ۸۔ فعل کی اقسام بحاظ زمانہ کو پہچان سکیں۔                                    |              |         |
| 04.11.2025          | ادن     |              | ✓      |       | ۱۔ جملے، نظم، کہانی سن کر زبانی جواب دے سکیں۔                                | دھنک         |         |
| 05.11.2025          | 1 دن    | ✓            |        |       | ۲۔ مشکل الفاظ کو پہچان سکیں اور جملے بنائیں۔                                 |              |         |
| 06.11.2025          | 1 دن    |              | ✓      |       | ۳۔ سن اپنی پسند اور ناپسند کا اظہار کر سکیں۔                                 |              |         |
| 07.11.2025          | 1 دن    |              | ✓      |       | ۴۔ روز مرہ امور سے متعلق خیالات، احساسات اور معمولات کا زبانی اظہار کر سکیں۔ |              |         |
| 08.11.2025          | ادن     |              | ✓      |       | ۵۔ سادہ عبارت سمجھ کر پڑھ سکیں۔  |              |         |
| 10.11.2025          | ادن     |              | ✓      |       | ۶۔ علامات ختم، سکتہ اور استقہامیہ کی پہچان کر سکیں۔                          |              |         |
| 11.11.2025          | 1 دن    | ✓            |        |       | ۷۔ کسی عنوان پر تین سے پانچ سادہ جملے لکھ سکیں۔                              |              |         |
|                     | 173     | ۳۵           | ۴۳     | ۳۱    | کل حاسلات تعلم ۱۲۹   |              |         |
| 12.11.2025          |         |              |        |       | اعادہ  |              |         |
| 15.11.2025          |         |              |        |       | امتحان   |              | امتحان  |
| ۷ نومبر تا ۱۰ دسمبر |         |              |        |       |  |              |         |

## تئیئی سطح کے حساب سے کل حاصلات تعلم

| سابق کے کل حاصلات تعلم | سطح   |        |       | عنوان  | نمبر شمار         |
|------------------------|-------|--------|-------|--|-------------------|
|                        | اطلاق | سمجھنا | جاننا |  |                   |
| 8                      | 6     | 0      | 2     | حروف تجھی با تصویر (لکھے اور بھاری حروف تا حرف + روایف) دو حرفی ارکان، | 1 to 8            |
| 11                     | 3     | 5      | 3     | دو حرفی ارکان (کٹویں) سابقہ اسپاٹ کا اعادہ                             | 9 to 19           |
| 11                     | 0     | 6      | 5     | زبر ( ) تا، گزشتہ اسپاٹ کا اعادہ                                       | 20 to 30          |
| 9                      | 2     | 1      | 6     | متحرک حروف کے بعد دو حرفی علتی مرکب تایاۓ معروف / ملغوظ و تنوین        | 31 to 39          |
| ۷                      | ۲     | ۳      | ۲     |  | حمد               |
| 8                      | 3     | 5      | 0     |  | نعت               |
| 7                      | 1     | 5      | 1     |  | آخری رسول ﷺ       |
| 3                      | 1     | 2      | 0     |  | آول کرام کریں     |
| 7                      | 2     | 4      | 1     |  | کرن کا گھر انا    |
| 8                      | 3     | 5      | 0     |  | میر اسکول         |
| 6                      | 2     | 3      | 1     |  | بات چیت کے آداب   |
| 3                      | 0     | 2      | 1     |  | نئے اقبال         |
| 8                      | 3     | 4      | 1     |  | باغ کی سیر        |
| 7                      | 2     | 4      | 1     |  | بہادر آدمی        |
| 7                      | 3     | 3      | 1     |  | دیں ہمارا پاکستان |
| 3                      | 0     | 2      | 1     |  | میں کیا پہنچوں    |

| سابق کے گل حاصلات تعلم | سچ    |        |       | عنوان            | نمبر شمار |
|------------------------|-------|--------|-------|------------------|-----------|
|                        | اطلاق | سمجھنا | جانتا |                  |           |
| 8                      | 3     | 3      | 2     | چوک میں گلی بیان | 13        |
| 7                      | 2     | 5      | 0     | دھنک             | 14        |
| کل حاصلات تعلم         |       |        | ۱۲۹   |                  |           |

Number of SLOs By Cognitive Level (Term-I)

| سابق کے گل حاصلات تعلم | سچ    |        |       | عنوان  | نمبر شمار |
|------------------------|-------|--------|-------|--|-----------|
|                        | اطلاق | سمجھنا | جانتا |  |           |
| 7                      | 2     |        | 5     | حروف تجھی با تصویر (ہلکے اور بھاری حروف تا<br>دو حرفی ارکان<br>(حرف+ردیفے) | 1 to<br>8 |
| 12                     | 3     | 6      | 3     | دو حرفی ارکان (کٹویں)<br>سابقہ سابق کا اعادہ                               | 9 to 19   |
| 11                     |       | 6      | 5     | زبر ( ) تا<br>گزشتہ سابق کا اعادہ  | 20 to 30  |
| 09                     | 2     | 1      | 6     | متحرک حروف کے بعد دو حرفی علقی مرکب تا<br>ائے معروف / ملفوظ و تنوین        | 31 to 39  |

Number of SLOs By Cognitive Level (Term-II)

| اسبق کے گل حاصلات تعلم | سُل   |       |       | عنوان           | نمبر شمار |
|------------------------|-------|-------|-------|-----------------|-----------|
|                        | اطلاق | بھگنا | جاننا |                 |           |
| 7                      | 2     | 3     | 2     | م               | 1         |
| 8                      | 3     | 5     |       | نعت             | 2         |
| 7                      | 1     | 5     | 1     | آخری رسول ﷺ     | 3         |
| 3                      | 1     | 2     |       | آول کر کام کریں | 4         |
| 7                      | 2     | 4     | 1     | کرن کا گھر انا  | 5         |
| 8                      | 3     | 5     |       | میرا سکول       | 6         |

Number of SLOs By Cognitive Level (Term-III)

| اسیاق کے گل حاصلات تعلم | سطح   |        |       | عنوان             | نمبر شمار |
|-------------------------|-------|--------|-------|-------------------|-----------|
|                         | اطلاع | سمجھنا | جانتا |                   |           |
| 6                       | 2     | 3      | 1     | بات چیت کے آداب   | 7         |
| 3                       |       | 2      | 1     | تغذیہ اقبال       | 8         |
| 8                       | 3     | 4      | 1     | بانگ کی سیر       | 9         |
| 7                       | 2     | 4      | 1     | بہادر آدمی        | 10        |
| 7                       | 3     | 3      | 1     | دیس ہمارا پاکستان | 11        |
| 3                       |       | 2      | 1     | میں کیا پہنچوں    | 12        |
| 8                       | 3     | 3      | 2     | چوک میں گلی بتیاں | 13        |
| 7                       | 2     | 5      |       | دھنک              | 14        |



**SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS  
BREAK-UP  
GRADE 2 – EXTREME WINTER ZONE**



**Subject: Mathematics**

**Class: Two (2)**

| <b>Unit/ Theme</b>     | <b>Sub Topics</b>                 | <b>Students Learning Outcomes</b>  | <b>Cognitive Levels</b> |          |          | <b>No. of Days</b> | <b>Dates</b>             |
|------------------------|-----------------------------------|--|-------------------------|----------|----------|--------------------|--------------------------|
|                        |                                   |  | <b>K</b>                | <b>U</b> | <b>A</b> |                    |                          |
| <b>1.Whole Numbers</b> | 1.Counting 1-9                    | 1.Count & Reads the Numbers 1 To 9   |                         | ✓        |          | 5                  | 03-04-2025 TO 08-04-2025 |
|                        | 2.Concept of zero                 | 1. How many things in the given empty box  | ✓                       |          |          | 3                  | 09-04-2025 TO 11-04-2025 |
|                        | 3, Read & Write 0 to 9            | 1. Read, count and Write the Numbers of given objects.<br>2. Match the Number with the object  | ✓                       |          | ✓        | 6                  | 12-04-2025 TO 18-04-2025 |
|                        | 4..Ascending and Descending Order | 1. Write missing Numbers<br>2. Write in Ascending & Descending Order 1-9, 9-1  |                         | ✓        |          | 6                  | 19-04-2025 TO 25-04-2025 |
|                        | 5. Concept of ten                 | 1. Count and Write up to 10  | ✓                       |          |          | 4                  | 26-04-2025 TO 30-04-2025 |
|                        | 6. Counting 10 to 99              | 1. Count and Write<br>2. Write in words<br>3. Decompose two digit Number into Ones and Tens<br>4, Recognize the place value of specific digits | ✓                       | ✓        | ✓        | 14                 | 02-05-2025 TO 17-05-2025 |
|                        | 7. Ordinal Numbers                | 1. Tick the position of given objects in pattern.  | ✓                       | ✓        |          | 8                  | 19-05-2025 TO            |

| Unit/ Theme                 | Sub Topics                                      | Students Learning Outcomes   | Cognitive Levels |   |   | No. of Days | Dates                    |
|-----------------------------|---|--|------------------|---|---|-------------|--------------------------|
|                             |   | Students will be able to:  | K                | U | A |             | Extreme Winter Zone      |
|                             |   | 2. Match object one to one correspondence<br>3. Tick the more X the less.  | ✓                |   |   |             |                          |
| <b>2. Number operations</b> | 1. Addition of one digit and Two digits number  | 1. Compare the Numbers more or less up to 20   | ✓                |   | ✓ | 4           | 28-05-2025 TO 31-05-2025 |
|                             | <b>Revision</b>                                 |  |                  |   |   | 4           | 02-06-2025 TO 05-06-2025 |
|                             | <b>No of Days in Term-I (Examination)- 2025</b> |  |                  |   |   | 8           | 09-06-2025 TO 17-06-2025 |
|                             | <b>No of Teaching Days in Term-I</b>            |  |                  |   |   | <b>54</b>   |                          |
|                             | <b>Total No of working Days in Term-I</b>       |  |                  |   |   | <b>62</b>   |                          |
|                             |   | 2. Recognize signs +, =<br>3. Count , add and write one digit number and two digit numbers<br>4. Solve real life problems about addition   | ✓                |   | ✓ | 6           | 18-06-2025 TO 24-06-2025 |
|                             | 2. Subtraction                                  | 1. How many left from the given object . . . . . 2. Recognize sign –<br>3. Count, Subtract and Write One And Two digit Number<br>4. Solve real life problems about subtraction                               | ✓                |   | ✓ | 10          | 25-06-2025 TO 07-07-2025 |
|                             | 3. Multiplication                               | 1. How many jumps need to cover a specific distance?<br>2. Relate addition with multiplication . . . . . 3. Table of 2,5,10<br>4. Multiply the numbers up to 10 with 2, 5, 10 5. Solve real life problems of | ✓                | ✓ | ✓ | 10          | 08-07-2025 TO 18-07-2025 |

| Unit/ Theme           | Sub Topics                                      | Students Learning Outcomes  | Cognitive Levels |   |   | No. of Days | Dates                           |
|-----------------------|---|---|------------------|---|---|-------------|---------------------------------|
|                       |   | Students will be able to:   | K                | U | A |             | Extreme Winter Zone             |
|                       |   | multiplication.   |                  |   |   |             |                                 |
|                       | 4. Division                                     | 1. Relate division with subtraction<br>2. Recognize the sign ( ÷ )and order in division<br>3. Divide numbers with 2,5,10<br>4. Solve real life problem about division                       | ✓                | ✓ | ✓ | 10          | 19-07-2025 TO 30-07-2025        |
| <b>3. Fractions</b>   | 1. Concept of part and whole                    | 1. Divide things in to equal parts<br>2. Recognize Half, Quarter 2/4, 3/4<br>3. Represent pectoral half , Quarter , 2/4, 3/4  | ✓                |   | ✓ | 5           | 31-07-2025 TO 05-08-2025        |
| <b>4. Money</b>       | 1. Identification of Pakistani currency         | 1. Identify coins, head and tail<br>2. Match the currencies making same valve.<br>3. Read prices of objects<br>4. Add prices of objects<br>5. Find difference between prices of two objects | ✓                | ✓ | ✓ | 9           | 06-08-2025 TO 16-08-2025        |
|                       | <b>Revision</b>                                 |   |                  |   |   | 4           | <b>18-08-2025 TO 21-08-2025</b> |
|                       | <b>Total No of working Days in Term-II</b>      |   |                  |   |   | <b>54</b>   |                                 |
|                       | <b>No of Days in Term-II (Examination)-2025</b> |   |                  |   |   | <b>8</b>    | <b>22-08-2025 TO 30-08-2025</b> |
|                       | <b>Total No of working Days in Term-II</b>      |   |                  |   |   | <b>62</b>   |                                 |
| <b>5. Measurement</b> | 1. length                                       | 1. Recognize long, Longer, longest, Short, Shorter, Shortest<br>2. Tick or color the objects long , Longer, longest , Short , Shorter , Shortest  | ✓                | ✓ |   | 6           | 01-09-2025 TO 08-09-2025        |
|                       | 2. Height                                       | 1. Recognize high, higher, highest<br>2. Tick or color the object having different  | ✓                | ✓ |   | 4           | 09-09-2025 TO                   |

| Unit/ Theme      | Sub Topics        | Students Learning Outcomes   | Cognitive Levels |   |   | No. of Days | Dates                    |
|------------------|-------------------|--|------------------|---|---|-------------|--------------------------|
|                  |                   |  | K                | U | A |             |                          |
|                  |                   | Students will be able to:  |                  |   |   |             |                          |
|                  |                   | height with different color  |                  |   |   |             | 12-09-2025               |
|                  | 3. Weight         | 1. Recognize Heavy and light objects<br>2. Tick or color heavy , heavier, heaviest light , lighter , lightest with different Color   | ✓                | ✓ |   | 5           | 13-09-2025 TO 18-09-2025 |
|                  | 4. Capacity       | 1. Recognize capacities of different container of liquid<br>2. Measure the capacity of comparatively larger, container by smaller one<br>3. Tell unit of capacity ( liter)           | ✓                | ✓ |   | 5           | 19-09-2025 TO 24-09-2025 |
|                  | 5. Temperature    | 1. Read the temperature keeping the thermometer in cool, and hot condition<br>..... 2. Write the temperature of different object using thermometer                                   | ✓                | ✓ |   | 4           | 25-09-2025 TO 29-09-2025 |
| 6. Time and Date | 1. Time           | 1. Recognize minute and hour hands of a clock<br>2. Write the time shown in clocks<br>3. Recognize minute and Hour in digital clock<br>4. Match the time of digital and analog clock | ✓                | ✓ |   | 4           | 30-09-2025 TO 03-10-2025 |
|                  | 2, Days in a week | 1. Tell names of the days of a week<br>2. Recognize the order of the days<br>3. Write the order of the days  | ✓                | ✓ | ✓ | 4           | 04-10-2025 TO 08-10-2025 |
|                  | 3. Months of year | 1. Tell the names of the months of a year<br>2. Recognize the order of the months  | ✓                |   |   | 2           | 09-10-2025 TO 10-10-2025 |

| Unit/ Theme | Sub Topics                         | Students Learning Outcomes  | Cognitive Levels |        |   | No. of Days | Dates                    |
|-------------|------------------------------------|---|------------------|--------|---|-------------|--------------------------|
|             |                                    |   | K                | U      | A |             |                          |
| 7. Geometry | 1. shapes                          | 1. Identify similar shapes<br>2. Tell and write the names of basic shapes<br>3. Write number of corner and sides of basic shapes (2D)   | ✓<br>✓<br>✓      | ✓      |   | 5           | 11-10-2025 TO 16-10-2025 |
|             |                                    | SPORTS GALA/ Revision   |                  |        |   | 2           | 17-10-2025 TO 18-10-2025 |
|             |                                    | 4. Identify the basic shapes in real life objects<br>5. Give the names of 3D Shapes<br>6. Write the numbers of corner and sides of 3D Shapes  |                  | ✓      |   | 5           | 20-10-2025 TO 24-10-2025 |
|             | 2. Patterns                        | 1. Identify the patterns of different objects 2. Draw next shape of the given pattern   |                  |        | ✓ | 3           | 25-10-2025 TO 28-10-2025 |
|             | 3. Locations of object             | 1. Identify the location of objects (Inside & Outside Above & Below, Over & Under, Near & far, Before & After Right & Left<br>2. Tick or color the object differently regarding their locations | ✓                |        | ✓ | 4           | 29-10-2025 TO 01-11-2025 |
| 8. Graphs   | 1. Bar graphs                      | 1. Identify data from bar graph<br>2. Write the numbers of object seeing a bar graph  |                  | ✓      | ✓ | 2           | 03-11-2025 TO 04-11-2025 |
|             | 2. Collecting and classifying data | 1. Recognize data from tally charts<br>2. Read the graph and answer questions about the graph   |                  | ✓<br>✓ |   | 4           | 05-11-2025 TO 08-11-2025 |
| Revision    |                                    |   |                  |        |   | 6           | 10-11-2025 TO 15-11-2025 |

| Unit/ Theme                                     | Sub Topics | Students Learning Outcomes | Cognitive Levels |   |   | No. of Days | Dates   |
|---|------------|----------------------------|------------------|---|---|-------------|---|
|   |            |                            | K                | U | A |             |   |
| Total No of Teaching Days in Term-III           |            | Students will be able to:  |                  |   |   | 65          |   |
| No of Days in Term-III /Annual Examination-2025 |            |                            |                  |   |   | 21          | 17-11-2025 TO 10-12-2025                            |
| Assessment of Answer Scripts/Result day/PTM     |            |                            |                  |   |   | 04          | 11-12-2025 TO 15-12-2025                            |
| Total No of working Days in Term-III            |            |                            |                  |   |   | 90          |   |
| Winter Vacations/Winter Camp for Board Classes  |            |                            |                  |   |   |             | 16 <sup>th</sup> December to 31 <sup>st</sup> March |

**Total Number of Student Learning Outcomes by Cognitive level**

| S#  | Theme/Topic                 | Name of Sub-Topics                             | SLOs |   |   | Total SLOs |
|-----|-----------------------------|--|------|---|---|------------|
|     |                             |  | K    | U | A |            |
| 12. | <b>1.Whole Numbers</b>      | 1.Counting 1-9                                 | 0    | 1 | 0 | 1          |
|     |                             | 2.Concept of zero                              | 1    | 0 | 0 | 1          |
|     |                             | 3, Read & Write 0 to 9                         | 1    | 0 | 1 | 2          |
|     |                             | 4..Ascending and Descending Order              | 0    | 1 | 0 | 1          |
|     |                             | 5. Concept of ten                              | 1    | 0 | 0 | 1          |
|     |                             | 6. Counting 10 to 99                           | 2    | 1 | 1 | 4          |
|     |                             | 7. Ordinal Numbers                             | 2    | 1 | 0 | 3          |
| 13. | <b>2. Number operations</b> | 1. Addition of one digit and Two digits number | 2    | 0 | 2 | 4          |
|     |                             | 2. Subtraction                                 | 2    | 1 | 0 | 3          |
|     |                             | 3. Multiplication                              | 1    | 2 | 0 | 3          |
|     |                             | 4. Division                                    | 1    | 1 | 1 | 3          |
| 14. | <b>3. Fractions</b>         | 1. Concept of part and whole                   | 1    | 0 | 1 | 2          |
| 15. | <b>4. Money</b>             | 1. Identification of Pakistani currency        | 1    | 2 | 0 | 3          |
| 16. | <b>5. Measurement</b>       | 1. length                                      | 1    | 1 | 0 | 2          |
|     |                             | 2. Height                                      | 1    | 1 | 0 | 2          |
|     |                             | 3. Weight                                      | 1    | 1 | 0 | 2          |

|                   |                         |                                    |           |           |           |           |
|-------------------|-------------------------|------------------------------------|-----------|-----------|-----------|-----------|
|                   |                         |                                    |           |           |           |           |
|                   |                         | 4. Capacity                        | 2         | 1         | 0         | <b>3</b>  |
|                   |                         | 5. Temperature                     | 1         | 1         | 0         | <b>2</b>  |
| 17.               | <b>6. Time and Date</b> | 1. Time                            | 1         | 1         | 0         | <b>2</b>  |
|                   |                         | 2, Days in a week                  | 1         | 1         | 1         | <b>3</b>  |
|                   |                         | 3. Months of year                  | 1         | 0         | 0         | <b>1</b>  |
| 18.               | <b>7. Geometry</b>      | 1. shapes                          | 3         | 2         | 0         | <b>5</b>  |
|                   |                         | 2. Patterns                        | 0         | 0         | 1         | <b>1</b>  |
|                   |                         | 3. Locations of object             | 1         | 0         | 1         | <b>2</b>  |
| 19.               | <b>8. Graphs</b>        | 1. Bar graphs                      | 0         | 1         | 1         | <b>2</b>  |
|                   |                         | 2. Collecting and classifying data | 2         | 0         | 0         | <b>2</b>  |
| <b>Total SLOs</b> |                         |                                    | <b>30</b> | <b>20</b> | <b>10</b> | <b>60</b> |

**Number of Student Learning Outcomes by Cognitive level (TERM-I)**

| S# | Theme/Topic                 | Name of Sub-Topics                              | SLOs     |          |          | Total SLOs |
|----|-----------------------------|---|----------|----------|----------|------------|
|    |                             |   | K        | U        | A        |            |
| 1. | <b>1.Whole Numbers</b>      | 1.Counting 1-9                                  | 0        | 1        | 0        | 1          |
| 2. |                             | 2.Concept of zero                               | 1        | 0        | 0        | 1          |
| 3. |                             | 3, Read &Write 0 to 9                           | 1        | 0        | 1        | 2          |
| 4. |                             | 4..Ascending and Descending Order               | 0        | 1        | 0        | 1          |
| 5. |                             | 5. Concept of ten                               | 1        | 0        | 0        | 1          |
| 6. |                             | 6. Counting 10 to 99                            | 2        | 1        | 1        | 4          |
| 7. |                             | 7. Ordinal Numbers                              | 2        | 1        | 0        | 3          |
| 8. | <b>2. Number operations</b> | 1 . Addition of one digit and Two digits number | 2        | 0        | 2        | 4          |
|    | <b>Total SLOs</b>           |   | <b>9</b> | <b>4</b> | <b>4</b> | <b>17</b>  |

**Number of Student Learning Outcomes by Cognitive level (TERM-II)**

| S#                | Theme/Topic          | Name of Sub-Topics                      | SLOs     |          |          | Total SLOs |
|-------------------|----------------------|---|----------|----------|----------|------------|
|                   |                      |   | K        | U        | A        |            |
| 1.                | 2. Number operations | 2. Subtraction                          | 2        | 1        | 0        | 3          |
|                   |                      | 3. Multiplication                       | 1        | 2        | 0        | 3          |
|                   |                      | 4. Division                             | 1        | 1        | 1        | 3          |
| 2.                | 3. Fractions         | 1. Concept of part and whole            | 1        | 0        | 1        | 2          |
| 3.                | 4. Money             | 1. Identification of Pakistani currency | 1        | 2        | 0        | 3          |
| 4.                | 5. Measurement       | 1. length                               | 1        | 1        | 0        | 2          |
|                   |                      | 2. Height                               | 1        | 1        | 0        | 2          |
| <b>Total SLOs</b> |                      |   | <b>8</b> | <b>8</b> | <b>2</b> | <b>18</b>  |

**Number of Student Learning Outcomes by Cognitive level (TERM-III)**

| S#                | Theme/Topic             | Name of Sub-Topics                 | SLOs      |          |          | Total SLOs |
|-------------------|-------------------------|------------------------------------|-----------|----------|----------|------------|
|                   |                         |                                    | K         | U        | A        |            |
| 1.                | <b>5. Measurement</b>   | 3. Weight                          | 1         | 1        | 0        | 2          |
|                   |                         | 4. Capacity                        | 2         | 1        | 0        | 3          |
|                   |                         | 5. Temperature                     | 1         | 1        | 0        | 2          |
| 2.                | <b>6. Time and Date</b> | 1. Time                            | 1         | 1        | 0        | 2          |
|                   |                         | 2, Days in a week                  | 1         | 1        | 1        | 3          |
|                   |                         | 3. Months of year                  | 1         | 0        | 0        | 1          |
| 3.                | <b>7. Geometry</b>      | 1. shapes                          | 3         | 2        | 0        | 5          |
|                   |                         | 2. Patterns                        | 0         | 0        | 1        | 1          |
|                   |                         | 3. Locations of object             | 1         | 0        | 1        | 2          |
| 4.                | <b>8. Graphs</b>        | 1. Bar graphs                      | 0         | 1        | 1        | 2          |
|                   |                         | 2. Collecting and classifying data | 2         | 0        | 0        | 2          |
| <b>Total SLOs</b> |                         |                                    | <b>13</b> | <b>8</b> | <b>4</b> | <b>25</b>  |



## اسکیم آف سٹریز اور حاصلات تعلم کی بنیاد پر سلیس کی تقسیم

### جماعت اول شدید سرد علاقے



ضمون: اسلامیات

جماعت: اول

| انہائی سرزوں              | دورانیہ | تصنیفی سطحیں |        |       | حاصلات تعلم   | ذیلی عنوانات          | عنوانات                               | نمبر شمار |
|---------------------------|---------|--------------|--------|-------|---|-----------------------|---------------------------------------|-----------|
|                           |         | اطلاق        | سمجھنا | جاننا |   |                       |                                       |           |
| ۳ اپریل<br>تا<br>۱۶ اپریل | ۱۲ دن   |              |        |       | پچھے اس قابل ہوں کہ:  | (الف) ناظرہ قرآن مجید | باب اول<br>قرآن مجید و حدیث<br>نبوی ﷺ | ۰۱        |
|                           |         |              | ✓      |       | ۱: آداب تلاوت کے بارے میں جان سکیں۔                           |                       |                                       |           |
|                           |         | ✓            |        |       | ۲: حروف تہجی کی اشکال اور اصوات کو پہچان سکیں۔                |                       |                                       |           |
|                           |         | ✓            |        |       | ۳: دوران تلاوت آداب کا خیال رکھیں۔                            |                       |                                       |           |
|                           |         | ✓            |        |       | ۴: قاعدے کی تختیاں تجوید کے قواعد اور اعراب کے مطابق پڑھیں۔   |                       |                                       |           |
| ۷ اپریل<br>تا<br>۳۰ اپریل | ۱۲ دن   |              |        |       | پچھے اس قابل ہوں کہ:  | (ب) حفظ قرآن مجید     | باب اول<br>قرآن مجید و حدیث<br>نبوی ﷺ | ۰۲        |
|                           |         |              | ✓      |       | ۱: سورہ الافتہ اور سورہ اخلاص کا تعارف حاصل کر سکیں۔          |                       |                                       |           |
|                           |         | ✓            |        |       | ۲: مذکورہ بال سورتوں کی اہمیت و فضیلت سمجھ سکیں۔              |                       |                                       |           |
|                           |         | ✓            |        |       | ۳: ان سورتوں کو تجوید کے اصولوں کے مطابق پڑھ سکیں۔            |                       |                                       |           |
|                           |         | ✓            |        |       | ۴: ان سورتوں کو نمازوں اور اس کے علاوہ پڑھنے کے عادی بن سکیں۔ |                       |                                       |           |

| نمبر شمار | عنوانات            | ذیلی عنوانات   | حصہ   | تغیییں سطحیں     |                  |       | حصہ    | عنوانات | نمبر شمار |
|-----------|--------------------|--|---|------------------|------------------|-------|--------|---------|-----------|
|           |                    |  |   | دو رامیہ         | تاریخ            | اطلاق | سبحانہ | جاتنا   |           |
| ۰۳        | (ج) حفظ و ترجمہ    | باب اول<br>قرآن مجید و حدیث<br>نبوی ﷺ                            | پچ اس قابل ہوں کہ:  | ۹ دن             | ۱۲ مئی تا ۱۲ مئی |       |        |         |           |
|           |                    |  | ۱: کلمہ طیبہ مع مفہوم یاد کر سکیں۔  |                  |                  | ✓     |        |         |           |
|           |                    |  | ۲: کلمہ طیبہ اور مجوہ کلمات (ماشاء اللہ، ان شاء اللہ) کے معانی و مفہوم سمجھ سکیں۔ |                  |                  | ✓     |        |         |           |
|           |                    |  | ۳: کلمہ طیبہ اور مذکورہ کلمات روزمرہ زندگی میں استعمال کریں۔                      |                  |                  | ✓     |        |         |           |
| ۰۴        | (د) حدیث نبوی ﷺ    | باب اول<br>قرآن مجید و حدیث<br>نبوی ﷺ                            | پچ اس قابل ہوں کہ:  | ۱۲ دن            | ۲۶ مئی تا ۳۱ مئی |       |        |         |           |
|           |                    |  | ۱: حدیث کا مطلب جان سکیں۔   |                  |                  | ✓     |        |         |           |
|           |                    |  | ۲: حدیث مبارک کے معنی و مفہوم کو سمجھ سکیں۔                                       |                  |                  | ✓     |        |         |           |
|           |                    |  | ۳: روزمرہ زندگی میں اس حدیث پر عمل کر سکیں۔                                       |                  |                  | ✓     |        |         |           |
|           |                    |  | ۴: ایک مختصر صحیح حدیث یاد کر کے سنا سکیں۔  |                  |                  | ✓     |        |         |           |
| ۰۵        | (ه) دعائیں (زبانی) | باب اول<br>قرآن مجید و حدیث<br>نبوی ﷺ                            | پچ اس قابل ہوں کہ:  | ۵ دن             | ۲۶ مئی تا ۳۱ مئی |       |        |         |           |
|           |                    |  | ۱: دعا کو پڑھنے کی اہمیت و فضیلت سے آگاہ ہو سکیں۔                                 |                  |                  | ✓     |        |         |           |
|           |                    |  | ۲: دعا کے معنی و مفہوم کو سمجھ سکیں۔  |                  |                  | ✓     |        |         |           |
| ۰۶        | (۷) ایس ایل اوز    | اعادہ اور تیاری  | ۰۳ دن   | ۰۲ جون تا ۰۵ جون |                  |       |        |         |           |
|           |                    |  |   |                  |                  |       |        |         |           |
| ۰۷        | ۰۸ دن              | پہلا جائزہ   | ۰۹ جون سے ۱۷ جون  |                  |                  |       |        |         |           |
|           |                    |  |   |                  |                  | ✓     |        |         |           |
|           |                    | ۳: تین اسمائے حسنی کو معانی کے ساتھ پڑھ سکیں۔                    |   |                  |                  | ✓     |        |         |           |
|           |                    |  |   |                  |                  | ✓     |        |         |           |
|           |                    | ۴: دعا کو روزمرہ زندگی میں درست تلفظ کے ساتھ پڑھنے کے عادی بنیں۔ |   |                  |                  | ✓     |        |         |           |
|           |                    |  |   |                  |                  | ✓     |        |         |           |

| نمبر شمار | عنوانات  | ذیلی عنوانات         | حاصلات قلم  | تفصیلی سطحیں             | دور امیہ | انہائی سر دزون                                 |
|-----------|--|----------------------|---|--------------------------|----------|--|
| ٠٦        | باب دوم<br>ایمانیات و عبادات<br>(الف) ایمانیات | (الف) توحید کا تعارف | پچھے اس قابل ہوں کہ:<br>۱: توحید کے عقیدے سے آگاہ ہو سکیں۔<br>۲: اللہ تعالیٰ کی وحدانیت کو سمجھ سکیں۔<br>۳: سورہ الاخلاص کے لفظ احمد کو سمجھ سکیں۔<br>۴: اللہ کی وحدانیت پر یقین کرتے ہوئے اس کی نعمتوں پر شکر ادا کر سکیں۔ | جاننا<br>سمجھنا<br>اطلاق | ٢٠ دن    | تاریخ<br>١٨ جون<br>تا<br>ا جولائی<br>١٠ جولائی |
| ٠٧        | باب دوم<br>ایمانیات و عبادات<br>(الف) ایمانیات | (۲) نبوت و رسالت     | پچھے اس قابل ہوں کہ:<br>۱: نبوت و رسالت کا معنی جان سکیں۔<br>۲: عقیدہ ختم نبوت کو سمجھ سکیں۔<br>۳: خاتم النبیین کا معنی بیان کر سکیں۔<br>۴: عقیدہ ختم نبوت کے بارے مختصر آبتاب سکیں۔  | جاننا<br>سمجھنا<br>اطلاق | ۱۲ دن    | ا جولائی<br>تا<br>ا جولائی<br>٢٣ جولائی        |
| ٠٨        | باب دوم<br>ایمانیات و عبادات<br>(ب) عبادات     | (۱) کلمہ طیبہ        | پچھے اس قابل ہوں کہ:<br>۱: کلمہ طیبہ کا معنی و مفہوم جان سکیں۔<br>۲: کلمہ طیبہ کے معنی و مفہوم سے متعلق آگاہ ہو سکیں۔<br>۳: کلمہ طیبہ کا ترجمہ سمجھ سکیں۔<br>۴: کلمہ طیبہ یاد کر سکیں اور ارکان اسلام کے نام بتا سکیں۔      | جاننا<br>سمجھنا<br>اطلاق | ۱۲ دن    | ا جولائی<br>تا<br>٢٥ جولائی<br>٢٠ اگست         |
| ٠٩        | باب دوم  |                      | پچھے اس قابل ہوں کہ:<br>۱: یہ جان سکیں کہ مسجد نماز کی جگہ کا نام ہے اور اذان نماز کے لیے بلاوے کا نام ہے۔  | جاننا<br>سمجھنا<br>اطلاق | ٠٩ دن    | تا<br>٠٨ اگست                                  |

| نمبر شمار | عنوانات   | عنوانات | ذیلی عنوانات | ایمانیات و عبادات | (۲) نماز، مسجد و اذان   | (۱) عبادات | تغیییں سطحیں |        |       | دورة میہے | تاریخ | انہائی سرزوں |
|-----------|---|---------|--------------|-------------------|---|------------|--------------|--------|-------|-----------|-------|--------------|
|           |   |         |              |                   |   |            | جاتنا        | سمجھنا | اطلاق |           |       |              |
|           |   |         |              |                   | ۲: نمازوں کے اوقات اور تعداد رکعات کے بارے میں جان سکیں۔  |            |              |        |       |           |       |              |
|           |   |         |              |                   | ۳: نماز اور اذان کی اہمیت کو سمجھ سکیں۔   |            |              |        |       |           |       |              |
|           | اداہ اور تاری                                     |         |              |                   |   |            |              |        |       |           |       |              |
|           | دوسر اجائزہ                                       |         |              |                   |   |            |              |        |       |           |       |              |
| ۱۰        | ہمارے پیارے نبی حضرت محمد ﷺ                       |         |              |                   | پچھے اس قابل ہوں کہ:  |            |              |        |       |           |       |              |
|           |   |         |              |                   | ۱: نبی ﷺ کی ولادت کے متعلق بنیادی باتیں جان سکیں۔   |            |              |        |       |           |       |              |
|           |   |         |              |                   | ۲: حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم کے والدین، دادا، چچا اور رضائی والدہ کے اہمے گرامی سے آگاہ ہو سکیں۔ |            |              |        |       |           |       |              |
|           |   |         |              |                   | ۳: حضور ﷺ کی ولادت کے حالات اور مجزرات کے بارے میں بتا سکیں۔  |            |              |        |       |           |       |              |
|           |   |         |              |                   | ۴: نبی ﷺ کے والدین اور سرپرستوں کے اہمے گرامی بتا سکیں۔   |            |              |        |       |           |       |              |
| ۱۱        | باب سوم سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم |         |              |                   | پچھے اس قابل ہوں کہ:  |            |              |        |       |           |       |              |
|           |   |         |              |                   | ۱: نبی ﷺ کے خلق عظیم کے بارے میں جان سکیں۔  |            |              |        |       |           |       |              |
|           |   |         |              |                   | ۲: صادق و امین کے مفہوم کو سمجھ سکیں۔   |            |              |        |       |           |       |              |
|           |   |         |              |                   | ۳: آپ ﷺ کے اخلاق حسنہ میں سے سچائی اور امانت داری کی خصوصیات کو اپنا سکیں۔  |            |              |        |       |           |       |              |
|           |   |         |              |                   | ۴: حضور ﷺ کے اخلاق حسنہ پر عمل پیرا ہوتے ہوئے زندگی گزار سکیں۔  |            |              |        |       |           |       |              |
| ۱۲        |   |         |              |                   | پچھے اس قابل ہوں کہ:  |            |              |        |       |           |       |              |

| نمبر شمار | عنوانات  | ذیلی عنوانات        | حاصلات تعلم | تفصیلی سطحیں  | دور امیہ | انہائی سرزوں           |
|-----------|--|---------------------|-------------|---|----------|------------------------|
|           |  | (۱) اچھے اخلاق      |             |   |          | تاریخ                  |
| ۱۲        | باب چہارم<br>اخلاق و آداب                                  |                     |             |   | ۱۲ دن    | ۱۰ اکتوبر تا ۱۵ اکتوبر |
|           |  |                     |             | ۱: قرآن و سنت کی روشنی میں اچھے اخلاق کے بارے میں جان سکیں۔                   |          |                        |
|           |  |                     |             | ۲: اچھے اخلاق کی افادیت کو سمجھ سکیں۔   |          |                        |
|           |  |                     |             | ۳: اپنی عملی زندگی میں اچھے اخلاق کی خصوصیات اپنا سکیں۔                       |          |                        |
|           |  |                     |             | ۴: اچھے اخلاق کی خصوصیات کے بارے میں بتا سکیں۔                                |          |                        |
|           | سبور ٹس گالا   |                     |             |   | ۰۲ دن    | ۱۸ اکتوبر تا ۱۸ اکتوبر |
| ۱۳        | باب چہارم<br>اخلاق و آداب                                  | (۲) سلام کرنا       |             |   | ۰۹ دن    | ۷ اکتوبر تا ۱۲ اکتوبر  |
|           |  |                     |             | پچ اس قابل ہوں کہ:  |          |                        |
|           |  |                     |             | ۱: سلام کا مطلب، طریقہ اور آداب سے متعلق جان سکیں۔                            |          |                        |
|           |  |                     |             | ۲: سلام کرنے اور سلام کا جواب دینے کی اہمیت کو سمجھ سکیں۔                     |          |                        |
|           |  |                     |             | ۳: اپنی روزمرہ زندگی میں سلام کرنے کی عادت کو پانی سکیں۔                      |          |                        |
| ۱۴        | باب پنجم<br>ہدایت کے سرچشمے<br>کاتوارف<br>اور مشاہیر اسلام | انبیاء علیہم السلام |             |   | ۱۰ دن    | ۱۲ اکتوبر تا ۱۱ نومبر  |
|           |  |                     |             | پچ اس قابل ہوں کہ:  |          |                        |
|           |  |                     |             | ۱: حضرات انبیاء علیہم السلام کی خصوصیات و صفات کے بارے میں مختصر آجائان سکیں۔ |          |                        |
|           |  |                     |             | ۲: حضرات علیہم السلام کی بعثت کے مقصد کو سمجھ سکیں۔                           |          |                        |
|           |  |                     |             | ۳: انبیاء علیہم السلام میں سے پہلے اور آخری نبی کے بارے میں بتا سکیں۔         |          |                        |
|           |  |                     |             | ۴: انبیاء علیہم السلام کی تعداد کے بارے میں بتا سکیں۔                         |          |                        |
|           | اعادہ اور تیاری  |                     |             | (۲۰ ایں ایل اوز)  | ۰۳ دن    | ۱۵ نومبر تا ۱۵ نومبر   |
|           | دوسری جائزہ  |                     |             | سالانہ امتحان - ۲۰۲۵  | ۲۱ دن    | ۱۰ نومبر تا ۱۰ نومبر   |

| نمبر شمار            | عنوانات | عنوانات                    | ذیلی عنوانات | حاصلات تعلم | تحقیقی سطحیں | دور امیہ | انهائی سردازون |
|----------------------|---------|----------------------------|--------------|-------------|--------------|----------|----------------|
|                      |         |                            |              |             | جانا         | سمجھنا   | اطلاق          |
| ۱۱ دسمبر تا ۱۵ دسمبر | ۳۰ دن   | ۲۰۲۵ سالانہ نتیجہ کی تیاری |              |             |              |          | تاریخ          |

### Number of Student Learning Outcomes by Cognitive level

| S#           | Theme/Units                               | No. of Sub-Topics   | SLOs      |           |           | Total SLOs |
|--------------|---|---|-----------|-----------|-----------|------------|
|              |   |   | K         | U         | A         |            |
| 1            | قرآن مجید و حدیث نبوی ﷺ                   | (الف) ناظرہ قرآن مجید (ب) حفظ قرآن مجید (ج) حفظ و ترجمہ (د) حدیث نبوی ﷺ<br>(ه) دعائیں (زبانی) | 5         | 5         | 9         | 19         |
| 2            | ایمانیات و عبادات                         | (الف) توحید کا تعارف (۲) نبوت و رسالت (۱) کلمہ طیبہ (۲) نماز، مسجد و اذان                     | 6         | 5         | 5         | 16         |
| 3            | سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم | (۱) ہمارے پیارے نبی حضرت محمد ﷺ<br>(۲) ہمارے پیارے نبی حضرت محمد ﷺ کے اخلاق حسن               | 3         | 2         | 4         | 09         |
| 4            | اخلاق و آداب                              | (۱) اچھے اخلاق (۲) سلام کرنا  | 2         | 2         | 3         | 07         |
| 5            | ہدایت کے سرچشمے اور مشاہیر اسلام          | انیاء علیہم السلام کا تعارف   | 1         | 1         | 2         | 04         |
| <b>Total</b> |   |   | <b>17</b> | <b>15</b> | <b>23</b> | <b>55</b>  |

### 1<sup>st</sup> Term Exam

| S# | Theme/Units             | No. of Sub-Topics  | SLOs |   |   | Total SLOs |
|----|-------------------------|--|------|---|---|------------|
|    |                         |  | K    | U | A |            |
| 1  | قرآن مجید و حدیث نبوی ﷺ | (الف) ناظرہ قرآن مجید (ب) حفظ قرآن مجید (ج) حفظ و ترجمہ<br>(د) حدیث نبوی ﷺ<br>(ه) دعائیں (زبانی) | 5    | 5 | 7 | 17         |
|    |                         |  | 5    | 5 | 7 | 17         |

### 2<sup>nd</sup> Term Exam

| S# | Theme/Units             | No. of Sub-Topics  | SLOs |   |   | Total SLOs |
|----|-------------------------|--|------|---|---|------------|
|    |                         |  | K    | U | A |            |
| 1  | قرآن مجید و حدیث نبوی ﷺ | (ه) دعائیں (زبانی)   | 0    | 0 | 2 | 02         |
| 2  | ایمانیات و عبادات       | (الف) توحید کا تعارف (۲) بہوت و رسالت (۱) کلمہ طیبہ (۲) نماز،<br>مسجد و اذان | 6    | 5 | 5 | 16         |
|    |                         |  | 6    | 5 | 7 | 18         |

### 3<sup>rd</sup> Term Examination

| S# | Theme/Units                               | No. of Sub-Topics  | SLOs |   |   | Total SLOs |
|----|---|--|------|---|---|------------|
|    |   |  | K    | U | A |            |
| 1  | سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم | (1) ہمارے پیارے نبی حضرت محمد ﷺ<br>(2) ہمارے پیارے نبی حضرت محمد ﷺ کے اخلاق حسنہ | 3    | 2 | 4 | 09         |
| 2  | اخلاق و آداب                              | (1) اچھے اخلاق (2) سلام کرنا   | 2    | 2 | 3 | 07         |
| 3  | ہدایت کے سرچشمے اور مشاہیر اسلام          | انبیاء علیہم السلام کا تعارف   | 1    | 1 | 2 | 04         |
|    |   |  | 6    | 5 | 9 | 20         |



**SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS  
BREAK-UP  
GRADE 1 – EXTREME WINTER ZONE**



**Subject: General Knowledge**

**Class: One (1)**

| Topic/<br>Theme                      | Sub-Topic   | Student Learning Outcomes  | Cognitive Level |   |   | No.<br>of<br>Day<br>s | Extreme<br>Winter<br>Date |
|--------------------------------------|---|--|-----------------|---|---|-----------------------|---------------------------|
|                                      |   |  | K               | U | A |                       |                           |
| 1.<br>My<br>introduction             | Introduction to<br>Self<br>My Good<br>Habits<br>My Friends<br>Good Habits | Describe themselves briefly. For example, their name, age, likes, games, favorite food, what they want to be when they grow up.                  |                 | ✓ |   | 3                     | 3-5<br>April 2025         |
|                                      |   | Identify good qualities in themselves (telling the truth; respecting elders and listening to their advice; getting up early in the morning etc). |                 | ✓ |   | 3                     | 7-9 April 2025            |
|                                      |   | Recognize the good qualities of others.  |                 | ✓ |   | 2                     | 10-11 April 2025          |
|                                      |   | Analyze and describe the ways in which they are same as and different from others with respect to likes and dislikes.                            |                 |   | ✓ | 2                     | 12-14 April 2025          |
|                                      |   | Identify the ways in which they are same and different from others with respect to likes.  |                 | ✓ |   | 3                     | 15-17 April 2025          |
| <b>End of Unit Assessment</b>        |   |  |                 |   |   | 1                     | 18 April 2025             |
| 2.<br>My<br>Family<br>and<br>Friends | Family<br>Members<br>Respecting<br>Family<br>Members                      | Identify some family members (parents, brothers and sisters, grand-parents, aunts, uncles and cousins (paternal and eternal)                     |                 | ✓ |   | 2                     | 19-21 April 2025          |
|                                      |   | Recognize that they should respect all family members and friends  |                 | ✓ |   | 3                     | 22-24 April 2025          |
|                                      |   | Narrate the special qualities of some of their friends   |                 |   | ✓ | 3                     | 25-28 April 2025          |

| Topic/<br>Theme                                  | Sub-Topic  | Student Learning Outcomes   | Cognitive Level |   |   | No.<br>of<br>Day<br>s | Extreme<br>Winter<br>Date    |  |
|--|--|---|-----------------|---|---|-----------------------|------------------------------|--|
|  |  |   | K               | U | A |                       |                              |  |
| <b>End of Unit Assessment</b>                    |  |   |                 |   |   | 1                     | 29 April 2025                |  |
| 3.<br><b>My School</b>                           | Name and Location of school<br>My Friends  | State the name and location of their school.  | ✓               |   |   | 3                     | 30 April 2025-<br>3 May 2025 |  |
|  |  | Identify the people they interact with in school (teachers, students, principal, service providing staff etc.)            |                 | ✓ |   | 2                     | 5-6 May 2025                 |  |
|  |  | Describe the activities they engage in at school.   |                 | ✓ |   | 3                     | 7-9 May 2025                 |  |
|  |  | Describe the rules they follow in class and school  |                 | ✓ |   | 2                     | 10-12 May 2025               |  |
| <b>End of Unit Assessment</b>                    |  |   |                 |   |   | 1                     | 13 May 2025                  |  |
| 4.<br><b>Good<br/>Manners<br/>and<br/>Habits</b> | Greeting Others<br>Practicing<br>Good<br>Qualities<br>Eating Manners<br>Bathroom<br>Etiquettes | Greet others by saying Assalam o Alaikum, Hello, Good Morning etc.  | ✓               |   |   | 2                     | 14-15 May<br>2025            |  |
|  |  | Identify and list various aspects of good character (punctuality, speaking politely, kindness, honesty and truthfulness). |                 | ✓ |   | 3                     | 16-19 May 2025               |  |
|  |  | Demonstrate etiquettes of eating (don't waste food, eat with clean hands, don't drop food around).                        |                 |   | ✓ | 3                     | 20-22 May 2025               |  |
|  |  | How to use bathroom   |                 | ✓ |   | 3                     | 23-26 May 2025               |  |
|  |  | <b>End of Unit Assessment</b>   |                 |   |   | 1                     | 27 May 2025                  |  |
| <b>Revision</b>                                  |  |   |                 |   |   | 8                     | 28 May -5<br>June 2025       |  |
| <b>1<sup>st</sup> Term Examination</b>           |  |   |                 |   |   | 8                     | 9-17<br>June 2025            |  |
| 5.<br><b>Games<br/>and Rules</b>                 | Games<br>Rules of<br>Playing   | Name the games they like to play.   | ✓               |   |   | 2                     | 18-19 June 2025              |  |
|  |  | Recognize the importance of collaboration by participating in group activities and games.                                 |                 | ✓ |   | 4                     | 20-24 June 2025              |  |

| Topic/<br>Theme                               | Sub-Topic   | Student Learning Outcomes  | Cognitive Level |   |   | No.<br>of<br>Day<br>s | Extreme<br>Winter<br>Date |
|---|---|--|-----------------|---|---|-----------------------|---------------------------|
|   |   |  | K               | U | A |                       |                           |
|   | Games   | Discuss the importance of playing games and exercise for better health.                      |                 | ✓ |   | 3                     | 25-27 June 2025           |
|   |   | Define rules.  | ✓               |   |   | 2                     | 28-30 June 2025           |
|   |   | Recognize the importance of following rules.   |                 | ✓ |   | 3                     | 1 – 3 July 2025           |
| <b>End of Unit Assessment</b>                 |   |  |                 |   |   | 1                     | 4 July 2025               |
| 6.<br><b>Our<br/>Country:<br/>Pakistan</b>    | Name of the<br>Country<br>Date of<br>Existence<br>Flag of Pak<br>Significance of<br>the National<br>Flag  | State the full name of our country and date of existence.                                    |                 |   |   |                       | ly 2025                   |
|   |   | Recognize that all the countries have a flag   |                 | ✓ |   |                       | 0 July 2025               |
|   |   | Draw the flag of Pakistan  |                 |   |   |                       | 12 July 2025              |
|   |   | Identify what the colors and symbols on the flag represent                                   |                 |   |   |                       | 16 July 2025              |
| <b>End of Unit Assessment</b>                 |   |  |                 |   |   | 1                     | 17 July 2025              |
| 7.<br><b>Means of<br/>Transport<br/>ation</b> | Some important<br>vehicles used<br>for<br>transportation<br>Means of<br>Transportation<br>Activities at<br>Airport,<br>Railway<br>Station, Bus<br>stop etc. | Identify the means of transportation which people use.                                       |                 | ✓ |   | 2                     | 18-19 July 2025           |
|   |   | Differentiate between slow & fast means of transportation.                                   |                 | ✓ |   | 3                     | 21-23 July 2025           |
|   |   | Identify the places where buses and trains stop, aero planes land and ships berth            |                 | ✓ |   | 3                     | 24-26 July 2025           |
|   |   | Describe the activities that take place at a bus stop, railway station, airport, and harbor. |                 | ✓ |   | 3                     | 28-30 July 2025           |
| <b>End of Unit Assessment</b>                 |   |  |                 |   |   | 1                     | 31 July 2025              |

| Topic/<br>Theme                        | Sub-Topic  | Student Learning Outcomes   | Cognitive Level |   |   | No.<br>of<br>Day<br>s | Extreme<br>Winter<br>Date |  |
|--|--|---|-----------------|---|---|-----------------------|---------------------------|--|
|  |  |   | K               | U | A |                       |                           |  |
| 8.<br><b>My Body</b>                   | Major parts of the Human body and their functions<br>Senses (Touch, Taste, Smell, Sight and Hearing) | Name major parts of the human body (eyes, nose, ears, mouth, arms, feet, hands and legs)  | ✓               |   |   | 3                     | 1-4 August 2025           |  |
|  |  | Identify the functions of various body parts  |                 | ✓ |   | 3                     | 5-7 August 2025           |  |
|  |  | Name the five senses.   | ✓               |   |   | 2                     | 8-9 August 2025           |  |
|  |  | Identify their body parts which help them to taste, touch, smell, hear and see  |                 | ✓ |   | 2                     | 11-12 August 2025         |  |
|  |  | Identify the sensory descriptions of each of the five senses<br>( <b>Taste</b> : sweet, sour, bitter, salty; <b>Touch</b> : smooth, hard, soft, rough, cold, warm, hot; <b>Hearing</b> : loud, soft, high, low; <b>Sight</b> : bright, dim and recognize colors; <b>Smell</b> : pleasant, unpleasant) |                 | ✓ |   | 3                     | 13-15 August 2025         |  |
| <b>End of Unit Assessment</b>          |  |   |                 |   |   | 1                     | 16 August 2025            |  |
| <b>Revision</b>                        |  |   |                 |   |   | 4                     | 18-21 August 2025         |  |
| <b>2<sup>nd</sup> Term Examination</b> |  |   |                 |   |   | 8                     | 22-30 August 2025         |  |
| 9.<br><b>Health and Cleanliness</b>    | Healthy body, Healthy mind<br>Ways of Cleanliness<br>Cleanliness and Health                          | Identify the ways by which they can keep themselves clean (washing hands before and after meals and after using the toilet, clipping/trimming nails, brushing teeth daily, taking bath regularly etc.)  |                 | ✓ |   | 2                     | 1-2 September 2025        |  |
|  |  | Recognize the importance of keeping themselves, their clothes and surroundings clean for their health   |                 | ✓ |   | 3                     | 5 September 2025          |  |
|  |  | Recognize the fact that germs can cause diseases and list ways to avoid germs.  |                 | ✓ |   | 3                     | 8-10 September 2025       |  |
|  |  | Differentiate between healthy and unhealthy food  |                 | ✓ |   | 2                     | 11-13 September 2025      |  |

| Topic/<br>Theme                      | Sub-Topic  | Student Learning Outcomes  | Cognitive Level |   |   | No.<br>of<br>Day<br>s | Extreme<br>Winter<br>Date |
|--------------------------------------|--|--|-----------------|---|---|-----------------------|---------------------------|
|                                      |  |  | K               | U | A |                       |                           |
|                                      |  | Identify the unhealthy habits that cause illnesses (like cough and diarrhea etc.)                |                 | ✓ |   | 2                     | 5 September 2025          |
|                                      |  | <b>End of Unit Assessment</b>  |                 |   |   |                       | 1 7 September 2025        |
| 10.<br><b>Plants and<br/>Animals</b> | living things<br>and non-living<br>things<br>Plants and<br>Trees<br>Animals<br>Pet Animals<br>Wild Animals<br>Animals Feed<br>Where do<br>animals live<br>Importance of<br>animals | Recognize living and non-living things around them   |                 | ✓ |   | 2                     | 18-19 September<br>2025   |
|                                      |  | Recognize that living things need air, water and food  |                 | ✓ |   | 3                     | 20-23<br>September 2025   |
|                                      |  | Identify the plants they see around them.  |                 | ✓ |   | 2                     | 24-25 September<br>2025   |
|                                      |  | Identify some common domestic and wild animals   |                 | ✓ |   | 2                     | 26-27 September<br>2025   |
|                                      |  | Differentiate between plants around them based on their characteristics.                         |                 | ✓ |   | 2                     | 29-30<br>September 2025   |
|                                      |  | Demonstrate measures for better care of plants.  |                 |   | ✓ | 3                     | 1-3 October 2025          |
|                                      |  | Identify the things around them that are made up of plants/ trees                                |                 | ✓ |   | 3                     | 4-7 October 2025          |
|                                      |  | Recognize the importance of plants/ trees as a source of food, shade, and shelter                |                 | ✓ |   | 3                     | 8-10 October 2025         |
|                                      |  | <b>End of Unit Assessment</b>  |                 |   |   |                       | 1 11 October 2025         |
| 11.<br><b>Motion</b>                 | Force and<br>motion<br>How do car<br>moves   | Identify what makes objects move.  |                 | ✓ |   | 2                     | 12-14 October 2025        |
|                                      |  | Demonstrate that an object moves when we push it or pull it.                                     |                 |   | ✓ | 2                     | 15-16 October 2025        |
|                                      |  | Explore how push action moves things away from us while a pull action bring things closer to us. |                 |   | ✓ | 2                     | 19-22 October 2025        |

| Topic/<br>Theme                  | Sub-Topic   | Student Learning Outcomes  | Cognitive Level |   |   | No.<br>of<br>Day<br>s | Extreme<br>Winter<br>Date                |
|----------------------------------|---|--|-----------------|---|---|-----------------------|--|
|                                  |   |  | K               | U | A |                       |  |
|                                  |   | Recognize from picture of the past that force applied by humans and animals moved vehicles (Tonga, bullock cart, cycle, pushcart) while today vehicles are moved by machines (bus, motorcycle, and car.) |                 | ✓ |   | 2                     | 24 October 2025                          |
|                                  |   | <b>End of Unit Assessment</b>  |                 |   |   |                       | 1 25 October 2025                        |
| <b>12.<br/>Earth and<br/>Sky</b> | Shape of the<br>Earth<br>Earth's features<br>Celestial<br>objects | Identify Earth as a planet.  |                 | ✓ |   | 2                     | 28 October 2025                          |
|                                  |   | Recognize the shape of the Earth.  |                 | ✓ |   | 3                     | 31 October 2025                          |
|                                  |   | Recognize that the Earth is covered with land and water  |                 | ✓ |   | 3                     | 1-4<br>November 2025.                    |
|                                  |   | Identify celestial objects in the sky during day and night.  |                 | ✓ |   | 3                     | November 2025.                           |
|                                  |   | Recognize that the sun shines very brightly during the day and gives us heat and light.  |                 | ✓ |   | 2                     | 8-10 November<br>2025.                   |
|                                  |   | Recognize that the moon and stars shine at night   |                 | ✓ |   | 2                     | 11-12 November<br>2025.                  |
|                                  |   | <b>End of Unit Assessment</b>  |                 |   |   |                       | 1 November 2025.                         |
|                                  |   | <b>Revision</b>  |                 |   |   |                       | 2 14-15<br>November<br>2025.             |
|                                  |   | <b>Final Term Examination</b>  |                 |   |   |                       | 21 17 November -10<br>December<br>2025.. |

**Total Number of Student Learning Outcomes by Cognitive level**

| S#           | Theme/Topic                    | Name of Sub-Topics  | SLOs |    |   | Total SLOs |
|--------------|--------------------------------|---|------|----|---|------------|
|              |                                |   | K    | U  | A |            |
| 20.          | <b>My introduction</b>         | Introduction to Self, My Good Habits, My Friends , Good Habits  | 0    | 4  | 1 | <b>5</b>   |
| 21.          | <b>My Family and Friends</b>   | Family Members, Respecting Family, Members  | 0    | 2  | 1 | <b>3</b>   |
| 22.          | <b>My School</b>               | Name and Location of school, My Friends   | 1    | 3  | 0 | <b>4</b>   |
| 23.          | <b>Good Manners and Habits</b> | Greeting Others, Practicing Good, Qualities, Eating Manners, Bathroom Etiquettes  | 1    | 2  | 1 | <b>4</b>   |
| 24.          | <b>Games and Rules</b>         | Games, Rules of Playing, Games  | 2    | 3  | 0 | <b>5</b>   |
| 25.          | <b>Our Country: Pakistan</b>   | Name of the Country, Date of Existence, Flag of Pak, Significance of the National Flag  | 1    | 2  | 1 | <b>4</b>   |
| 26.          | <b>Means of Transportation</b> | Some important vehicles used for transportation, Means of Transportation, Activities at Airport,Railway Station, Bus stop etc.                          | 0    | 4  | 0 | <b>4</b>   |
| 27.          | <b>My Body</b>                 | Major parts of the Human body and their functions ,Senses (Touch, Taste, Smell, Sight and Hearing)  | 2    | 3  | 0 | <b>5</b>   |
| 28.          | <b>Health and Cleanliness</b>  | Healthy body, Healthy mind, Ways of Cleanliness, Cleanliness and Health   | 0    | 5  | 0 | <b>5</b>   |
| 29.          | <b>Plants and Animals</b>      | living things and non-living things, Plants and Trees, Animals, Pet Animals, Wild Animals<br>Animals Feed, Where do animals live, Importance of animals | 0    | 7  | 1 | <b>8</b>   |
| 30.          | <b>Motion</b>                  | Force and motion, How do car moves  | 0    | 2  | 2 | <b>4</b>   |
| 31.          | <b>Earth and Sky</b>           | Shape of the Earth, Earth's features Celestial objects  | 1    | 5  | 0 | <b>6</b>   |
| <b>Total</b> |                                |   | 8    | 42 | 7 | <b>57</b>  |

**Number of Student Learning Outcomes by Cognitive level (TERM-I)**

| S#           | Theme/Topic                    | Name of Sub-Topics   | SLOs |    |   | Total SLOs |
|--------------|--------------------------------|--|------|----|---|------------|
|              |                                |  | K    | U  | A |            |
| 1.           | <b>My introduction</b>         | Introduction to Self, My Good Habits, My Friends , Good Habits                   | 0    | 4  | 1 | <b>5</b>   |
| 2.           | <b>My Family and Friends</b>   | Family Members, Respecting Family, Members                                       | 0    | 2  | 1 | <b>3</b>   |
| 3.           | <b>My School</b>               | Name and Location of school, My Friends  | 1    | 3  | 0 | <b>4</b>   |
| 4.           | <b>Good Manners and Habits</b> | Greeting Others, Practicing Good, Qualities, Eating Manners, Bathroom Etiquettes | 1    | 2  | 1 | <b>4</b>   |
| <b>Total</b> |                                |  | 2    | 11 | 3 | <b>16</b>  |

**Number of Student Learning Outcomes by Cognitive level (TERM-II)**

| S#           | Theme/Topic                    | Name of Sub-Topics  | SLOs |    |   | Total SLOs |
|--------------|--------------------------------|---|------|----|---|------------|
|              |                                |   | K    | U  | A |            |
| 5            | <b>Games and Rules</b>         | Games, Rules of Playing, Games  | 2    | 3  | 0 | <b>5</b>   |
| 6.           | <b>Our Country: Pakistan</b>   | Name of the Country, Date of Existence, Flag of Pak, Significance of the National Flag  | 1    | 2  | 1 | <b>4</b>   |
| 7.           | <b>Means of Transportation</b> | Some important vehicles used for transportation, Means of Transportation, Activities at Airport, Railway Station, Bus stop etc. | 0    | 4  | 0 | <b>4</b>   |
| 8.           | <b>My Body</b>                 | Major parts of the Human body and their functions ,Senses (Touch, Taste, Smell, Sight and Hearing)                              | 2    | 3  | 0 | <b>5</b>   |
| <b>Total</b> |                                |   | 5    | 12 | 1 | <b>18</b>  |

**Number of Student Learning Outcomes by Cognitive level (TERM-III)**

| S#           | Theme/Topic                   | Name of Sub-Topics  | SLOs |    |   | Total SLOs |
|--------------|-------------------------------|---|------|----|---|------------|
|              |                               |   | K    | U  | A |            |
| 9.           | <b>Health and Cleanliness</b> | Healthy body, Healthy mind, Ways of Cleanliness, Cleanliness and Health   | 0    | 5  | 0 | <b>5</b>   |
| 10.          | <b>Plants and Animals</b>     | living things and non-living things, Plants and Trees, Animals, Pet Animals, Wild Animals<br>Animals Feed, Where do animals live, Importance of animals | 0    | 7  | 1 | <b>8</b>   |
| 11.          | <b>Motion</b>                 | Force and motion, How do car moves  | 0    | 2  | 2 | <b>4</b>   |
| 12.          | <b>Earth and Sky</b>          | Shape of the Earth, Earth's features Celestial objects  | 1    | 5  | 0 | <b>6</b>   |
| <b>Total</b> |                               |   | 1    | 19 | 3 | <b>23</b>  |



**SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS  
BREAK-UP  
GRADE 2 – EXTREME WINTER ZONE**



**Subject: English**

**Class: Two (2)**

| S# | Unit            | Student Learning Outcomes  | Level |   |   | Total Number of Days | Dates          |
|----|-----------------|--|-------|---|---|----------------------|----------------|
|    |                 |  | K     | U | A |                      |                |
| 01 | A Tiny Creature | <b>Students will be able to:</b>   |       |   | ✓ | 190                  | Extreme Winter |
|    |                 | 1. Use pre-reading as a strategy to predict the poem by looking at pictures (s) in the text.                                   |       |   | ✓ | 01                   | April ,3rd     |
|    |                 | 2. Recite the poem.  |       | ✓ |   | 01                   | 4th            |
|    |                 | 3. Respond to the text (post reading) to express likes dislikes about the poem.  |       | ✓ |   | 01                   | 5th            |
|    |                 | 4. Comprehend simple poems and read aloud in the class.  |       |   | ✓ | 01                   | 7th            |
|    |                 | 5. Pronounce and match the initial and the final sounds of common words depicted in pictures with their corresponding letters. |       |   | ✓ | 01                   | 8th            |
|    |                 | 6. Articulate the sounds of the letters of the alphabet in random order.   |       |   | ✓ | 01                   | 9th            |
|    |                 | 7. Differentiate between the sounds of individual letters, diagraphs, in initial and final positions of a word.                |       |   | ✓ | 01                   | 10th           |
|    |                 | 8. Read and recite short poems or rhymes with actions.   |       | ✓ |   | 01                   | 11th           |
|    |                 | 9. Articulate and recognize simple rhyming words.  |       |   | ✓ | 01                   | 12th           |

| S# | Unit             | Student Learning Outcomes  | Level |   |   | Total Number of Days | Dates                 |
|----|------------------|--|-------|---|---|----------------------|-----------------------|
|    |                  | <b>Students will be able to:</b>   |       |   |   | <b>190</b>           | <b>Extreme Winter</b> |
|    |                  | 10. Recognize and classify into different categories, some simple naming words from pictures and immediate surroundings e.g parts of body. |       |   | ✓ | 01                   | 14th                  |
|    |                  | 11. Use some formulaic expressions to introduce self and talk about family.  |       |   | ✓ | 01                   | 15th                  |
|    |                  | 12. Recognize and match common singular naming words from immediate environment.   |       |   | ✓ | 01                   | 16th                  |
|    |                  | 13. Use naming words in their speech and writing.  |       |   | ✓ | 01                   | 17th                  |
|    |                  | 14. Illustrate the use of substitution words learnt earlier as subjective case.  |       | ✓ |   | 01                   | 18th                  |
|    |                  | 15. Write simple tow/three syllable words with correct spellings.  |       |   | ✓ | 01                   | 19th                  |
| 2  | My Home and City | 1. Use pre-reading as a strategy to predict a story by looking at pictures (s) in the text.  |       |   | ✓ | 01                   | 21st                  |
|    |                  | 2. Respond to the text post reading to express understanding of a story through simple role-play.  |       |   | ✓ | 01                   | 22nd                  |
|    |                  | 3. Comprehend a simple story.  |       |   | ✓ | 01                   | 23rd                  |
|    |                  | 4. Read aloud a story in class.  |       | ✓ |   | 01                   | 24th                  |
|    |                  | 5. Identify/classify words that begin with vowel or consonant sounds.  |       |   | ✓ | 01                   | 25 <sup>th</sup>      |
|    |                  | 6. Recognize and use some formulaic to introduce self and talk about family.   |       | ✓ |   | 01                   | 26th                  |
|    |                  | 7. Comprehend a grade-specific text to answer the comprehension questions.   |       | ✓ |   | 01                   | 28 <sup>th</sup> ,    |
|    |                  | 8. Recognize and pronounce words with reasonable accuracy common two consonant clusters in initial position.                               |       |   | ✓ | 01                   | 29th                  |

| S# | Unit             | Student Learning Outcomes   | Level |   |   | Total Number of Days | Dates                 |
|----|------------------|---|-------|---|---|----------------------|-----------------------|
|    |                  | <b>Students will be able to:</b>  |       |   |   | <b>190</b>           | <b>Extreme Winter</b> |
|    |                  | 9. Recognize and classify into different categories of some simple naming words from context.                                     |       |   | ✓ | 01                   | 30th                  |
|    |                  | 10. Provide the missing letter in simple two/three syllable words.  |       |   | ✓ | 01                   | May 2 <sup>nd</sup>   |
|    |                  | 11. Identify and use common action words.   |       |   | ✓ | 01                   | 3rd                   |
|    |                  | 12. Identify and match some pairs of describing words showing quality, size and colour example soft-hard. Big-small, black-white. |       |   | ✓ | 01                   | 5 <sup>th</sup> ,     |
|    |                  | 13. Construct simple sentences of three/four to five/six words using correct capitalization, punctuation and spellings.           |       | ✓ |   | 01                   | 6 <sup>th</sup>       |
| 3  | lets' Plan Trees | 1. Write a single concluding sentence which repeats the theme of the topic.   |       |   | ✓ | 01                   | 7 <sup>th</sup>       |
|    |                  | 2. Respond to the text (post reading) to express likes/dislikes about the story.  |       |   | ✓ | 01                   | 8 <sup>th</sup> .     |
|    |                  | 3. Comprehend a simple story  |       | ✓ |   | 01                   | 9 <sup>th</sup>       |
|    |                  | 4. Read aloud in class.   |       |   | ✓ | 01                   | 10th                  |
|    |                  | 5. Comprehend and respond to simple 'WH' questions.   |       |   | ✓ | 01                   | 12th                  |
|    |                  | 6. Articulate, recognize and use some formulaic expressions to offer and respond to basic routine greetings.                      |       |   | ✓ | 01                   | 13th                  |
|    |                  | 7. Express and offer a few basic social courtesies.   |       |   | ✓ | 01                   | 14th                  |
|    |                  | 8. Use pre reading strategies to predict a story by looking at picture in the text.   |       |   | ✓ | 01                   | 15 <sup>th</sup> ,    |

| S# | Unit                  | Student Learning Outcomes   | Level                               |                                     |                                     | Total Number of Days | Dates                               |
|----|-----------------------|---|-------------------------------------|-------------------------------------|-------------------------------------|----------------------|-------------------------------------|
|    |                       | <b>Students will be able to:</b>  |                                     |                                     |                                     | <b>190</b>           | <b>Extreme Winter</b>               |
|    |                       | 9. Interact with the text and use reading strategies (while reading) to follow sequence in a simple procedure or a picture map.                       |                                     | <input checked="" type="checkbox"/> |                                     | 01                   | 16th                                |
|    |                       | 10. Recognize and classify into different categories some simple naming words from pictures and immediate surroundings example fruits and vegetables. |                                     | <input checked="" type="checkbox"/> |                                     | 01                   | 17th                                |
|    |                       | 11. Identify and change the number of simple naming words by adding or removing 's' and 'es'.   |                                     | <input checked="" type="checkbox"/> |                                     | 01                   | 19th                                |
|    |                       | 12. Recognize, identify and use a few words showing position, e.g. in, on, to, with.  |                                     |                                     | <input checked="" type="checkbox"/> | 01                   | 20th                                |
|    |                       | 13. Fill in missing information to complete a simple paragraph.   |                                     |                                     | <input checked="" type="checkbox"/> | 01                   | 21st                                |
| 4  | <b>Bee on My Nose</b> | 1. Listen to smaller conversations and speak simple sentences using correct pronunciation and sentence structure.                                     |                                     | <input checked="" type="checkbox"/> |                                     | 01                   | 22nd                                |
|    |                       | 2. Recognize and identify compound words.   |                                     | <input checked="" type="checkbox"/> |                                     | 02                   | 23 <sup>rd</sup> 24 <sup>th</sup>   |
|    |                       | 3. Use pre reading strategies to predict a poem by looking at picture in the text.  |                                     | <input checked="" type="checkbox"/> |                                     | 01                   | 26 <sup>th</sup>                    |
|    |                       | 4. Respond to the text (post reading) to express understanding of a story through simple role play.   |                                     | <input checked="" type="checkbox"/> |                                     | 01                   | 27 <sup>th</sup>                    |
|    |                       | 5. Comprehend and respond to simple WH questions.   | <input checked="" type="checkbox"/> |                                     |                                     | 02                   | 28 <sup>th</sup> 29 <sup>th</sup> , |
|    |                       | 6. Comprehend simple poem and read aloud in class.  |                                     | <input checked="" type="checkbox"/> |                                     | 01                   | 30 <sup>th</sup>                    |

| S#                               | Unit | Student Learning Outcomes   | Level |   |            | Total Number of Days | Dates   |
|----------------------------------|------|---|-------|---|------------|----------------------|---|
| <b>Students will be able to:</b> |      |   |       |   | <b>190</b> |                      | <b>Extreme Winter</b>   |
|                                  |      | 7. Identify and pronounce with reasonable accuracy common consonant clusters in initial positions.  | K     | ✓ | A          | 01                   | 31 <sup>st</sup>  |
|                                  |      | Revision  |       |   |            | 04                   | 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> |
|                                  |      | 1 <sup>st</sup> Term Exam<br>9 June to 17 <sup>th</sup> June  |       |   |            |                      |   |
|                                  |      | 8. Articulate, recognize and use some formulaic expressions to listen and respond to more commands, express limited needs and feelings, recite poems. |       | ✓ |            | 01                   | 18 <sup>th</sup>  |
|                                  |      | 9. Identify, recognize and articulate three or more lettered sight words.   |       | ✓ |            | 01                   | 19, ,   |
|                                  |      | 10. Read more naming, action and describing words and match with pictures.  |       | ✓ |            | 01                   | 20,   |
|                                  |      | 11. Read and recite short poems or rhymes with actions.   | ✓     |   |            | 01                   | 21,   |
|                                  |      | 12. Reproduce common phrases and formulaic expressions used in class and school.  |       | ✓ |            | 01                   | 23 <sup>rd</sup>  |
|                                  |      | 13. Identify initial and final consonant blends.  |       | ✓ |            | 01                   | 25th  |
|                                  |      | 14. Articulate and use simple rhyming words in writing.   |       | ✓ |            | 01                   | 26th  |
|                                  |      | 15. Use 'am' 'is' and 'are' with different constitutions and pointing words in short sentences.   |       | ✓ |            |                      |   |
|                                  |      | 16. Recognize and use substitution words as objective case 'me', 'you', 'us', 'him', 'her', 'them', 'it'.   |       | ✓ |            | 01                   | 27th  |

| S# | Unit      | Student Learning Outcomes  | Level |   |   | Total Number of Days | Dates                |
|----|-----------|--|-------|---|---|----------------------|----------------------|
|    |           | Students will be able to:  | K     | U | A | 190                  | Extreme Winter       |
|    |           | 17. Write simple and meaningful sentences of their own on a given topic.   |       |   | ✓ | 01                   | 28th                 |
| 5  | Attention | 1. Use pre reading strategies to predict a story by looking at picture in the text.  |       | ✓ |   | 01                   | 30th                 |
|    |           | 2. Interact with the text and use reading strategies (while reading) to use pictures or rebus in text to increase understanding. |       | ✓ |   | 01                   | 1 <sup>st</sup> July |
|    |           | 3. Respond to the text (post reading) to express likes/dislikes about the story.   |       |   | ✓ | 01                   | 2nd                  |
|    |           | 4. Pronounce and match spoken words with the written words.  |       |   | ✓ |                      |                      |
|    |           | 5. Recognize that as letters of words change, so do the sounds.  |       | ✓ |   | 01                   | 3rd                  |
|    |           | 6. Articulate, recognize and use some formulaic expressions to seek permission to do something.                                  |       |   | ✓ |                      |                      |
|    |           | 7. Read aloud words and simple sentences with a reasonable level of accuracy of pronunciation.                                   |       |   | ✓ | 01                   | 4th                  |
|    |           | 8. Recognize and practice that words in a sentence join to make sense in relation to each other.                                 |       |   | ✓ | 01                   | 7 <sup>th</sup>      |
|    |           | 9. Spell simple two/three syllable words.  |       |   | ✓ | 01                   | 8 <sup>th</sup>      |
|    |           | 10. Take dictation of familiar words learnt in the class.  |       |   | ✓ |                      |                      |
|    |           | 11. Identify and use words showing possessions e.g my, your, his, her, our, their and it.  |       |   | ✓ | 01                   | 9 <sup>th</sup>      |
|    |           | 12. Recognize, and use a few words showing position e.g to/from, up/down, here/there.  |       | ✓ |   |                      |                      |
|    |           | 13. Identify and recognize the rules for the use of 'a' and 'the'.   |       | ✓ |   | 01                   | 10th                 |

| S# | Unit             | Student Learning Outcomes   | Level        |   |  | Total Number of Days | Dates                 |
|----|------------------|---|--------------|---|--|----------------------|-----------------------|
|    |                  | <b>Students will be able to:</b>  | <b>K U A</b> |   |  | <b>190</b>           | <b>Extreme Winter</b> |
|    |                  | 14. Choose between 'a' or 'an'.   | ✓            |   |  |                      |                       |
|    |                  | 15. Use the text they read as model for their own writing   |              | ✓ |  | 01                   | 11th                  |
| 6  | <b>Be Honest</b> | 1. Use phonics to tackle unfamiliar words.  |              | ✓ |  |                      |                       |
|    |                  | 2. Respond to the text (post reading) to express understanding of a story through simple role-play.   |              | ✓ |  | 01                   | 12th                  |
|    |                  | 3. Comprehend simple story and read aloud in class.   |              | ✓ |  |                      |                       |
|    |                  | 4. Comprehend a text to respond to simple WH questions.   |              | ✓ |  | 01                   | 14th                  |
|    |                  | 5. Demonstrate the use of common conventions and dynamics of group oral interactions; exchange some routine greetings, exchange some social courtesies.             |              | ✓ |  |                      |                       |
|    |                  | 6. Identify words that begin with the same sounds.  |              | ✓ |  | 01                   | 15th                  |
|    |                  | 7. Identify words that end with the same sound e.g, /ng/.   |              | ✓ |  |                      |                       |
|    |                  | 8. Interact with the text and use reading strategies (while reading) to use pictures or rebus in the text to increase understanding, guess what follows in a story. |              | ✓ |  | 01                   | 16th                  |
|    |                  | 9. Find out a character in the story and write briefly.   |              | ✓ |  |                      |                       |
|    |                  | 10. Point out / name some common objects in a picture r an illustration.  |              | ✓ |  | 01                   | 17th                  |
|    |                  | 11. Describe in a word or two, or a sentence about them.  | ✓            |   |  |                      |                       |

| S# | Unit       | Student Learning Outcomes  | Level |   |   | Total Number of Days | Dates          |
|----|------------|--|-------|---|---|----------------------|----------------|
|    |            | <b>Students will be able to:</b>   | K     | U | A | 190                  | Extreme Winter |
|    |            | 12. Identify paragraph as a graphical unit of expression.  |       | ✓ |   | 01                   | 18th           |
|    |            | 13. Recognize and classify into different categories some simple naming words from pictures and immediate surrounding e.g object in the classroom. |       |   | ✓ |                      |                |
|    |            | 14. Articulate, recognize and use some formulaic expressions to offer and respond to basic routine greetings/ courtesies.                          |       |   | ✓ | 01                   | 19th           |
|    |            | 15. Identify and classify gender of naming words from immediate environment, masculine/feminine.   |       |   | ✓ | 01                   | 21st           |
|    |            | 16. Distinguish between and use the substitution words.  |       |   | ✓ | 01                   | 22nd           |
|    |            | 17. Identify 'a' or 'an' as articles.  |       | ✓ |   | 01                   | 23rd           |
|    |            | 18. Recognize that plural nouns do not take the articles a or an.  |       | ✓ |   | 01                   | 23rd           |
|    |            | 19. Write a few sentences to describe a picture and a series of pictures   |       | ✓ |   | 01                   | 24th           |
|    |            | 20. Write action or describing words using a series of action pictures.  |       |   | ✓ | 01                   | 24th           |
| 7  | Sports Day | 1. Use pre-reading strategies to predict a story by looking at pictures in the text.   |       | ✓ |   | 01                   | 25th           |
|    |            | 2. Identify syllables and split familiar compound words into parts.  |       |   | ✓ | 01                   | 26th           |
|    |            | 3. Read and follow simple instructions.  |       | ✓ |   |                      |                |
|    |            | 4. Recognize and locate some compound words from various text source.  |       |   | ✓ | 01                   | 28th           |

| S# | Unit      | Student Learning Outcomes   | Level    |          |          | Total Number of Days | Dates                 |
|----|-----------|---|----------|----------|----------|----------------------|-----------------------|
|    |           | <b>Students will be able to:</b>  | <b>K</b> | <b>U</b> | <b>A</b> | <b>190</b>           | <b>Extreme Winter</b> |
|    |           | 5. Use a dictionary to find spellings and meanings of words.  |          | ✓        |          |                      |                       |
|    |           | 6. Recognize that some sentences end with a full stop, question marks and exclamation marks.  |          |          | ✓        | 01                   | 29th                  |
|    |           | 7. Capitalize days of the week and months of the year.  |          | ✓        |          |                      |                       |
|    |           | 8. Recognize and classify into different categories some simple naming words from pictures and immediate surroundings e.g colours and shapes.                                   |          |          | ✓        | 01                   | 30 <sup>th</sup> ,    |
|    |           | 9. Respond to the text (post reading) to express likes and dislikes about the story.  |          |          | ✓        | 01                   | 31 <sup>st</sup>      |
|    |           | 10. Comprehend and respond to simple WH questions.  |          | ✓        |          |                      |                       |
|    |           | 11. Comprehend a simple story.  |          | ✓        |          | 01                   | <b>Aug 1st</b>        |
|    |           | 12. Demonstrate use of common conventions in dynamics of group oral interactions: 1. Introduce themselves and others, 2. Participate in conversations                           |          | ✓        |          | 01                   | 2 <sup>nd</sup>       |
|    |           | 13. Identify one and two syllable words that rhyme.   |          |          | ✓        |                      |                       |
|    |           | 14. Locate; specific simple information in a clock (by the hour) by looking at the position of the hands of the clock, months and days in a calendar by reading across and down |          |          | ✓        | 01                   | 4 <sup>th</sup>       |
|    |           | 15. Use has, have to show possession.   |          |          | ✓        |                      |                       |
|    |           | 16. Write numbers from 1 to 50 in words.  |          |          | ✓        | 01                   | 5 <sup>th</sup>       |
| 8  | My School | 1. My School  |          |          | ✓        | 01                   | 6 <sup>th</sup>       |
|    |           | 2. Use simple present verbs to show habitual actions.   |          |          | ✓        | 01                   | 7 <sup>th</sup>       |

| S#                               | Unit | Student Learning Outcomes  | Level |   |   | Total Number of Days | Dates   |
|----------------------------------|------|--|-------|---|---|----------------------|---|
| <b>Students will be able to:</b> |      |  | K     | U | A | <b>190</b>           | <b>Extreme Winter</b>                                   |
|                                  |      | 3. Respond to the text (post reading) to express understanding of the poem.  |       |   | ✓ | 01                   | 8 <sup>th</sup>   |
|                                  |      | 4. Recognize words with one or two syllables.  |       |   | ✓ |                      |   |
|                                  |      | 5. Pronounce simple one, two, three syllable words.  |       |   | ✓ | 01                   | 9 <sup>th</sup>   |
|                                  |      | 6. Demonstrate the use of common conventions and dynamics of oral interactions take turns, use polite expressions to seek attention. |       |   | ✓ | 01                   | 11 <sup>th</sup>  |
|                                  |      | 7. Comprehend simple poems and read loud in the class.   |       | ✓ |   |                      |   |
|                                  |      | 8. Comprehend and respond to simple WH questions.  |       | ✓ |   | 01                   | 12 <sup>th</sup>  |
|                                  |      | 9. Recite the poem with actions.   |       |   | ✓ | 01                   | 13 <sup>th</sup>  |
|                                  |      | 10. Identify and pronouns familiar two or three syllabled words.   |       |   | ✓ | 01                   | 15 <sup>th</sup>  |
|                                  |      | 11. Use first and second letters to arrange words in alphabetical order.   |       |   | ✓ |                      |   |
|                                  |      | 12. Brain storm to gather ideas for various activities.  | ✓     |   |   | 01                   | 16 <sup>th</sup>  |
|                                  |      | 13. Read and recite short poems or rhymes with actions.  |       |   | ✓ |                      |   |
|                                  |      | Revision   |       |   |   | 04                   | 18 <sup>th</sup> 19 <sup>th</sup> 20 <sup>th</sup> 21st |
|                                  |      | 2nd Term Exam<br>22 Aug to 30 <sup>th</sup> Aug  |       |   |   |                      |   |
|                                  |      | 14. Articulate and use simple rhyming words in writing.  |       | ✓ |   | 01                   | September, 1st  |

| S# | Unit             | Student Learning Outcomes  | Level |   |   | Total Number of Days | Dates                             |
|----|------------------|--|-------|---|---|----------------------|-----------------------------------|
|    |                  | <b>Students will be able to:</b>   |       |   |   | <b>190</b>           | <b>Extreme Winter</b>             |
|    |                  | 15. Recognize and classify into different categories simple action naming words from pictures and immediate surroundings.                                      |       |   | ✓ | 01                   | 2nd                               |
|    |                  | 16. Recognize particular names of people pets and places.  |       | ✓ |   | 02                   | 3 <sup>rd</sup> , 4 <sup>th</sup> |
|    |                  | 17. Illustrate use of words that point to something.   |       | ✓ |   | 01                   | 6 <sup>th</sup>                   |
|    |                  | 18. Write numbers in 10, s in words.   |       |   | ✓ | 02                   | , 8 <sup>th</sup> 9 <sup>th</sup> |
|    |                  | 19. Write some more rhyming words  |       |   | ✓ | 02                   | 10th 11th                         |
| 9  | What a good Deed | 1. Respond to the text (post reading) to express likes/dislikes about the story.   |       |   | ✓ | 02                   | 12 <sup>th</sup> 13 <sup>th</sup> |
|    |                  | 2. Comprehend a simple story and read aloud in the class.  |       |   | ✓ | 01                   | 15 <sup>th</sup>                  |
|    |                  | 3. Comprehend and respond to simple WH questions.  |       |   | ✓ | 02                   | 16 <sup>th</sup> 17 <sup>th</sup> |
|    |                  | 4. Demonstrate use of common conventions and dynamics of group oral interactions. express likes and dislikes, express needs and feelings.                      |       | ✓ |   | 01                   | 18th                              |
|    |                  | 5. Identify and pronouns common irregular sight words.   |       |   | ✓ | 01                   | 19th                              |
|    |                  | 6. Use pre reading strategies to predict the story by looking at pictures in the text.   |       |   | ✓ | 01                   | 20th                              |
|    |                  | 7. Interact with the text and use reading strategies (while reading) to locate specific factual information to answer in a word or two simple short questions. |       |   | ✓ | 01                   | 20th                              |
|    |                  | 8. Read tables and charts in the classroom.  |       |   | ✓ | 01                   | 22nd                              |

| S# | Unit                   | Student Learning Outcomes   | Level |   |   | Total Number of Days | Dates                 |
|----|------------------------|---|-------|---|---|----------------------|-----------------------|
|    |                        | <b>Students will be able to:</b>  |       |   |   | <b>190</b>           | <b>Extreme Winter</b> |
|    |                        | 9. Recognize and classify into different categories some simple action and naming words from pictures and immediate surroundings. | K     | ✓ |   | 01                   | 23rd                  |
|    |                        | 10. Use pronouns learnt earlier.  |       |   | ✓ | 01                   | 24th                  |
|    |                        | 11. Recognize that a sentence ends with some form of punctuation that is full stop, question mark or exclamation mark.            |       |   | ✓ | 01                   | 25th                  |
|    |                        | 12. Write ordinal numbers, (1st to 10 <sup>th</sup> ) in words.   |       |   | ✓ | 01                   | 26th                  |
|    |                        | 13. Identify position of objects using ordinal numbers.   |       | ✓ |   | 01                   | 27                    |
|    |                        | 14. Write date and captions on the top of the page.   | ✓     |   |   | 01                   | 29 <sup>th</sup>      |
| 10 | <b>An Ant and Dove</b> | 1. Use present continuous (ing) for actions taking place at the time of speaking and writing.                                     |       |   | ✓ | 01                   | 30th                  |
|    |                        | 2. Respond to the text (post-reading) to express understanding of the story through simple role play.                             |       |   | ✓ | 01                   | <b>October, 1st</b>   |
|    |                        | 3. Comprehend a simple story and read aloud in class.   |       | ✓ |   | 01                   | 2nd                   |
|    |                        | 4. Comprehend and respond to simple WH questions.   |       |   | ✓ | 01                   | 3rd                   |
|    |                        | 5. Demonstrate use of common conventions and dynamics of group oral interactions to express joy while playing.                    |       |   | ✓ | 01                   | 4th                   |
|    |                        | 6. Differentiate between words ending with 's' and 'z' and 'iz' sounds in the plural form of a word.                              |       | ✓ |   | 01                   | 6 <sup>th</sup>       |

| S# | Unit                    | Student Learning Outcomes   | Level |   |   | Total Number of Days | Dates                               |
|----|-------------------------|---|-------|---|---|----------------------|-------------------------------------|
|    |                         | <b>Students will be able to:</b>  |       |   |   | <b>190</b>           | <b>Extreme Winter</b>               |
|    |                         | 7. Use pre reading strategies to predict a story by looking at pictures in the text.  | K     | ✓ |   | 01                   | 7 <sup>th</sup>                     |
|    |                         | 8. Interact with the text and use reading strategies (while reading) to use pictures rebus in text to increase understanding. |       | ✓ |   | 01                   | 8 <sup>th</sup>                     |
|    |                         | 9. Identify title and table of content of a book.   |       |   | ✓ | 01                   | 9 <sup>th</sup>                     |
|    |                         | 10. Use text book pictures/ picture dictionary to add comprehension and development of vocabulary.                            |       | ✓ |   | 02                   | 10 <sup>th</sup> , 11 <sup>th</sup> |
|    |                         | <b>Sports Gala<br/>13<sup>th</sup> to 18<sup>th</sup></b>   |       |   |   |                      |                                     |
|    |                         | 11. Use textual aids such as table of contents to locate a particular text/ lesson.   |       |   |   | 01                   | 20 <sup>th</sup>                    |
|    |                         | 12. Replace rebus with words to complete a given story.   |       |   |   | 01                   | , 21                                |
|    |                         | 13. Fill in words to change/ complete a given story   |       |   |   | 01                   | , 22,                               |
| 11 | <b>Love for Parents</b> | 1. Respond to a text with reason.   |       | ✓ |   | 01                   | 23,                                 |
|    |                         | 2. Join words with prefixes and determine the meaning of new words formed when a noun prefix is added to a word.              |       |   | ✓ | 01                   | 24                                  |
|    |                         | 3. Interact with text and use reading strategies (while reading) to follow a sequence in a simple procedure or a picture map. |       |   | ✓ | 01                   | 25 <sup>th</sup>                    |
|    |                         | 4. Follow multiple step directions.   |       | ✓ |   | 01                   | 27 <sup>th</sup>                    |
|    |                         | 5. Comprehend and respond to simple WH questions.   |       | ✓ |   | 01                   |                                     |

| S# | Unit    | Student Learning Outcomes  | Level                      |   |   | Total Number of Days | Dates                 |
|----|---------|--|----------------------------|---|---|----------------------|-----------------------|
|    |         | <b>Students will be able to:</b>   | <b>K</b> <b>U</b> <b>A</b> |   |   | <b>190</b>           | <b>Extreme Winter</b> |
|    |         | 6. Respond to the text (post reading) to express likes/dislikes about the story.                           |                            |   | ✓ | 01                   | 28 <sup>th</sup>      |
|    |         | 7. Identify the title and table of contents of a book.   |                            |   | ✓ |                      |                       |
|    |         | 8. Use text book pictures to aid comprehensions and development of vocabulary.                             |                            |   | ✓ | 01                   | 29 <sup>th</sup>      |
|    |         | 9. Use table of contents to locate a particular text/lesson.   |                            |   | ✓ |                      |                       |
|    |         | 10. Pronounce the weak forms of 'a', and 'the' in simple phrases and of 'be' in contractions.              |                            | ✓ |   | 01                   | 30 <sup>th</sup>      |
|    |         | 11. Describe things and objects in surroundings.   |                            | ✓ |   |                      |                       |
|    |         | 12. Use and respond to simple sentences showing requests and commands both physically and in their speech. |                            |   | ✓ | 01                   | 31st                  |
|    |         | 13. Make /write simple greeting cards.   |                            |   | ✓ | 01                   | <b>November 1st</b>   |
|    |         | 14. Draw illustrations to make greeting cards using cursive writing.                                       |                            | ✓ |   | 01                   | 3 <sup>rd</sup>       |
|    |         | 15. Copy names of the addressee and the sender.  |                            | ✓ |   |                      |                       |
|    |         | 16. Write appropriate words and formulaic expressions.   |                            |   | ✓ | 01                   | 4 <sup>th</sup>       |
|    |         | 17. Write name, phone number and address.  | ✓                          |   |   |                      |                       |
| 12 | Seasons | 1. Distinguish between facts and opinion.  |                            | ✓ |   | 01                   |                       |
|    |         | 2. Use pre reading strategies to predict a story by looking at pictures in the text                        |                            |   | ✓ |                      | 5 <sup>th</sup>       |
|    |         | 3. Respond to the text (post-reading) to express understanding of a story through simple role play.        |                            |   | ✓ | 01                   | 6 <sup>th</sup>       |
|    |         | 4. Recite poems with actions.  |                            |   | ✓ |                      |                       |

| S# | Unit | Student Learning Outcomes  | Level |   |   | Total Number of Days | Dates                 |
|----|------|--|-------|---|---|----------------------|-----------------------|
|    |      | <b>Students will be able to:</b>   | K     | U | A | <b>190</b>           | <b>Extreme Winter</b> |
|    |      | 5. Comprehend simple poems read aloud in class.  |       |   | ✓ | 01                   |                       |
|    |      | 6. Comprehend and respond to simple WH questions.  |       |   | ✓ |                      | 7th                   |
|    |      | 7. Read and recite short poems or rhymes with actions.   |       |   | ✓ | 01                   | 8 <sup>th</sup>       |
|    |      | 8. Familiarize themselves with rhythms, stress, intonation of English language.  |       | ✓ |   |                      |                       |
|    |      | 9. Use appropriate body language for different communicative functions.  |       |   | ✓ | 01                   | 10th                  |
|    |      | 10. Read familiar words appearing on a variety of reading materials such as food labels, advertisements, coins and currency notes. |       | ✓ |   |                      |                       |
|    |      | 11. Identify punctuation marks in sentence (e.g, capitalization, comma, full stop, question mark e.t.c).                           |       | ✓ |   |                      |                       |
|    |      | 12. Articulate and use simple rhyming words in writing.  |       |   | ✓ | 01                   | 11th                  |
|    |      | 13. Articulate, recognize and use some formulaic expressions to seek permission to do something.                                   |       |   | ✓ |                      |                       |
|    |      | 14. Recognize and write rhyming words from poem and write more rhyming words.  |       |   | ✓ |                      |                       |
|    |      | 15. Revise and edit written work for spelling and punctuation.   |       |   | ✓ |                      |                       |
|    |      | Revision   |       |   |   | 04                   | 12, 13, 14, 15        |
|    |      | Final Exam<br>17 <sup>th</sup> November to 10 December   |       |   |   |                      |                       |

**Total Number of Student Learning Outcomes by Cognitive level**

| S#  | Theme/Topic              | Name of Sub-Topics  | SLOs |   |    | Total SLOs |
|-----|--------------------------|---|------|---|----|------------|
|     |                          |   | K    | U | A  |            |
| 1.  | <b>A Tiny Creature</b>   | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 3 | 11 | <b>15</b>  |
| 2.  | <b>My Home and City</b>  | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 4 | 9  | <b>13</b>  |
| 3.  | <b>Let's Plant Trees</b> | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 3 | 10 | <b>13</b>  |
| 4.  | <b>Bee on My Nose</b>    | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 3 | 12 | <b>16</b>  |
| 5.  | <b>Attention!</b>        | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 5 | 9  | <b>15</b>  |
| 6.  | <b>Be Honest</b>         | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 7 | 12 | <b>20</b>  |
| 7.  | <b>Sports Day</b>        | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 8 | 9  | <b>17</b>  |
| 8.  | <b>My School</b>         | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 5 | 13 | <b>19</b>  |
| 9.  | <b>What a Good Deed!</b> | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 3 | 11 | <b>14</b>  |
| 10. | <b>An Ant and a Dove</b> | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 6 | 10 | <b>17</b>  |
| 11. | <b>Love for Parents</b>  | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 7 | 9  | <b>17</b>  |
| 12. | <b>Seasons</b>           | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 5 | 10 | <b>16</b>  |
|     | <b>Total</b>             |   |      |   |    | <b>192</b> |

**Number of Student Learning Outcomes by Cognitive level (TERM-I)**

| S# | Theme/Topic              | Name of Sub-Topics  | SLOs |   |    | Total SLOs |
|----|--------------------------|---|------|---|----|------------|
|    |                          |   | K    | U | A  |            |
| 1. | <b>A Tiny Creature</b>   | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 3 | 11 | <b>15</b>  |
| 2. | <b>My Home and City</b>  | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 4 | 9  | <b>13</b>  |
| 3. | <b>Let's Plant Trees</b> | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 3 | 10 | <b>13</b>  |
| 4. | <b>Bee on My Nose</b>    | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 1 | 5  | <b>07</b>  |
|    | <b>Total</b>             |   |      |   |    | <b>48</b>  |

#### Number of Student Learning Outcomes by Cognitive level (TERM-II)

| S# | Theme/Topic           | Name of Sub-Topics  | SLOs |   |    | Total SLOs |
|----|-----------------------|---|------|---|----|------------|
|    |                       |   | K    | U | A  |            |
|    | <b>Bee on My Nose</b> | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 2 | 7  | <b>09</b>  |
|    | <b>Attention!</b>     | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 5 | 9  | <b>15</b>  |
|    | <b>Be Honest</b>      | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 7 | 12 | <b>20</b>  |
|    | <b>Sports Day</b>     | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 8 | 9  | <b>17</b>  |
|    | <b>My School</b>      | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 2 | 10 | <b>13</b>  |
|    | <b>Total</b>          |   |      |   |    | <b>74</b>  |

**Number of Student Learning Outcomes by Cognitive level (TERM-III)**

| S# | Theme/Topic              | Name of Sub-Topics  | SLOs |   |    | Total SLOs |
|----|--------------------------|---|------|---|----|------------|
|    |                          |   | K    | U | A  |            |
|    | <b>My School</b>         | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 3 | 03 | <b>06</b>  |
|    | <b>What a Good Deed!</b> | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 3 | 11 | <b>14</b>  |
|    | <b>An Ant and a Dove</b> | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 6 | 10 | <b>17</b>  |
|    | <b>Love for Parents</b>  | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 7 | 9  | <b>17</b>  |
|    | <b>Seasons</b>           | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 5 | 10 | <b>16</b>  |
|    | <b>Total</b>             |   |      |   |    | <b>70</b>  |



## اسکیم آف سٹڈیز اور حاصلات تعلم کی بنیاد پر سلیسیس کی تقسیم

### جماعت دوم شدید سرد علاقے



جماعت: دوم

مضمون: اردو

| تاریخ<br>شدید سردی | دورانیہ<br>7 دن | تحقیقی سطحیں |        |       | حاصلات تعلم  | عنوانات |
|--------------------|-----------------|--------------|--------|-------|--|---------|
|                    |                 | اطلاق        | سمجھنا | جانتا |  |         |
| 03-04-2025         |                 | ✓            |        |       | نیچے اس قابل ہوں کہ:<br>1- جماعت کے معیار کے مطابق الفاظ کی پہچان اور جملوں میں استعمال کر سکیں۔ | حمر     |
| 10-04-2025         |                 |              | ✓      |       | 2- ہم آواز الفاظ کی پہچان اور سوالات کے جوابات دے سکیں   |         |
|                    |                 | ✓            |        |       | 3- چار ارکان کی الفاظ سازی اور رموز و اوقاف کا استعمال کر سکیں۔                                  |         |
|                    |                 |              | ✓      |       | 4- واحد جمع کی پہچان کر سکیں۔  |         |
|                    |                 |              |        | ✓     | 2- دوار کان کے الفاظ بول سکیں۔   |         |
|                    |                 |              | ✓      |       | 6- ٹی وی، موبائل غیرہ سے تین سوادہ جملے پڑھ سکیں۔  |         |

| تاریخ                        | دورانیہ | تفہیی سطحیں |        |       | حوصلات تعلم  | عنوانات      |
|------------------------------|---------|-------------|--------|-------|--|--------------|
|                              |         | اطلاق       | سمجھنا | جاتنا |  |              |
| شدید سردی                    |         | ✓           |        |       | 7۔ خاکہ دیکھ کر پانچ سے سات جملے لکھ سکیں۔                                       |              |
|                              |         | ✓           |        |       | 8۔ سوالوں کے جوابات دے سکیں اور الفاظ کی ادائیگی، تلفظ اور لب و لہجہ سے کر سکیں۔ |              |
| -2025<br>11-04<br>18-04-2025 | 7 دن    | ✓           |        |       | 1۔ مشکل الہاظہ کی پہچان، معانی اور جملے بنائیں۔                                  | نعت          |
|                              |         |             |        | ✓     | 2۔ چار یا اندار کان والے الفاظ کی درست ادائیگی کر سکیں۔                          |              |
| 2025<br>11-04<br>18-04-2025  |         | ✓           |        |       | 3۔ روزمرہ زندگی کے واقعات اور خیالات کا اظہار کر سکیں۔                           |              |
|                              |         |             |        | ✓     | 4۔ الفاظ کے متنباد لکھ سکیں۔   |              |
|                              |         |             | ✓      |       | 2۔ نظم پر اور زبانی جواب دے سکیں۔  |              |
|                              |         | ✓           |        |       | 6۔ اشارات کی مدد سے کسی موضوع پر کچھ جملے لکھ سکیں۔                              |              |
|                              |         | ✓           |        |       | 7۔ شاعری کو درست لب و لہجہ سے ادا کر سکیں۔                                       |              |
|                              |         | ✓           |        |       | 8۔ اپنی پسند کا اظہار کر سکیں۔   |              |
|                              |         |             | ✓      |       | 1۔ مشکل الفاظ کی معانی سمجھ سکیں اور جملے بنائیں۔                                | پیارے رسول ﷺ |
|                              |         | ✓           |        |       | 0۔ بھاری آوازوں کی پہچان اور استعمال کر سکیں۔                                    |              |

| تاریخ      | دورانیہ | تفہیی سطحیں |        |       | حوصلات تعلم   | عنوانات      |
|------------|---------|-------------|--------|-------|---|--------------|
| شدید سردی  |         | اطلاق       | سمجھنا | جانتا |   |              |
| -2025      | 8 دن    |             | ✓      |       | 3۔ عبارت پڑھ کر سوالات کے جوابات دے سکیں۔                 |              |
| ۲۱۹-۰۴     |         |             | ✓      |       | 4۔ واقعہ سن کر اپنی رائے کا اظہار کر سکیں۔                |              |
| 28-04-2025 |         | ✓           |        |       | 2۔ ارکان اور الفاظ سازی سیکھ سکیں اور استعمال کر سکیں۔    |              |
|            |         | ✓           |        |       | 6۔ اسم ضمیر کا درست استعمال کر سکیں۔                      |              |
|            |         | ✓           |        |       | 7۔ دئے گئے موضوع پر پانچ سے سا تک جملے لکھ سکیں۔          |              |
| -2025      | 8 دن    |             | ✓      |       | 1۔ مشکل الفاظ کے جملے بنائیں اور صوتیات کی پیچان کر سکیں۔ | بانو کا طوطا |
| ۲۲۹-۰۴     |         | ✓           |        |       | 2۔ عبارت پڑھ کر سوالات کے درست جوابات دے سکیں۔            |              |
| 08-05-2025 |         |             | ✓      |       | 3۔ الفاظ، جملوں کو درست تلفظ اور لب ولجہ سے ادا کر سکیں۔  |              |
|            |         |             | ✓      |       | 4۔ حرکات کی علامات کو پیچان سکیں اور استعمال کر سکیں۔     |              |
|            |         | ✓           |        |       | 2۔ استپہامیہ جملے بنائیں۔                                 |              |
|            |         | ✓           |        |       | 6۔ رموز و اوقاف کا درست استعمال کر سکیں۔                  |              |
|            |         | ✓           |        |       | 7۔ بے ترتیب جملوں کو ترتیب دے سکیں۔                       |              |

| تاریخ      | دورانیہ | تفہیی سطحیں |        |       | حوصلات تعلم  | عنوانات       |
|------------|---------|-------------|--------|-------|--|---------------|
|            |         | اطلاق       | سمجھنا | جاتنا |  |               |
| شدید سردی  | 4 دن    | ✓           |        |       | 8- جوڑیوں میں علامت سکتہ کا استعمال کر سکیں۔                       |               |
| -2025      |         |             | ✓      |       | 1- کہانی اور واقعہ سن کر اپنے الفاظ میں بیان کر سکیں۔              | سمجھ دار بچہ  |
| ۱۰-۰۹-۲۰۲۵ |         |             |        | ✓     | 0- چار یا زائد الفاظ کی درست اداگی کر سکیں۔                        |               |
| 13-05-2025 |         |             | ✓      |       | 3- مختصر کہانی سن کر خاص نکات زبانی بتا سکیں                       |               |
|            |         | ✓           |        |       | 4- واقعات، کہانیاں سن کر اپنے رد عمل کا اظہار کر سکیں              |               |
|            | 7 دن    | ✓           |        |       | 2- ناپسندیدہ واقعات کے بارے میں والدین اور اساتذہ کو بیان کر سکیں۔ |               |
| -2025      |         |             | ✓      |       | 1- عبارت سمجھ کر پڑھ سکیں اور سوالات کے جوابات دے سکیں             | چڑیا اور چوہا |
| ۱۰-۱۴-۰۵   |         |             | ✓      |       | 0- کہانی سن کر اپنی رائے کا اظہار کر سکیں۔                         |               |
| 21-05-2025 |         |             |        | ✓     | 3- چار سے زائد الفاظ کی درست اداگی کر سکیں۔                        |               |
|            |         | ✓           |        |       | 4- واحد، جمع بنا کر جملوں میں استعمال کر سکیں۔                     |               |
|            |         | ✓           |        |       | 2- تصویریں / خاکہ دیکھ کر کم از کم پانچ جملوں کی کہانی لکھ سکیں۔   |               |

| تاریخ          | دورانیہ | تفہیی سطحیں |        |       | حاسلات تعلم   | عنوانات |
|----------------|---------|-------------|--------|-------|---|---------|
|                |         | اطلاق       | سمجھنا | جاتنا |   |         |
| شدید سردی      |         |             |        |       | 6۔ کسی کہانی کوڈ رامے کی صورت میں پیش کر سکیں۔        |         |
| -2025<br>۲۲-۰۵ | 9 دن    |             | ✓      |       | 1۔ نظم سن کر اپنے الفاظ میں ادا کر سکیں۔              | تارے    |
|                |         |             | ✓      |       | 0۔ نظم سن کر سوالات کے زبانی جوابات دے سکیں۔          |         |
|                |         | ✓           |        |       | 3۔ ہم آواز / بصری الفاظ کی پہچان اور استعمال کر سکیں۔ |         |
| 31-05-2025     |         | ✓           |        |       | 4۔ منظر کی تصویر دکھ کر کم از کم پانچ جملے لکھ سکیں۔  |         |
|                |         |             | ✓      |       | 2۔ مذکروں مذہب کی پہچان کر سکیں۔                      |         |
|                |         | ✓           |        |       | 6۔ جوڑیاں بنانے کے مخصوص ذخیرہ الفاظ کا املا کر سکیں۔ |         |
| 02-06-2025     | 4 دن    |             |        |       | اعادہ   |         |
| 05-06-2025     |         |             |        |       |   |         |
| 09.06.2025     |         |             |        |       | امتحان  | امتحان  |
| TO             |         |             |        |       |   |         |
| 17.06.2025     |         |             |        |       |   |         |

| تاریخ                          | دورانیہ | تفہیی سطحیں |        |       | حوصلات تعلم   | عنوانات        |
|--------------------------------|---------|-------------|--------|-------|---|----------------|
|                                |         | اطلاق       | سمجھنا | جاتنا |   |                |
| 18-06-2025<br>تا<br>25-06-2025 | 7 دن    |             | ✓      |       | 1- مشکل الفاظ کے معانی سمجھ سکیں اور جملے بنائیں۔   | قائد اعظم      |
|                                |         |             | ✓      |       | 0- عبارت کو پڑھ کر سمجھ سکیں اور جواب دے سکیں۔      |                |
|                                |         |             |        | ✓     | 3- چار ارکان والے الفاظ کی درست ادیگی کر سکیں۔      |                |
|                                |         | ✓           |        |       | 4- حروف ربط / جار کو پہچان اور استعمال کر سکیں۔     |                |
|                                |         |             |        | ✓     | 2- عبارت کو درست طریقے سے پڑھ سکیں۔                 |                |
|                                |         |             | ✓      |       | 6- کسی عنوان پر پانچ سے سات جملے لکھ سکیں۔          |                |
|                                |         |             | ✓      |       | 7- استفہامیہ جملے بنائیں۔                           |                |
| -2025<br>تا 26-06              | 8 دن    |             | ✓      |       | 1- کہانی / واقعہ سن کر اپنے الفاظ میں بیان کر سکیں۔ | سیر ایک شہر کی |
|                                |         |             | ✓      |       | 0- سادہ عبارت کو سمجھ کر پڑھ سکیں۔                  |                |
|                                |         |             |        | ✓     | 3- کم از کم بیچاس الفاظ کی عبارت پڑھ سکیں۔          |                |

| تاریخ      | دورانیہ | تفہیی سطحیں |        |       | حوصلات تعلم  | عنوانات           |
|------------|---------|-------------|--------|-------|--|-------------------|
|            |         | اطلاق       | سمجھنا | جاتنا |  |                   |
| شدید سردی  |         |             |        |       |  |                   |
| 04-07-2025 | 8 دن    | ✓           |        |       | 4- واقعات یا کہانیاں سن کر مخصوص ردعمل کا اظہار کر سکیں۔ |                   |
| 07-07-2025 |         |             | ✓      |       | 1- سادہ عبارت پڑھ سکیں اور سوالات کے جوابات دے سکیں۔     | حکیم محمد سعید    |
| تا         |         |             | ✓      |       | 0- جملوں میں اسم اور فعل کی پہچان کر سکیں۔               |                   |
| 15-07-2025 |         | ✓           |        |       | 3- بصری الفاظ کو پہچان کر استعمال کر سکیں                |                   |
|            |         |             | ✓      |       | 4- عبارت پڑھ کر تفہیی سوالوں کے جوابات دے سکیں           |                   |
|            |         |             | ✓      |       | 2- پانچ سے سات جملوں میں کسی موضوع پر اظہار خیال کر سکیں |                   |
|            | 6 دن    | ✓           |        |       | 6- تصویر دیکھ کر پانچ یا سات جملے لکھ سکیں۔              |                   |
| 16-07-2025 |         |             |        | ✓     | 1- مکالمے اور ڈرامے کو سمجھ کر پڑھ سکیں                  | 1- وہ بھلی بچائیں |
| تا         |         |             |        | ✓     | 0- زندگی کی مہار تیں سیکھ سکیں۔                          |                   |
| 22-07-2025 |         | ✓           |        |       | 3- بچی کی اہمیت پر تین سے پانچ جملے لکھ سکیں۔            |                   |
| 23-07-2025 |         |             | ✓      |       | 1- مشکل الفاظ کے معنی سمجھ سکیں اور جملے بنائیں۔         | میرا پیارا وطن    |

| تاریخ         | دورانیہ | تفہیی سطحیں |        |       | حوصلات تعلم  | عنوانات             |
|---------------|---------|-------------|--------|-------|--|---------------------|
|               |         | اطلاق       | سمجھنا | جانتا |  |                     |
| شدید سردی     | 7 دن    |             | ✓      |       | 0- نظم کے تفہیی سوالات تک جواباً تدے سکیں۔                           |                     |
| تا 30-07-2025 |         |             | ✓      |       | 3- تصویر دیکھ کر اس کے متعلق پانچ سات جملے لکھ سکیں۔                 |                     |
|               |         |             | ✓      |       | 4- مصوتوں کی کی ریٹنی آوازوں کے دریانہ رفتہ کو پہچان سکیں۔           |                     |
|               | 7 دن    |             | ✓      |       | 2- بے ترتیب جملوں کو ترتیب دے سکیں                                   |                     |
|               |         | ✓           |        |       | 6- آسان جملوں میں گھر کا پہنچ لکھ سکیں                               |                     |
| تا 31-07-2025 |         | ✓           |        |       | 1- مشکل الفاظ کے معنی اور جملے بنائے سکیں۔                           | آڈیل کر درخت لگائیں |
|               | 7 دن    | ✓           |        |       | 2- بھاری آوازوں کی پہچان اور استعمال کر سکیں۔                        |                     |
|               |         |             | ✓      |       | 3- کہانی سن کر سوالات کے زبانی جوابات دے سکیں                        |                     |
| تا 07-08-2025 |         |             | ✓      |       | 4- الفاظ کے جھوٹ کی پہچان کر سکیں۔                                   |                     |
|               |         |             | ✓      |       | 2- روزمرہ کے امور سے متعلق اپنے خیالات اور مشاہدات کا اظہار کر سکیں۔ |                     |
|               |         |             | ✓      |       | 6- فعل حال، فعل ماضی اور فعل مستقبل کے جملوں کی پہچان کر سکیں        |                     |

| تاریخ      | دورانیہ | تفصیلی سطحیں |        |       | حوصلات تعلم   | عنوانات            |
|------------|---------|--------------|--------|-------|---|--------------------|
|            |         | اطلاق        | سمجھنا | جاتنا |   |                    |
| شدید سردی  | 8 دن    |              | ✓      |       | 7- الفاظ کو اف بائے ترتیب سوت درج کر سکیں۔                          |                    |
| 08-08-2025 |         |              |        | ✓     | 1- مکالمے کو سمجھ کر پڑھ سکیں۔                                      | صفائی کارکھیں خیال |
| تا         |         |              | ✓      |       | 0- عبارت پڑھ کر سمجھ سکیں اور سوالات کے درست جوابات دے سکیں         |                    |
| 16-08-2025 |         | ✓            |        |       | 3- رموز و اوقاف، سکنے، خش مہ اور استقہامیہ کا درست استعمال کر سکیں۔ |                    |
|            |         |              | ✓      |       | 4- اتنی کسے دس تک درست عددی ترتیب کر سکیں۔                          |                    |
|            |         |              | ✓      |       | 2- ہدایات کو پڑھ و سمجھ سکیں اور اپنے الفاظ میں بیان کر سکیں۔       |                    |
| 18-08-2025 | 4 دن    |              |        |       | اعادہ   |                    |
| 21-08-2025 |         |              |        |       |   |                    |
| 22.08.2025 |         |              |        |       | امتحان  |                    |
| TO         |         |              |        |       |   |                    |
| 30.08.2025 |         |              |        |       |   |                    |

| تاریخ      | دورانیہ | تفہیی سطحیں |        |       | حوصلات تعلم   | عنوانات           |
|------------|---------|-------------|--------|-------|---|-------------------|
|            |         | اطلاق       | سمجھنا | جاتنا |   |                   |
| -2025      | 6 دن    |             | ✓      |       | 1- نظم کو سمجھ کر پڑھ سکیں اور سوالات کے درست جوابات دے سکیں۔ | ساری دنیا پر اگھر |
| ۲۰۱-۰۹     |         |             | ✓      |       | 0- کہانی سن کر اپنے الفاظ میں بیان کر سکیں۔                   |                   |
| 08-09-2025 |         | ✓           |        |       | 3- سادہ جملے بحاظ زمانہ تبدیل کر سکیں                         |                   |
|            |         |             | ✓      |       | 4- مکالمے کو سمجھ کر پڑھ سکیں۔                                |                   |
|            |         |             | ✓      |       | 2- گیارہ سے بیس تک لفظی اور ہندسی گنتی لکھ سکیں               |                   |
|            |         |             |        | ✓     | 1- یہ تصویر کس کی ہے؟ علامہ اقبال کی تصویر دیکھریتا سکیں      |                   |
| -2025      | 5 دن    |             |        | ✓     | 0- علامہ اقبال کی بچوں کے لئے مشہور دعایتا سکیں۔              | علامہ محمد اقبال  |
| ۲۰۹-۰۹     |         | ✓           |        |       | 3- علامہ اقبال کے متعلق پانچ جملے لکھ سکیں۔                   |                   |
| 13-09-2025 |         |             |        |       | 1- مشکل الفاظ کی معنی سمجھ سکیں اور جملے بنائیں۔              |                   |
| -2025      | 15 دن   |             | ✓      |       | 0- نظم پڑھ کر سوالات کے درست جوابات دے سکیں۔                  | کھلیں چھپن چھپائی |
| ۲۱۵-۰۹     |         |             | ✓      |       |   |                   |

| تاریخ                   | دورانیہ | تفہیی سطحیں |        |       | حوصلات تعلم  | عنوانات          |
|-------------------------|---------|-------------|--------|-------|--|------------------|
|                         |         | اطلاق       | سمجھنا | جاتنا |  |                  |
| شدید سردی<br>22-09-2025 | 7 دن    |             | ✓      |       | 3۔ کہانی سن کر اپنی رائے کا زبانی اظہار کر سکیں۔           |                  |
|                         |         |             | ✓      |       | 4۔ ایک سے دس تک لفظی گنتی پڑھ کر اردو میں ہند سے لکھ سکیں  |                  |
|                         |         | ✓           |        |       | 2۔ مقامی کھیل کھیل سکیں۔                                   |                  |
|                         |         | ✓           |        |       | 6۔ فعل امر اور فعل نبی کے جملے بنائیں۔                     |                  |
|                         |         |             | ✓      |       | 1۔ مشکل الفاظ کے معنی سمجھ سکیں اور جملے بنائیں۔           | دوستی ہو تو ایسی |
|                         |         |             | ✓      |       | 2۔ عبارت درست طریقے سے پڑھ کر سوالات کے جوابات دے سکیں     |                  |
| 30-09-2025              | 7 دن    |             | ✓      |       | 3۔ روزمرہ امور کے مطابق اپنے خیالات کا اظہار کر سکیں       |                  |
|                         |         |             | ✓      |       | 4۔ مفہود الفاظ کی پہچان کر سکیں                            |                  |
|                         |         |             | ✓      |       | 2۔ ایک سے دس تک درست عددی ترتیب لکھ سکیں۔                  |                  |
|                         |         | ✓           |        |       | 6۔ کسی عنوان پر پانچ سے سات سادہ جملے لکھ سکیں             |                  |
|                         |         |             |        | ✓     | 1۔ مختصر نظم کو درست لب و لہجہ اور تلفظ سے ادا کر سکیں۔    | صحیح کی سیر      |
|                         |         |             |        | ✓     | 2۔ کم از کم پچاس الفاظ کی عبارت کو درست طریقے سے پڑھ سکیں۔ |                  |

| تاریخ             | دورانیہ | تفہیی سطحیں |        |       | حوصلات تعلم  | عنوانات |
|-------------------|---------|-------------|--------|-------|--|---------|
|                   |         | اطلاق       | سمجھنا | جاتنا |  |         |
| شدید سردی         | 7 دن    |             | ✓      |       | 3۔ نظم کو اپنے الفاظ میں بیان کر سکیں                                |         |
| 01-10-2025        |         | ✓           |        |       | 2۔ کسی موضوع پر پانچ سے سات جملوں کی تقریر کر سکیں                   |         |
| 08-10-2025        |         | ✓           |        |       | 6۔ جملے سن کر ان پر عمل کر سکیں                                      |         |
| ایک سواری ٹیپیاری | 7 دن    |             | ✓      |       | 1۔ مشکل الفاظ کی پہچان، معنی اور جملہ بنائیں۔                        |         |
| 09-10-2025        |         |             | ✓      |       | 0۔ عبارت کو پڑھ کر درست جواب دے سکیں                                 |         |
|                   |         |             | ✓      |       | 3۔ سادہ عبارت پڑھ کر سمجھ سکیں                                       |         |
| تا                | 7 دن    | ✓           |        |       | 4۔ املاء کا درست استعمال کر سکیں                                     |         |
| 16-10-2025        |         |             | ✓      |       | 2۔ سادہ پیغامات / ہدایات پڑھ سکیں اور سمجھ سکیں                      |         |
|                   |         | ✓           |        |       | 6۔ گروہی گنگوہ کے آداب کا عملی مظاہرہ کر سکیں                        |         |
| چلو میلا دیکھیں   | 5 دن    |             |        | ✓     | 1۔ عبارت کو درست تلفظ اور الفاظ کے درست انتار چڑھاؤ کے ساتھ پڑھ سکیں |         |
| -2025             |         |             | ✓      |       | 0۔ عبارت پڑھ کر سوالات کے جواباً تدبیج کیں                           |         |
| 17-10-2025        |         |             |        |       |  |         |
| 22-10-2025        |         |             |        |       |  |         |

| تاریخ      | دورانیہ | تفہیی سطحیں |        |       | حوصلات تعلم  | عنوانات              |
|------------|---------|-------------|--------|-------|--|----------------------|
|            |         | اطلاق       | سمجھنا | جانتا |  |                      |
| شدید سردی  | 8 دن    |             |        | ✓     | 3- اپنے علاقا نیمیلوں کے نام بتا سکیں                            |                      |
| -2025      |         |             | ✓      |       | 1- مشکل الفاظ کو پہچان کر اکے معنی سمجھ سکیں اور جملے بتا سکیں   | ٹوٹ بٹوٹ کی موڑ کار  |
| ۲۳-۱۰      |         |             | ✓      |       | 0- نظم پڑھ کر سوالات کا درست جوابات دے سکیں                      |                      |
| 31-10-2025 |         | ✓           |        |       | 3- گفتگو کے آداب کا عملی مظاہرہ کر سکیں                          |                      |
|            |         |             | ✓      |       | 4- ہم آواز الفاظ بتا سکیں  |                      |
|            | 9 دن    | ✓           |        |       | 2- تصویر دیکھ کر پانچ جملے لکھ سکیں                              |                      |
| -2025      |         |             | ✓      |       | 1- سادہ عبارت سمجھ کر پڑھ سکیں اور سوالات کے درست جوابات دے سکیں | حوالدار لاک جان شہید |
| ۰۱-۱۱      |         |             | ✓      |       | 0- جملوں میں اسم اور فعل کی پہچان کر سکیں                        |                      |
| 11-11-2025 |         |             |        | ✓     | 3- مختصر الفاظ بتا سکیں  |                      |
|            |         |             | ✓      |       | 4- عبارت پڑھ کر تفہیی سوالوں کے جوابات دے سکیں                   |                      |

| تاریخ      | دورانیہ | تفہیی سطحیں |        |       | حاصلات تعلم  | عنوانات |
|------------|---------|-------------|--------|-------|--|---------|
|            |         | اطلاق       | سمجھنا | جاتنا |  |         |
| شدید سردی  | 7 دن    | ✓           |        |       | 2- پانچ سے سات جملوں میں کسی موضوع پر اظہار خیال کر سکیں |         |
|            |         | ✓           |        |       | 6- تصویر دیکھ کر پانچ سے سات تک لکھ سکیں                 |         |
| 12-11-2025 | 7 دن    |             |        |       | اعادہ  |         |
| 15-11-2025 |         |             |        |       | امتحان   |         |

شیعی سطح کے حساب سے کل حاصلات تعلم (اردو و فارسی)

| سابق کے گل حاصلات تعلم | سطح   |        |       | عنوان          | نمبر شمار |
|------------------------|-------|--------|-------|----------------|-----------|
|                        | اطلاق | سمجھنا | جاننا |                |           |
| 8                      | 4     | 3      | 1     | حمد            | 1         |
| 8                      | 5     | 1      | 2     | نعت            | 2         |
| 7                      | 4     | 3      | 0     | پیارے نبی ﷺ    | 3         |
| 8                      | 5     | 3      | 0     | بانو کا طوطا   | 4         |
| 5                      | 2     | 2      | 1     | سکھ دار بچہ    | 5         |
| 6                      | 2     | 3      | 1     | چڑیا اور چھا   | 6         |
| 6                      | 3     | 3      | 0     | تارے (نظم)     | 7         |
| 7                      | 1     | 4      | 2     | قائد اعظم      | 8         |
| 4                      | 1     | 2      | 1     | سیرا یک شہر کی | 9         |
| 6                      | 2     | 4      | 0     | حکیم محمد سعید | 10        |

|   |   |   |   |                      |    |
|---|---|---|---|----------------------|----|
| 3 | 1 | 0 | 2 | آو بجلی بچائیں       | 11 |
| 6 | 1 | 5 | 0 | میرا بیبار او طن     | 12 |
| 7 | 2 | 5 | 0 | آو ملک درخت لگائیں   | 13 |
| 6 | 2 | 3 | 1 | صفائی کار کھیں خیال  | 14 |
| 5 | 1 | 4 | 0 | ساری دنیا اپنا گھر   | 15 |
| 3 | 1 | 0 | 2 | علامہ محمد اقبال     | 16 |
| 6 | 2 | 4 | 0 | کھیل چپن چھپائی      | 17 |
| 6 | 1 | 5 | 0 | دوستی ہو تو ایسی     | 18 |
| 5 | 2 | 1 | 2 | صح کی سیر            | 19 |
| 6 | 2 | 4 | 0 | ایک سواری بڑی پیاری  | 20 |
| 3 | 0 | 1 | 2 | چلو میلہ دیکھیں      | 21 |
| 5 | 2 | 3 | 0 | ٹوٹ ٹوٹ کی موڑ کار   | 22 |
| 6 | 2 | 3 | 1 | حوالدار لاک جان شہید | 23 |

### Number of SLOs By Cognitive Level (Term-I)

| اسبق کے گل حاصلات تعلم | سطح   |        |       | عنوان         | نمبر شمار |
|------------------------|-------|--------|-------|---------------|-----------|
|                        | اطلاق | سمجھنا | جاننا |               |           |
| 8                      | 4     | 3      | 1     | حمد           | 1         |
| 8                      | 5     | 1      | 2     | نعت           | 2         |
| 7                      | 4     | 3      | 0     | پیارے نبی ﷺ   | 3         |
| 8                      | 5     | 3      | 0     | بانو کا طوطا  | 4         |
| 5                      | 2     | 2      | 1     | سمجھ دار بچہ  | 5         |
| 6                      | 2     | 3      | 1     | چڑیا اور چوہا | 6         |
| 6                      | 3     | 3      | 0     | تارے (نلم)    | 7         |

### Number of SLOs By Cognitive Level (Term-II)

| اسبق کے گلی حاصلات تعلم | سچ    |        |       | عنوان               | نمبر شمار |
|-------------------------|-------|--------|-------|---------------------|-----------|
|                         | اطلاق | سمجھنا | جاننا |                     |           |
| 7                       | 1     | 4      | 2     | قائد اعظم           | 8         |
| 4                       | 1     | 2      | 1     | سیر ایک شہر کی      | 9         |
| 6                       | 2     | 4      | 0     | حکیم محمد سعید      | 10        |
| 3                       | 1     | 0      | 2     | آدمیکی بچائیں       | 11        |
| 6                       | 1     | 5      | 0     | میر ابیاراد طن      | 12        |
| 7                       | 2     | 5      | 0     | آدمک درخت لگائیں    | 13        |
| 6                       | 2     | 3      | 1     | صفائی کار کھیس خیال | 14        |

### Number of SLOs By Cognitive Level (Term-III)

| اساق کے گل حاصلات تعلم | سطح   |       |       | عنوان                | نمبر شمار |
|------------------------|-------|-------|-------|----------------------|-----------|
|                        | اطلاق | سمجنا | جاننا |                      |           |
| 5                      | 1     | 4     | 0     | ساری دنیا پناہگر     | 15        |
| 3                      | 1     | 0     | 2     | علامہ محمد اقبال     | 16        |
| 6                      | 2     | 4     | 0     | کھیل چپن چھپائی      | 17        |
| 6                      | 1     | 5     | 0     | دوسٹی ہو تو ایسی     | 18        |
| 5                      | 2     | 1     | 2     | صحیح کی سیر          | 19        |
| 6                      | 2     | 4     | 0     | ایک سواری بڑی بیماری | 20        |
| 3                      | 0     | 1     | 2     | چلو میلے دیکھیں      | 21        |
| 5                      | 2     | 3     | 0     | ٹوٹ ٹوٹ کی موڑ کار   | 22        |
| 6                      | 2     | 3     | 1     | حوالدار لاک جان شہید | 23        |



**SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS  
BREAK-UP  
GRADE 2 – EXTREME WINTER ZONE**



**Subject: Mathematics**

**Class: Two (2)**

| <b>Unit/ Theme</b>                | <b>Sub Topics</b>           | <b>Students Learning Outcomes</b>   | <b>Cognitive Levels</b> |          |          | <b>No. of Days</b> | <b>Zone wise dates for syllabus Completion</b> |
|-----------------------------------|-----------------------------|---|-------------------------|----------|----------|--------------------|--|
|                                   |                             |   | <b>K</b>                | <b>U</b> | <b>A</b> |                    |  |
| <b>Whole Numbers and Patterns</b> | Counting up to 100 in words | Student will be able to count 2 digits Numbers.   | ✓                       |          |          | 2                  | 03-04-2025 TO 04-04-2025                       |
|                                   |                             | Count 2 digits Numbers forward, backward, beginning from zero, one or any given number. | ✓                       |          |          | 2                  | 05-04-2025 TO 07-04-2025                       |
|                                   |                             | Read and write numbers up to 100 in numerals and words.                                 |                         | ✓        |          | 2                  | 08-04-2025 TO 09-04-2025                       |
|                                   | 3 digits numbers            | Read and writes numbers up to 999 in numerals and words                                 |                         | ✓        |          | 2                  | 10-04-2025 TO 11-04-2025                       |
|                                   |                             | Recognized place value 3 digits numbers(hundreds, tens, Ones/units)                     | ✓                       |          |          | 2                  | 12-04-2025 TO 14-04-2025                       |
|                                   | Comparing Numbers           | Compare numbers up to 999   | ✓                       |          |          | 2                  | 15-04-2025 TO 16-04-2025                       |
|                                   | Ordering of numbers         | Order numbers using appropriate language and sign such as <,> and =                     |                         | ✓        |          | 2                  | 17-04-2025 TO 18-04-2025                       |
|                                   | Ordinal Numbers             | Positions of numbers  |                         | ✓        |          | 2                  | 19-04-2025 TO 21-04-2025                       |
|                                   | Even and odd numbers        | Identify even and odd numbers easily  |                         | ✓        |          | 1                  | 22-04-2025                                     |

| Unit/ Theme                     | Sub Topics  | Students Learning Outcomes  | Cognitive Levels |   |   | No. of Days | Zone wise dates for syllabus Completion |
|---------------------------------|---|---|------------------|---|---|-------------|---|
|                                 |   |   | K                | U | A |             |   |
|                                 |   | <b>Students will be able to:</b>  |                  |   |   |             |   |
|                                 | Estimation  | Round the numbers to the nearest tens using different concrete objects and pictorial representations. | ✓                |   |   | 2           | 23-04-2025 TO 24-04-2025                |
|                                 | Roman numbers   | Read and write numbers in roman.  | ✓                |   |   | 2           | 25-04-2025 TO 26-04-2025                |
|                                 | Patterns  | Complete geometrical patters  |                  | ✓ |   | 2           | 28-04-2025 TO 29-04-2025                |
|                                 |   | Shape, Size, Color  | ✓                |   |   | 2           | 30-04-2025 TO 02-05-2025                |
|                                 |   | Patterns in 2D and 3D shapes.   | ✓                |   |   | 2           | 03-05-2025 TO 05-05-2025                |
|                                 |   | Identify increasing and decreasing number patterns.   |                  |   | ✓ | 2           | 06-05-2025 TO 07-05-2025                |
| <b>Addition and Subtraction</b> | Addition of numbers with and without carrying             | Add up to 3digits numbers with and without carrying   |                  | ✓ |   | 2           | 08-05-2025 TO 09-05-2025                |
|                                 |   | Solve real life numbers, stories involving 2 digit and 3 digits numbers with and without carrying.    |                  |   | ✓ | 3           | 10-05-2025 TO 13-05-2025                |
|                                 | Addition of numbers using mental strategy                 | Add numbers up to 50 using mental strategy  |                  | ✓ |   | 2           | 14-05-2025 TO 15-05-2025                |
|                                 | Estimating the Addition                                   | Able to made estimation of addition   |                  | ✓ |   | 2           | 16-05-2025 TO 17-05-2025                |
|                                 | Subtraction of 2 digit and 3 digit numbers with borrowing | Subtract up to 3 digit numbers with and without borrowing.  |                  | ✓ |   | 3           | 19-05-2025 TO 21-05-2025                |
|                                 |   | Solve real life numbers, stories involving 2 digit and 3 digits numbers with and without borrowing.   |                  |   | ✓ | 3           | 22-05-2025 TO 24-05-2025                |

| Unit/ Theme                 | Sub Topics                                   | Students Learning Outcomes   | Cognitive Levels |   |   | No. of Days | Zone wise dates for syllabus Completion |
|-----------------------------|--|--|------------------|---|---|-------------|---|
|                             |  |  | K                | U | A |             |   |
|                             |  | Students will be able to:  |                  |   | ✓ | 3           | Extreme Winter Zone                     |
|                             | Addition and subtraction in mixed form       | Analyze simple situation identifying correct operation with carrying/borrowing in mixed form |                  |   | ✓ | 3           | 26-05-2025 TO 28-05-2025                |
|                             | Subtraction of numbers using mental strategy | Subtract numbers up to 50 using mental strategy  |                  | ✓ |   | 3           | 29-05-2025 TO 31-05-2025                |
|                             | Revision                                     |  |                  |   |   | 4           | 02-06-2025 TO 05-06-2025                |
|                             | Total No of Teaching Days in Term-I          |  |                  |   |   | 54          |   |
|                             | No of Days in Term-I (Examination)-2025      |  |                  |   |   | 8           | 09-06-2025 TO 17-06-2025                |
|                             | Total No of working Days in Term-I           |  |                  |   |   | 62          |   |
| Multiplication and Division | Multiplication as repeated addition          | Multiplication as repeated addition and use multiplication symbol                            |                  | ✓ |   | 2           | 18-06-2025 TO 19-06-2025                |
|                             | Counting in steps                            | Count the numbers in steps of 2  | ✓                |   |   | 2           | 20-06-2025 TO 21-06-2025                |
|                             | Tables of 2, 3, 4, 5 and 10                  | Develop multiplication tables  | ✓                |   |   | 2           | 23-06-2025 TO 24-06-2025                |
|                             | Multiplication of 1 digit numbers            | Multiply numbers with multiplication tables  |                  | ✓ |   | 2           | 25-06-2025 TO 26-06-2025                |
|                             | Order of multiplication                      | Solve number stories on multiplication   |                  | ✓ |   | 4           | 27-06-2025 TO 01-07-2025                |
|                             | Multiplication of numbers using mental       | Multiply numbers of 1 digit with 2 digit using mental strategy                               |                  | ✓ |   | 3           | 02-07-2025 TO 04-07-2025                |

| Unit/ Theme | Sub Topics   | Students Learning Outcomes   | Cognitive Levels |   |   | No. of Days | Zone wise dates for syllabus Completion |
|-------------|--|--|------------------|---|---|-------------|---|
|             |  |  | K                | U | A |             | Extreme Winter Zone                     |
|             |  | Students will be able to:  |                  |   |   |             |   |
|             | strategy   |  |                  |   |   |             |   |
|             | Division as Successive Subtraction                 | Recognize and use division symbol<br>Recognized division as successive subtraction                                       | ✓                |   |   | 3           | 07-07-2025 TO 09-07-2025                |
|             | Order in Division                                  | Order numbers by division  | ✓                |   |   | 1           | 10-07-2025                              |
|             | Mixed number stories                               | Solve number stories involving division up to 1 digit numbers  |                  | ✓ |   | 2           | 11-07-2025 TO 12-07-2025                |
| Money       | Money Change                                       | Able to change currency  | ✓                |   |   | 2           | 14-07-2025 TO 15-07-2025                |
|             |  | Identify international currencies  | ✓                |   |   | 3           | 16-07-2025 TO 18-07-2025                |
|             | Addition and subtraction of Money                  | Solve money problems involving addition and subtraction of Pakistani Money and few selected international currency notes | ✓                |   |   | 3           | 19-07-2025 TO 22-07-2025                |
| Fractions   | Unit Fraction, Non unit Fraction and Like fraction | Identify name and write fractions  | ✓                |   |   | 2           | 23-07-2025 TO 24-07-2025                |
|             | Unlike Fraction                                    | Unlike fractions of a discrete set of objects using pictorial representations.,  | ✓                |   |   | 3           | 25-07-2025 TO 28-07-2025                |
|             | Comparing Fractions                                | Comparing and order unit fraction and like fraction up to 10 using symbols.  |                  | ✓ |   | 3           | 29-07-2025 TO 31-07-2025                |
|             | Addition of like fraction                          | Add like fractions   |                  | ✓ |   | 3           | 01-08-2025 TO 04-08-2025                |
|             | Subtraction of like fraction                       | Subtract like fractions  | ✓                |   |   | 2           | 05-08-2025 TO 06-08-2025                |

| Unit/ Theme                                   | Sub Topics                               | Students Learning Outcomes  | Cognitive Levels |   |   | No. of Days | Zone wise dates for syllabus Completion |
|---|--|---|------------------|---|---|-------------|---|
|   |  |   | K                | U | A |             |   |
| <b>Measurements Length, Mass and Capacity</b> | Length and its unit                      | Students will be able to:<br>Compare the length of different objects        | ✓                |   |   | 2           | 07-08-2025 TO 08-08-2025                |
|   |  | Recognize the different units of length                                     | ✓                |   |   | 2           | 09-08-2025 TO 11-08-2025                |
|   | Addition and Subtraction of Length       | Addition of length using standard units of length.                          | ✓                |   |   | 4           | 12-08-2025 TO 16-08-2025                |
|   | Revision                                 |   |                  |   |   | 4           | 18-08-2025 TO 21-08-2025                |
|   | Total No of Teaching Days in Term-II     |   |                  |   |   | 54          |   |
|   | No of Days in Term-II (Examination)-2025 |   |                  |   |   | 8           | 22-08-2025 TO 30-08-2025                |
|   | Total No of Working Days in Term-II      |   |                  |   |   | 62          |   |
|   | Mass and its unit                        | Compare the Mass of different objects with units                            |                  | ✓ |   | 2           | 01-09-2025 TO 02-09-2025                |
|   |  | Recognize the unit of mass  |                  | ✓ |   | 1           | 03-09-2025                              |
|   | Addition and Subtraction of mass         | To solve real life situation involving mass in same units                   |                  |   | ✓ | 3           | 04-09-2025 TO 08-09-2025                |
|   | Capacity and its unit                    | Compare the capacity of different objects<br>Recognize the unit of capacity | ✓                |   |   | 2           | 09-09-2025 TO 10-09-2025                |
|   | ✓  |   |                  |   |   |             |   |
|   | Addition and Subtraction of capacity     | To solve real life situation involving capacity in same units               |                  |   | ✓ | 2           | 11-09-2025 TO 12-09-2025                |
|   | Reading and writing the temperature      | Temperature and its scales  | ✓                |   |   | 2           | 13-09-2025 TO 15-09-2025                |
|   |  | Comparing and ordering temperature  | ✓                |   |   | 2           | 16-09-2025 TO 17-                       |

| Unit/ Theme | Sub Topics                     | Students Learning Outcomes  | Cognitive Levels |   |   | No. of Days | Zone wise dates for syllabus Completion |
|-------------|--------------------------------|---|------------------|---|---|-------------|---|
|             |                                |   | K                | U | A |             | Extreme Winter Zone                     |
|             |                                | Students will be able to:   |                  |   |   |             |   |
| Time        | Hours and Minutes              | Recognize the number of hours in a day and number of minutes in an hour                 |                  | ✓ |   | 2           | 18-09-2025 TO 19-09-2025                |
|             | Reading and Writing the time   | Able to read and write the time from the clock  | ✓                |   |   | 2           | 20-09-2025 TO 22-09-2025                |
|             |                                | Reading time on digital and analog clock  | ✓                |   |   | 2           | 23-09-2025 TO 24-09-2025                |
|             | Using of a.m. and p.m. in time | Recognize a.m. and p.m.   |                  | ✓ |   | 1           | 25-09-2025                              |
|             | Draw hands of clock            | To show time in hours and minutes with minutes intervals                                |                  | ✓ |   | 2           | 26-09-2025 TO 27-09-2025                |
|             | Solar and Lunar calendar       | Use solar calendar to find a particular day/date  |                  | ✓ |   | 2           | 29-09-2025 TO 30-09-2025                |
| Geometry    | Straight and curved line       | Identify and differentiate between straight and curved line                             | ✓                |   |   | 2           | 01-10-2025 TO 02-10-2025                |
|             | Horizontal and vertical line   | Identify and differentiate between Horizontal and vertical line                         | ✓                |   |   | 1           | 03-10-2025                              |
|             | Geometrical shapes             | Recognize, identify and draw 2-D shapes of Rectangle, Square and circle.                |                  | ✓ |   | 3           | 04-10-2025 TO 07-10-2025                |
|             |                                | Recognize, identify and draw 2-D shapes of Triangle, semicircle and quarter circle etc. |                  | ✓ |   | 3           | 08-10-2025 TO 10-10-2025                |
|             | Sides and vertices of shapes   |   |                  | ✓ |   | 2           | 11-10-2025 TO 13-10-2025                |
|             | Perimeter and                  | Able to find and differentiate between perimeter and                                    |                  | ✓ |   | 3           | 14-10-2025 TO 16-                       |

| Unit/ Theme                   | Sub Topics                                      | Students Learning Outcomes   | Cognitive Levels |   |   | No. of Days | Zone wise dates for syllabus Completion |
|-------------------------------|---|--|------------------|---|---|-------------|---|
|                               |   |  | K                | U | A |             |   |
|                               |   | Students will be able to:  |                  |   |   |             | Extreme Winter Zone                     |
|                               | Area  | area   |                  |   |   |             | 10-2025                                 |
|                               |   | Sports gala/ Revision  |                  |   |   | 2           | 17-10-2025 TO 18-10-2025                |
|                               | Three dimensional shapes                        | Able to know about cube, cuboid, cylinder, cone and sphere.                  | ✓                |   |   | 3           | 20-10-2025 TO 22-10-2025                |
|                               | Positions of objects                            | Identify the position of objects   |                  | ✓ |   | 1           | 23-10-2025                              |
|                               | Clock and anti –clock wise movement             | Describe the position, direction and movement of an object                   |                  |   | ✓ | 2           | 24-10-2025 TO 25-10-2025                |
|                               |   | Recognize turn as rotation   |                  | ✓ |   | 1           | 27-10-2025                              |
| Data Handling and Probability | Pictograph                                      | Read and interpret data using pictograph                                     |                  |   | ✓ | 2           | 28-10-2025 TO 29-10-2025                |
|                               | Bar Graph                                       | Read and interpret data using bar graph                                      |                  |   | ✓ | 2           | 30-10-2025 TO 31-10-2025                |
|                               | Tally Charts                                    | Read and interpret data using tally charts                                   |                  |   | ✓ | 2           | 01-11-2025 TO 03-11-2025                |
|                               | Probability                                     | Describe the likelihood that every day events occur                          |                  | ✓ |   | 2           | 04-11-2025 TO 05-11-2025                |
|                               |   | Mathematical Language i.e., Impossible, less likely, more likely and certain |                  | ✓ |   | 3           | 06-11-2025 TO 08-11-2025                |
|                               | <b>Revision</b>                                 |  |                  |   |   | <b>6</b>    | <b>10-11-2025 TO 15-11-2025</b>         |
|                               | Total No of Teaching Days in Term-III           |  |                  |   |   | 65          |   |
|                               | No of Days in Term-III /Annual Examination-2025 |  |                  |   |   | 21          | 17-11-2025 TO 10-12-2025                |

| Unit/ Theme | Sub Topics | Students Learning Outcomes                     | Cognitive Levels |   |   | No. of Days | Zone wise dates for syllabus Completion             |
|-------------|------------|--|------------------|---|---|-------------|---|
|             |            |  | K                | U | A |             |   |
|             |            | Students will be able to:                      |                  |   |   |             | Extreme Winter Zone                                 |
|             |            | Assessment of Answer Scripts/Result day/PTM    |                  |   |   | 04          | 11-12-2025 TO 15-12-2025                            |
|             |            | Total No of working Days in Term-III           |                  |   |   | 90          |   |
|             |            | Winter Vacations/Winter Camp for Board Classes |                  |   |   |             | 16 <sup>th</sup> December to 31 <sup>st</sup> March |

**Total Number of Student Learning Outcomes by Cognitive level  
(Extreme Winter)**

| S#  | Theme/Topic                       | Name of Sub-Topics                            | SLOs |   |   | Total SLOs |
|-----|-----------------------------------|---|------|---|---|------------|
|     |                                   |   | K    | U | A |            |
| 12. | <b>Whole Numbers and Patterns</b> | Counting up to 100 in words                   | 2    | 1 | 0 | 3          |
|     |                                   | 3 digits numbers                              | 1    | 1 | 0 | 2          |
|     |                                   | Comparing Numbers                             | 1    | 0 | 0 | 1          |
|     |                                   | Ordering of numbers                           | 0    | 1 | 0 | 1          |
|     |                                   | Ordinal Numbers                               | 0    | 1 | 0 | 1          |
|     |                                   | Even and odd numbers                          | 0    | 1 | 0 | 1          |
|     |                                   | Estimation                                    | 1    | 0 | 0 | 1          |
|     |                                   | Roman numbers                                 | 1    | 0 | 0 | 1          |
|     |                                   | Patterns                                      | 2    | 1 | 1 | 4          |
| 13. | <b>Addition and</b>               | Addition of numbers with and without carrying | 0    | 1 | 1 | 2          |

|     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
|     | <b>Subtraction</b>                                |   |   |   |   |   |
|     |   | Addition of numbers using mental strategy                 | 0 | 1 | 0 | 1 |
|     |   | Estimating the Addition                                   | 0 | 1 | 0 | 1 |
|     |   | Subtraction of 2 digit and 3 digit numbers with borrowing | 0 | 1 | 1 | 2 |
|     |   | Addition and subtraction in mixed form                    | 0 | 0 | 1 | 1 |
|     |   | Subtraction of numbers using mental strategy              | 0 | 1 | 0 | 1 |
| 14. | <b>Multiplication and Division</b>                | Multiplication as repeated addition                       | 0 | 1 | 0 | 1 |
|     |   | Counting in steps   | 1 | 0 | 0 | 1 |
|     |   | Tables of 2, 3, 4, 5 and 10                               | 1 | 0 | 0 | 1 |
|     |   | Multiplication of 1 digit numbers                         | 0 | 1 | 0 | 1 |
|     |   | Order of multiplication                                   | 0 | 1 | 0 | 1 |
|     |   | Multiplication of numbers using mental strategy           | 0 | 1 | 0 | 1 |
|     |   | Division as Successive Subtraction                        | 1 | 0 | 0 | 1 |
|     |   | Order in Division   | 1 | 0 | 0 | 1 |
|     |   | Mixed number stories                                      | 0 | 1 | 0 | 1 |
| 15. | <b>Money</b>                                      | Money Change  | 2 | 0 | 0 | 2 |
|     |   | Addition and subtraction of Money                         | 1 | 0 | 0 | 1 |
| 16. | <b>Fractions</b>                                  | Unit Fraction, Non unit Fraction and Like fraction        | 1 | 0 | 0 | 1 |
|     |   | Unlike Fraction   | 1 | 0 | 0 | 1 |
|     |   | Comparing Fractions                                       | 0 | 1 | 0 | 1 |
|     |   | Addition of like fraction                                 | 0 | 1 | 0 | 1 |
|     |   | Subtraction of like fraction                              | 1 | 0 | 0 | 1 |
| 17. | <b>Measurements<br/>Length, Mass and Capacity</b> | Length and its unit                                       | 2 | 0 | 0 | 2 |
|     |   | Addition and Subtraction of Length                        | 1 | 0 | 0 | 1 |

|                   |                                      |                                      |           |           |           |           |
|-------------------|--------------------------------------|--------------------------------------|-----------|-----------|-----------|-----------|
|                   |                                      | Mass and its unit                    | 0         | 2         | 0         | 2         |
|                   |                                      | Addition and Subtraction of mass     | 0         | 0         | 1         | 1         |
|                   |                                      | Capacity and its unit                | 1         | 1         | 0         | 2         |
|                   |                                      | Addition and Subtraction of capacity | 0         | 0         | 1         | 1         |
|                   |                                      | Reading and writing the temperature  | 2         | 0         | 0         | 2         |
| 18.               | <b>Time</b>                          | Hours and Minutes                    | 0         | 1         | 0         | 1         |
|                   |                                      | Reading and Writing the time         | 2         | 0         | 0         | 2         |
|                   |                                      | Using of a.m and p.m in time         | 0         | 1         | 0         | 1         |
|                   |                                      | Draw hands of clock                  | 0         | 1         | 0         | 1         |
|                   |                                      | Solar and Lunar calendar             | 0         | 1         | 0         | 1         |
| 19.               | <b>Geometry</b>                      | Straight and curved line             | 1         | 0         | 0         | 1         |
|                   |                                      | Horizontal and vertical line         | 1         | 0         | 0         | 1         |
|                   |                                      | Geometrical shapes                   | 0         | 3         | 0         | 3         |
|                   |                                      | Perimeter and Area                   | 0         | 1         | 0         | 1         |
|                   |                                      | Three dimensional shapes             | 1         | 0         | 0         | 1         |
|                   |                                      | Positions of objects                 | 0         | 1         | 0         | 1         |
|                   |                                      | Clock and anti –clock wise movement  | 0         | 1         | 1         | 2         |
| 20.               | <b>Data Handling and Probability</b> | Pictograph                           | 0         | 0         | 1         | 1         |
|                   |                                      | Bar Graph                            | 0         | 0         | 1         | 1         |
|                   |                                      | Tally Charts                         | 0         | 0         | 1         | 1         |
|                   |                                      | Probability                          | 0         | 2         | 0         | 2         |
| <b>Total SLOs</b> |                                      |                                      | <b>29</b> | <b>33</b> | <b>10</b> | <b>72</b> |

**Number of Student Learning Outcomes by Cognitive level (TERM-I)**  
**(Extreme Winter)**

| S# | Theme/Topic                         | Name of Sub-Topics          | SLOs |   |   | Total SLOs |
|----|-------------------------------------|-----------------------------|------|---|---|------------|
|    |                                     |                             | K    | U | A |            |
| 1. | <b>1.Whole Numbers and Patterns</b> | Counting up to 100 in words | 2    | 1 | 0 | 3          |
|    |                                     | 3 digits numbers            | 1    | 1 | 0 | 2          |
|    |                                     | Comparing Numbers           | 1    | 0 | 0 | 1          |
|    |                                     | Ordering of numbers         | 0    | 1 | 0 | 1          |
|    |                                     | Ordinal Numbers             | 0    | 1 | 0 | 1          |
|    |                                     | Even and odd numbers        | 0    | 1 | 0 | 1          |
|    |                                     | Estimation                  | 1    | 0 | 0 | 1          |

|    |                                 |   |          |           |          |           |
|----|---------------------------------|---|----------|-----------|----------|-----------|
|    |                                 | Roman numbers   | 1        | 0         | 0        | 1         |
|    |                                 | Patterns  | 2        | 1         | 1        | 4         |
| 2. | <b>Addition and Subtraction</b> | Addition of numbers with and without carrying             | 0        | 1         | 1        | 2         |
|    |                                 | Addition of numbers using mental strategy                 | 0        | 1         | 0        | 1         |
|    |                                 | Estimating the Addition                                   | 0        | 1         | 0        | 1         |
|    |                                 | Subtraction of 2 digit and 3 digit numbers with borrowing | 0        | 1         | 1        | 2         |
|    |                                 | Addition and subtraction in mixed form                    | 0        | 0         | 1        | 1         |
|    |                                 | Subtraction of numbers using mental strategy              | 0        | 1         | 0        | 1         |
|    | <b>Total SLOs</b>               |   | <b>8</b> | <b>11</b> | <b>4</b> | <b>23</b> |

**Number of Student Learning Outcomes by Cognitive level (TERM-II)**

| S# | Theme/Topic                        | Name of Sub-Topics                              | SLOs |   |   | Total SLOs |
|----|------------------------------------|---|------|---|---|------------|
|    |                                    |   | K    | U | A |            |
| 1. | <b>Multiplication and Division</b> | Multiplication as repeated addition             | 0    | 1 | 0 | 1          |
|    |                                    | Counting in steps                               | 1    | 0 | 0 | 1          |
|    |                                    | Tables of 2, 3, 4, 5 and 10                     | 1    | 0 | 0 | 1          |
|    |                                    | Multiplication of 1 digit numbers               | 0    | 1 | 0 | 1          |
|    |                                    | Order of multiplication                         | 0    | 1 | 0 | 1          |
|    |                                    | Multiplication of numbers using mental strategy | 0    | 1 | 0 | 1          |
|    |                                    | Division as Successive Subtraction              | 1    | 0 | 0 | 1          |
|    |                                    | Order in Division                               | 1    | 0 | 0 | 1          |

|                   |   |  |           |           |           |           |
|-------------------|---|--|-----------|-----------|-----------|-----------|
|                   |   | Mixed number stories                               | 0         | 1         | 0         | 1         |
| 2.                | <b>Money</b>  | Money Change                                       | 2         | 0         | 0         | 2         |
|                   |   | Addition and subtraction of Money                  | 1         | 0         | 0         | 1         |
| 3.                | <b>Fractions</b>  | Unit Fraction, Non unit Fraction and Like fraction | 1         | 0         | 0         | 1         |
|                   |   | Unlike Fraction                                    | 1         | 0         | 0         | 1         |
|                   |   | Comparing Fractions                                | 0         | 1         | 0         | 1         |
|                   |   | Addition of like fraction                          | 0         | 1         | 0         | 1         |
|                   |   | Subtraction of like fraction                       | 1         | 0         | 0         | 1         |
| 4.                | <b>Measurements</b><br><b>Length, Mass and Capacity</b> | Length and its unit                                | 2         | 0         | 0         | 2         |
|                   |   | Addition and Subtraction of Length                 | 1         | 0         | 0         | 1         |
| <b>Total SLOs</b> |   |  | <b>13</b> | <b>07</b> | <b>00</b> | <b>20</b> |

**Number of Student Learning Outcomes by Cognitive level (TERM-III)**  
**(Extreme Winter)**

| S# | Theme/Topic   | Name of Sub-Topics               | SLOs |   |   | Total SLOs |
|----|---|----------------------------------|------|---|---|------------|
|    |   |                                  | K    | U | A |            |
| 1. | <b>Measurements</b><br><b>Length, Mass and Capacity</b> | Mass and its unit                | 0    | 2 | 0 | 2          |
|    |   | Addition and Subtraction of mass | 0    | 0 | 1 | 1          |
|    |   | Capacity and its unit            | 1    | 1 | 0 | 2          |

|   |  |                                      |           |           |           |           |
|---|--|--------------------------------------|-----------|-----------|-----------|-----------|
|   |  | Addition and Subtraction of capacity | 0         | 0         | 1         | 1         |
|   |  | Reading and writing the temperature  | 2         | 0         | 0         | 2         |
| 2. <b>Time</b>                          |  | Hours and Minutes                    | 0         | 1         | 0         | 1         |
|   |  | Reading and Writing the time         | 2         | 0         | 0         | 2         |
|   |  | Using of a.m and p.m in time         | 0         | 1         | 0         | 1         |
|   |  | Draw hands of clock                  | 0         | 1         | 0         | 1         |
|   |  | Solar and Lunar calendar             | 0         | 1         | 0         | 1         |
| 3. <b>Geometry</b>                      |  | Straight and curved line             | 1         | 0         | 0         | 1         |
|   |  | Horizontal and vertical line         | 1         | 0         | 0         | 1         |
|   |  | Geometrical shapes                   | 0         | 3         | 0         | 3         |
|   |  | Perimeter and Area                   | 0         | 1         | 0         | 1         |
|   |  | Three dimensional shapes             | 1         | 0         | 0         | 1         |
|   |  | Positions of objects                 | 0         | 1         | 0         | 1         |
|   |  | Clock and anti –clock wise movement  | 0         | 1         | 1         | 2         |
| 4. <b>Data Handling and Probability</b> |  | Pictograph                           | 0         | 0         | 1         | 1         |
|   |  | Bar Graph                            | 0         | 0         | 1         | 1         |
|   |  | Tally Charts                         | 0         | 0         | 1         | 1         |
|   |  | Probability                          | 0         | 2         | 0         | 2         |
| <b>Total No of SLOs</b>                 |  |                                      | <b>08</b> | <b>15</b> | <b>06</b> | <b>29</b> |



## اسکیم آف سٹریز اور حاصلات تعلم کی بنیاد پر سلیس کی تقسیم

### جماعت دوم شدید سرد علاقے



### مضمون: اسلامیات

### جماعت: دوم

| انہائی سرزوں<br>تاریخ      | دورانیہ | تعمیی سطحیں |       |       | حاصلات تعلم  | ذیلی عنوانات | عنوانات                               | نمبر<br>شمار |
|----------------------------|---------|-------------|-------|-------|--|--------------|---------------------------------------|--------------|
|                            |         | اطلاق       | سبحنا | جاننا |  |              |                                       |              |
| ۳۰ اپریل<br>تا<br>۱۶ اپریل | ۱۲ ادن  |             |       |       | پچ اس قابل ہوں کہ:   | (ا)          | باب اول<br>قرآن مجید و حدیث<br>نبوی ﷺ | ۰۱           |
|                            |         |             | ✓     |       | ۱: رموز اوقاف سے آگاہ ہوں۔   |              |                                       |              |
|                            |         | ✓           |       |       | ۲: مخارج حروف کو سمجھ سکیں۔  |              |                                       |              |
|                            |         | ✓           |       |       | ۳: پارہ نمبر ۳۰ کی تجوید کے مطابق تلاوت کر سکیں۔                     |              |                                       |              |
|                            |         | ✓           |       |       | ۴: دوران تلاوت آداب تلاوت کا خیال رکھیں۔                             |              |                                       |              |
| ۱۱ اپریل<br>تا<br>۳۰ اپریل | ۱۲ ادن  |             |       |       | پچ اس قابل ہوں کہ:   | (ب)          | باب اول<br>قرآن مجید و حدیث<br>نبوی ﷺ | ۰۲           |
|                            |         |             | ✓     |       | ۱: موزع تین سے واقفیت حاصل کر سکیں۔                                  |              |                                       |              |
|                            |         | ✓           |       |       | ۲: مذکورہ بالا سورتوں کی اہمیت و فضیلت سمجھ سکیں۔                    |              |                                       |              |
|                            |         | ✓           |       |       | ۳: ان سورتوں کو تجوید کے اصولوں کے مطابق حفظ کر سکیں۔                |              |                                       |              |
|                            |         | ✓           |       |       | ۴: ان سورتوں کو نمازوں اور اس کے علاوہ پڑھنے کے عادی بن سکیں۔        |              |                                       |              |
| ۰۲ مئی<br>تا               | ۰۶ دن   |             |       |       | پچ اس قابل ہوں کہ:   | (ج)          | باب اول<br>قرآن مجید و حدیث           | ۰۳           |
|                            |         |             | ✓     |       | ۱: تعلو، تسمیہ اور مختصر درود شریف کے معانی و مفہوم سے آگاہ ہو سکیں۔ |              |                                       |              |

| نمبر<br>شمار | عنوانات<br>نبوی ﷺ  | ذیلی عنوانات                          | حاصلات تعلم  | تعمیی سطحیں              | دورانیہ | انہائی سردازون<br>تاریخ    |
|--------------|--------------------|---------------------------------------|--|--------------------------|---------|----------------------------|
| ۰۳           | (د) حدیث نبوی ﷺ    | باب اول<br>قرآن مجید و حدیث<br>نبوی ﷺ | ۲: یہ سمجھ سکیں کہ حضور ﷺ کا اسم گرامی پڑھیں، سنیں یا لکھیں تو درود شریف کا اہتمام کریں۔               | اطلاق<br>سمجھنا<br>جاننا | ۱۲ دن   | ۱۲ مئی تا ۲۶ مئی           |
|              |                    |                                       | ۳: سب سے اول میں کہ حضور ﷺ کا اسم گرامی پڑھیں، کلمات کو اپنی روزمرہ زندگی میں پڑھنے کا اہتمام کر سکیں۔ | ✓                        |         |                            |
| ۰۵           | (ه) دعائیں (زبانی) | باب اول<br>قرآن مجید و حدیث نبوی<br>ﷺ | ۱: اس قابل ہوں کہ:<br>ا: احادیث کی اہمیت سے واقف ہو سکیں۔  |                          | ۰۵ دن   | ۲۷ مئی تا ۳۱ مئی           |
|              |                    |                                       | ۲: احادیث مبارکے معانی و معنوں کو سمجھ سکیں۔   | ✓                        |         |                            |
|              |                    |                                       | ۳: روزمرہ زندگی میں ان احادیث کی تعلیمات پر عمل کر سکیں۔   | ✓                        |         |                            |
|              |                    |                                       | ۴: دو مختصر صحیح احادیث مبارکے معانی و معنوں کو سمجھ سکیں۔   | ✓                        |         |                            |
|              |                    |                                       | ۵: دعاء کو پڑھنے کی اہمیت و فضیلت سے آگاہ ہو سکیں۔   | ✓                        |         |                            |
| ۰۶           | (الف، ب)           | باب دوم                               | ۱: ناظرہ قرآن مجید کا جائزہ (۰۵) نمبرز اعادہ اور تیاری   | (۷) ایس ایل اوز          | ۰۳ دن   | ۰۲ جون تا ۰۵ جون           |
|              |                    |                                       | ۲: پہلا جائزہ  |                          |         |                            |
|              |                    |                                       | ۳: تین اسمائے حسنی کو معانی کے ساتھ یاد کر سکیں۔   | ✓                        |         |                            |
| ۰۷           |                    |                                       | ۴: دعاؤں کو اپنی روزمرہ زندگی میں پڑھنے کے عادی بنیں۔  | ✓                        | ۲۰ دن   | ۱۸ جون تا ۰۹ جون سے ۱۷ جون |
|              |                    |                                       | ۵: اس قابل ہوں کہ:   |                          |         |                            |
|              |                    |                                       |  |                          |         |                            |

| نمبر<br>شمار | عنوانات<br>(الف) ایمانیات                      | ذیلی عنوانات<br>آسمائی کتب اور فرشتے | حاصلات تعمیم  | تعمیمی سطحیں             | دورانیہ                      | انہائی سرذون<br>تاریخ |
|--------------|--|--------------------------------------|---|--------------------------|------------------------------|-----------------------|
| ٠٧           | باب دوم<br>ایمانیات و عبادات<br>(الف) ایمانیات | (٣) آخرت پر ایمان                    | ا: تمام مخصوص فرشتوں کی خصوصیات سے آگاہ ہو سکیں۔<br>ب: آسمائی کتب کے نزول کا مقصد جان سکیں۔<br>ج: چند مشہور فرشتوں کے ناموں اور ذمہ داریوں کو سمجھ سکیں۔<br>د: یہ بتا سکیں کہ فرشتے اللہ تعالیٰ کے حکم کے پابندیں اور وہ مخصوص ہیں۔   | اطلاق<br>سمجھنا<br>جاننا | دورانیہ                      |                       |
| ٠٨           | باب دوم<br>ایمانیات و عبادات (ب)<br>عبادات     | (١) روزہ (صوم)                       | بچے اس قابل ہوں کہ:<br>ا: ارکان اسلام کا تعارف حاصل کر سکیں۔<br>ب: روزے کا معنی و منہوم کے بارے میں جان سکیں۔<br>ج: رمضان المبارک اور روزے کی اہمیت کو سمجھ سکیں۔<br>د: روزے کا مختصر تعارف بیان کر سکیں۔   | دان                      | ٢٣ جولائی<br>تا<br>٢٥ جولائی |                       |
| ٠٩           | باب دوم<br>ایمانیات و عبادات<br>(ب) عبادات     | (٢) عیدین و اسلامی تہوار             | بچے اس قابل ہوں کہ:<br>ا: عید الفطر کے بارے میں یہ جان سکیں کہ یہ رمضان کے بعد آتی ہے۔<br>ب: عید الاضحیٰ کے بارے جان سکیں کہ یہ ذوالحجه کے مینے میں آتی ہے۔<br>ج: عیدین و اسلامی تہواروں کے مقصد کو سمجھ سکیں۔<br>د: اللہ تعالیٰ کی عطا کردہ خوشی کی نعمت کو پہچان کر شکر ادا کرنے کے عادی بن سکیں۔ | دان                      | ١٠ اگست<br>تا<br>١٨ اگست     |                       |

| نمبر<br>شمار                       | عنوانات | ذیلی عنوانات     | حاصلات تعمیم | تعمیمی سطحیں |        |       | دورانیہ   | انہائی سردازون |
|------------------------------------|---------|------------------|--------------|--------------|--------|-------|---|----------------|
|                                    |         |                  |              | اطلاق        | سمجھنا | جاننا |   |                |
| ناظرہ قرآن مجید کا جائزہ (۰۵) نمبر |         |                  |              |              |        |       |   |                |
| ۱۹ اگست تا ۲۰ اگست                 | ۰۰۲ دن  | (۷۱ ایس ایل اوز) |              |              |        |       | اعادہ اور تیاری   |                |
| ۲۱ اگست تا ۲۹ اگست                 | ۰۰۸ دن  |                  |              |              |        |       | دوسرے جائزہ   |                |
| ۳۰ اگست<br>تا<br>۱۶ ستمبر          | ۱۲ دن   |                  |              |              |        |       | پچھے اس قابل ہوں کہ:  |                |
|                                    |         |                  |              | ✓            |        |       | ۱: نبی ﷺ کی ولادت کے متعلق بنیادی باتیں جان سکیں۔   |                |
|                                    |         |                  | ✓            |              |        |       | ۲: حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم سے محبت و اطاعت کے معنی و مفہوم کو سمجھ سکیں۔ |                |
|                                    |         | ✓                |              |              |        |       | ۳: حضور ﷺ کی مبارک سنتوں کو روزمرہ زندگی میں اپنا سکیں۔   |                |
|                                    |         | ✓                |              |              |        |       | ۴: نبی ﷺ کی محبت کو ایمان کا لازمی جزو بنانے سکیں۔  |                |
|                                    |         |                  |              |              |        |       |   |                |
| ۱۷ ستمبر<br>تا<br>۳۰ ستمبر         | ۱۲ دن   |                  |              |              |        |       | پچھے اس قابل ہوں کہ:  |                |
|                                    |         |                  |              | ✓            |        |       | ۱: زم مزاجی، رحمی، ایقائے عہد اور عفو در گزر کے بارے میں جان سکیں۔  |                |
|                                    |         |                  | ✓            |              |        |       | ۲: صفات مذکورہ بالا کو سیرت طیبہ ﷺ کی روشنی میں سمجھ سکیں۔  |                |
|                                    |         | ✓                |              |              |        |       | ۳: اخلاق حسنہ کی افادیت کو سمجھ کر روزمرہ زندگی میں ان پر عمل پیرا ہو سکیں۔                                       |                |
|                                    |         | ✓                |              |              |        |       | ۴: ان صفات حمیدہ کے حوالے سے واقعات بیان کر سکیں۔   |                |
| کم اکتوبر<br>تا<br>۱۱ اکتوبر       | ۰۰۹ دن  |                  |              |              |        |       | پچھے اس قابل ہوں کہ:  |                |
|                                    |         |                  |              | ✓            |        |       | ۱: قرآن و سنت کی روشنی میں روزمرہ زندگی کے اسلامی آداب جان سکیں۔  |                |
|                                    |         |                  | ✓            |              |        |       | ۲: کھانے پینے اور گفتگو کے آداب کو سمجھ سکیں۔   |                |
|                                    |         | ✓                |              |              |        |       | ۳: اپنی عملی زندگی میں ان آداب پر عمل کر سکیں۔  |                |

| نمبر<br>شمار | عنوانات   | ذیلی عنوانات                        | حاصلات تعمیم  | تعمیمی سطحیں |        |       | دورانیہ | انہائی سردازون         | تاریخ                  |
|--------------|---|-------------------------------------|---|--------------|--------|-------|---------|------------------------|------------------------|
|              |   |                                     |   | اطلاق        | سمجھنا | جاننا |         |                        |                        |
| ۱۳           | باب چہارم<br>اخلاق و آداب                       | (۲)<br>بڑوں کا ادب                  | پچھے اس قابل ہوں کہ:  |              |        |       | ۰۶۰ دن  | ۱۳ اکتوبر تا ۱۸ اکتوبر | ۱۳ اکتوبر تا ۱۸ اکتوبر |
|              |   |                                     | ۱: قرآن سنت کی روشنی میں بڑوں کے آداب سے متعلق جان سکیں۔                              | ✓            |        |       |         |                        |                        |
|              |   |                                     | ۲: بڑوں اور بزرگوں کے ادب کی اہمیت کو سمجھ سکیں۔                                      | ✓            |        |       |         |                        |                        |
| ۱۴           | باب چہارم<br>اخلاق و آداب                       | (۳)<br>جانوروں سے اچھا سلوک         | سپورٹس گالا   |              |        |       | ۰۶۰ دن  | ۱۸ اکتوبر تا ۲۳ اکتوبر | ۱۸ اکتوبر تا ۲۳ اکتوبر |
|              |   |                                     | ۳: والدین، اساتذہ کرام کے احترام کو عملی زندگی میں شامل کر سکیں۔                      | ✓            |        |       |         |                        |                        |
|              |   |                                     | پچھے اس قابل ہوں کہ:  |              |        |       |         |                        |                        |
|              |   |                                     | ۱: جانوروں کے حقوق سے آگاہ ہو سکیں۔   | ✓            |        |       |         |                        |                        |
| ۱۵           | باب پنجم<br>ہدایت کے سرچشمے<br>اور مشاہیر اسلام | (۱)<br>حضرات انبیاء<br>علیہم السلام | ۲: جانوروں کے حقوق کا دراک کرتے ہوئے ان سے بدسلوکی کے مضرات کو سمجھ سکیں۔             | ✓            |        |       | ۰۶۰ دن  | ۱۸ اکتوبر تا ۲۳ اکتوبر | ۱۸ اکتوبر تا ۲۳ اکتوبر |
|              |   |                                     | ۳: جانوروں کے حقوق کا خیال کرتے ہوئے ان سے حسن سلوک کا مظاہرہ کر سکیں۔                | ✓            |        |       |         |                        |                        |
|              |   |                                     | پچھے اس قابل ہوں کہ:  |              |        |       |         |                        |                        |
|              |   |                                     | ۱: حضرت آدم علیہ السلام اور حضرت نوح علیہ السلام کے حالات زندگی کے بارے میں جان سکیں۔ | ✓            |        |       |         |                        |                        |
|              |   |                                     | ۲: حضرت آدم علیہ السلام اور حضرت نوح علیہ السلام کی بعثت کے مقصد کو سمجھ سکیں۔        | ✓            |        |       |         |                        |                        |

| انہائی سرذون                        | دور ایامیہ | تینی سطحیں         |  |       | حاملات تعمیم  | ذیلی عنوانات | عنوانات | نمبر شمار |
|-------------------------------------|------------|--------------------|--|-------|---|--------------|---------|-----------|
|                                     |            | اطلاق              | سمجھنا   | جاننا |   |              |         |           |
|                                     |            | ✓                  |  |       | ۳: حضرت آدم علیہ السلام اور حضرت نوح علیہ السلام کے واقعات سے سبق حاصل کرتے ہوئے ان پر عمل کر سکیں۔ |              |         |           |
| ناظرہ قرآن مجید کا جائزہ (۱۰) نمبرز |            |                    |  |       |   |              |         |           |
| ۱۳ انویں نمبر تا ۱۵ انویں نمبر      | ۰۳ دن      | ۱۲۱ (ایس ایل اوز)  | اعادہ اور تیاری                                |       |   |              |         |           |
| ۱۶ انویں نمبر تا ۱۸ انویں نمبر      | ۰۱ دن      | ۲۰۲۵ سالانہ امتحان | تیسرا جائزہ                                    |       |   |              |         |           |
| ۱۹ انویں نمبر تا ۲۰ انویں نمبر      | ۰۲ دن      | نتیجے کی تیاری     | Assessment of Answer Script / Result Day / PTM |       |   |              |         |           |

#### Number of Student Learning Outcomes by Cognitive level

| S#    | Theme/Units                               | No. of Sub-Topics | SLOs |    |    | Total SLOs |
|-------|---|-------------------|------|----|----|------------|
|       |   |                   | K    | U  | A  |            |
| 1     | قرآن مجید و حدیث نبوی ﷺ                   | 05                | 5    | 5  | 9  | 19         |
| 2     | ایمانیات و عبادات                         | 04                | 7    | 4  | 4  | 15         |
| 3     | سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم | 02                | 2    | 2  | 4  | 08         |
| 4     | اخلاق و آداب                              | 03                | 3    | 3  | 4  | 10         |
| 5     | ہدایت کے سرچشمے اور مشاہیر اسلام          | 01                | 1    | 1  | 2  | 04         |
| Total |   | 15                | 18   | 15 | 23 | 56         |

**1<sup>st</sup> Term**

| S# | Theme/Units             | No. of Sub-Topics | SLOs |   |   | Total SLOs |
|----|-------------------------|-------------------|------|---|---|------------|
|    |                         |                   | K    | U | A |            |
| 1  | قرآن مجید و حدیث نبوی ﷺ | 05                | 5    | 5 | 7 | 17         |
|    |                         |                   | 5    | 5 | 7 | 17         |

**2<sup>nd</sup> Term**

| S# | Theme/Units                               | No. of Sub-Topics | SLOs |   |    | Total SLOs |
|----|---|-------------------|------|---|----|------------|
|    |   |                   | K    | U | A  |            |
| 1  | سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم | 02                | 2    | 2 | 4  | 08         |
| 2  | اخلاق و آداب                              | 03                | 3    | 3 | 4  | 10         |
| 3  | ہدایت کے سرچشمے اور مشاہیر اسلام          | 01                | 1    | 1 | 2  | 04         |
|    |   |                   | 6    | 6 | 10 | 22         |

**3<sup>rd</sup> Term**

| S# | Theme/Units             | No. of Sub-Topics | SLOs |   |   | Total SLOs |
|----|-------------------------|-------------------|------|---|---|------------|
|    |                         |                   | K    | U | A |            |
| 1  | قرآن مجید و حدیث نبوی ﷺ | 01                | 0    | 0 | 2 | 2          |
| 2  | ایمانیات و عبادات       | 04                | 7    | 4 | 4 | 15         |
|    |                         |                   | 7    | 4 | 6 | 17         |



**SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS  
BREAK-UP  
GRADE 2 – EXTREME WINTER ZONE**



**Subject: General Knowledge**

**Class: Two (2)**

| Topic/ Theme             | Sub-Topic   | Student Learning Outcomes   | Cognitive Level |   |   | No. of days | Extreme winter Date |
|--------------------------|---|---|-----------------|---|---|-------------|---------------------|
|                          |   |   | K               | U | A |             |                     |
| 1. Me and my Environment | Lives in the villages and cities<br>Key Characteristics of a Village and City<br>Comparison of Village and City Life<br>Common Professions and Occupations in the Village/ City | Recognize that the people of Pakistan live in villages and cities.  |                 | ✓ |   | 2           | 3-4 April, 2025     |
|                          |   | Identify key characteristics of a village (buildings, facilities, environment and the work people do)         |                 | ✓ |   | 2           | 5-7 April, 2025     |
|                          |   | Compare village and city life   |                 | ✓ |   | 2           | 8-9 April, 2025     |
|                          |   | Identify some common professions and occupations of a village/ city (tailor, butcher, cobbler, musician etc.) |                 | ✓ |   | 2           | 10-11 April, 2025   |
|                          |   | Recognize that people from different areas, religion and cultures.  |                 | ✓ |   | 1           | 12 April, 2025      |
|                          |   | Research (through oral investigation) about different professions that exist in Pakistan                      |                 |   | ✓ | 2           | 14-15 April, 2025   |
| Unit End Assessment      |   |   |                 |   |   | 1           | 16 April, 2025      |
| 2. Helping Others        | Sharing Things<br>Ways of Helping others<br>Mutual Independence   | Recognize the importance of sharing things.   |                 | ✓ |   | 2           | 17-18 April, 2025   |
|                          |   | List the things they share with others (toys, books, stationery items, lunch with friends etc.)               | ✓               |   |   | 1           | 19 April, 2025      |
|                          |   | Identify from given pictures and stories the ways in which  |                 | ✓ |   | 2           | 21-22 April, 2025   |

| Topic/ Theme  | Sub-Topic  | Student Learning Outcomes   | Cognitive Level |   |   | No. of days | Extreme winter Date |
|---|--|---|-----------------|---|---|-------------|---------------------|
|   |  |   | K               | U | A |             |                     |
|   |  | people help each other (at home, in classroom, in village/city, at the time of any need or disaster)  |                 |   |   |             |                     |
|   |  | Identify from their daily life, the ways in which people are interdependent   |                 | ✓ |   | 2           | 23 April, 2025      |
| <b>Unit End Assessment</b>  |  |   |                 |   |   | 1           | 24 April, 2025      |
| <b>3<br/>Respecting<br/>Others and<br/>Appreciating<br/>their<br/>Diversity</b> | Major Crops in<br>Pakistan<br>Need to Respect<br>all People<br>Ways to Respect<br>all People | Identify that all human beings are similar, but differ by family, culture, ethnicity, religion and should all be respected.                                     |                 | ✓ |   | 2           | 25-26 April, 2025   |
|   |  | Identify the occasions when it is necessary to wait for your turn.  |                 | ✓ |   | 2           | 28-29 April, 2025   |
|   |  | Identify ways in which they can show respect for all.   |                 | ✓ |   | 2           | 30- April, 2025     |
| <b>Unit End Assessment</b>  |  |   |                 |   |   | 1           | 2<br>May, 2025      |
| <b>4<br/>Forgiveness<br/>and<br/>Forgiving<br/>others</b>                       | Avoid hurting<br>others<br>Forgiving<br>Others.<br>Ways to reduce<br>the<br>Hurt.            | Recognize what they say and do, can hurt others, and what others do and say, can hurt them (telling lies, pushing others, bullying using derogatory words etc.) |                 | ✓ |   | 1           | 3 May, 2025         |
|   |  | Recognize that mistakes are a natural outcome of learning and nothing to be ashamed about or to make fun of.  |                 | ✓ |   | 2           | 5-6 May, 2025       |
|   |  | Identify ways in which we can redress the hurt caused to others (ask for Forgiveness, say sorry, do something special for them etc.)                            |                 | ✓ |   | 2           | 7-8 May, 2025       |
|   |  | Recognize that when people apologize for their mistake they should forgive them.  |                 | ✓ |   | 2           | 9-10 May, 2025      |
| <b>Unit End Assessment</b>  |  |   |                 |   |   | 1           | 12 May, 2025        |
| <b>5</b>  | Fairness and   | Recognize neutrality and favoritism in daily life   | .               | ✓ |   | 1           | 13 May, 2025        |

| Topic/ Theme                           | Sub-Topic                                       | Student Learning Outcomes   | Cognitive Level |   |   | No. of days | Extreme winter Date        |  |
|--|---|---|-----------------|---|---|-------------|----------------------------|--|
|  |   |   | K               | U | A |             |                            |  |
| <b>Being just and Fair</b>             | Unfairness Promoting Fairness                   | Recognize that how neutral condition can be converted into and favorable condition          |                 | ✓ |   | 2           | 14-15 May, 2025            |  |
|  |   | Recognize responsibility for treating others unfairly and manage their behavior accordingly |                 | ✓ |   | 2           | 16-17 May, 2025            |  |
|  |   | <b>Unit End Assessment</b>  |                 |   |   | 1           | 19 May, 2025               |  |
| 6. Traffic Rules                       | Traffic Rules Safety and precautionary Measures | Identify some traffic rules   |                 | ✓ |   | 2           | 20-21 May, 2025            |  |
|  |   | Identify the safety rules they should follow while walking on the road                      |                 | ✓ |   | 2           | 22-23 May, 2025            |  |
|  |   | Identify the safety rules they should follow while crossing a road, traveling by a bus.     |                 | ✓ |   | 2           | 24-26 May, 2025            |  |
| <b>End of Unit Assessment</b>          |   |   |                 |   |   | 1           | 27 May, 2025               |  |
| <b>Revision</b>                        |   |   |                 |   |   | 6           | 28-5 June, 2025            |  |
| <b>1<sup>st</sup> term Examination</b> |   |   |                 |   |   | 8           | 9-17 June, 2025            |  |
| 7 Rights and duties                    | Right of citizen Rights and duties              | Identify the facilities (goods and services) provided by the government to citizen          |                 | ✓ |   | 2           | 18-19 June, 2025           |  |
|  |   | Identify their responsibilities according to the available rights                           |                 | ✓ |   | 2           | 20-23 June, 2025           |  |
|  |   | Recognize that every citizen has a right to spent life according to his/her religion        |                 | ✓ |   | 2           | 24-25 June, 2025           |  |
|  |   | List three rights of citizen (food, free education, safety, health facilities and equality) | ✓               |   |   | 1           | 26 June, 2025              |  |
|  |   | Recognize multiple religious in Pakistan  |                 | ✓ |   | 2           | 27-28 June, 2025           |  |
|  |   | Identify Masjid in their neighborhood as a place of worship of Muslim                       |                 | ✓ |   | 2           | 30 June, 2025-1, July 2025 |  |
| <b>Unit End Assessment</b>             |   |   |                 |   |   | 1           | 2 July 2025                |  |

| Topic/ Theme                             | Sub-Topic   | Student Learning Outcomes  | Cognitive Level |   |   | No. of days | Extreme winter Date |
|--|---|--|-----------------|---|---|-------------|---------------------|
|  |   |  | K               | U | A |             |                     |
| <b>8</b><br><b>Our Country: Pakistan</b> | Map of Pakistan   | Recognize the map of Pakistan.   |                 | ✓ |   | 1           | 3 July 2025         |
|  | Provinces of Pakistan   | Name the provinces and areas (AJK, GB and ICT) of Pakistan.  | ✓               |   |   | 1           | 4 July 2025         |
|  | Significance of the National Flag                                   | Recognize the significance of National flag.   |                 | ✓ |   | 2           | 7-8 July 2025       |
|  |   | Demonstrate the cultural diversity of all provinces and areas of Pakistan.                                 |                 |   | ✓ | 2           | 9-10 July 2025      |
|  |   | Identify national capital of Pakistan  |                 | ✓ |   | 2           | 11-12 July 2025     |
|  |   | Identify the colors and symbols on the flag represent  |                 | ✓ |   | 2           | 14-15 July 2025     |
|  |   | Draw flag of AJK   |                 |   | ✓ | 2           | 16-17 July 2025     |
| <b>Unit End Assessment</b>               |   |  |                 |   |   | 1           | 18 July 2025        |
| <b>9</b><br><b>Festivals</b>             | Eid-ul-Fitr & Eid-ul-Azha<br>Other Cultural and Religious Festivals | Identify festivals celebrated by Muslims in Pakistan and how they celebrated.                              |                 | ✓ |   | 1           | 19 July 2025        |
|  |   | Identify other religious and cultural festivals of other faiths celebrated in Pakistan how they celebrate? |                 | ✓ |   | 2           | 21-22 July 2025     |
|  |   | Identify key characteristics of different types of areas (buildings, facilities and environment)           |                 | ✓ |   | 2           | 22-23 July 2025     |
|  |   | Research different professions that exist in Pakistan  |                 |   | ✓ | 2           | 24-25 July 2025     |
| <b>Unit End Assessment</b>               |   |  |                 |   |   | 1           | 26-28 July 2025     |
| <b>10.</b><br><b>Professions/</b>        | Common Professions/ Occupation                                      | Identify some common professions in Pakistan.  |                 | ✓ |   | 1           | 29 July 2025        |
|  |   | State which profession they like the most and why  | ✓               |   |   | 2           | 30-31 July 2025     |

| Topic/ Theme                           | Sub-Topic   | Student Learning Outcomes  | Cognitive Level |   |   | No. of days | Extreme winter Date              |  |
|--|---|--|-----------------|---|---|-------------|----------------------------------|--|
|  |   |  | K               | U | A |             |                                  |  |
| Occupations around Us                  | Professions/ Occupations they like  | Recognize profession achievement celebrated in Pakistan  |                 | ✓ |   | 2           | 1-2 August, 2025                 |  |
|  |   | Recognize the role of some common professions in their daily lives.  |                 | ✓ |   | 2           | 4-5 August, 2025                 |  |
| <b>Unit End Assessment</b>             |   |  |                 |   |   | 1           | 6 August, 2025                   |  |
| 11. Agriculture and Live Stock.        | Major Crops in Pakistan Processing (Making Products Live stock  | List the major crops in Pakistan.  | ✓               |   |   | 2           | 7-8 August, 2025                 |  |
|  |   | Recognize that people process the crops they grow for making products (cotton to thread to cloth to garments). |                 | ✓ |   | 2           | -11 August, 2025                 |  |
|  |   | Recognize the importance of livestock  |                 | ✓ |   | 2           | -13 August, 2025                 |  |
| <b>End of Unit Assessment</b>          |   |  |                 |   |   | 1           | 14 August, 2025                  |  |
| <b>Revision</b>                        |   |  |                 |   |   | 9           | 15-16 August, 2025               |  |
| <b>2<sup>nd</sup> Term Examination</b> |   |  |                 |   |   | 8           | 21-29 August, 2025               |  |
| 12 Plants                              | Major Parts of a Plant and their functions<br>Plant and Seeds<br>Growth and change in Plants<br>Edible roots<br>Contribution of plants in climate | Identify major parts of a plant. (Root, stem, leaf and flower)   |                 | ✓ |   | 2           | 0 August, 2025-1 September, 2025 |  |
|  |   | Identify the functions of root, stem, leaf and flower  |                 | ✓ |   | 2           | September, 2025                  |  |
|  |   | Identify different shapes of leaves found around them  |                 | ✓ |   | 2           | September, 2025                  |  |
|  |   | Classify a few plants around them which have flowers, and which do not have flowers                            |                 | ✓ |   | 2           | September, 2025                  |  |
|  |   | Recognize that some plants grow from seeds while others grow from stems or roots                               |                 | ✓ |   | 1           | September, 2025                  |  |

| Topic/ Theme                | Sub-Topic  | Student Learning Outcomes   | Cognitive Level |   |   | No. of days | Extreme winter Date |
|-----------------------------|--|---|-----------------|---|---|-------------|---------------------|
|                             |  |   | K               | U | A |             |                     |
|                             |  | Identify that soil, light, air and water are needed to grow a plant                             |                 | ✓ |   | 2           | September, 2025     |
|                             |  | Identify the fruits which have seeds in them  |                 | ✓ |   | 2           | September, 2025     |
|                             |  | Recognize the importance of plants for climate change   |                 | ✓ |   | 2           | September, 2025     |
| <b>Unit End Assessment</b>  |  |   |                 |   |   | 1           | September, 2025     |
| 13<br><br><b>Animals</b>    | Animals on Land and in Water<br>Growth and change in Animals<br>Places for Animals | List the animals they see in their surroundings (land and water)                                | ✓               |   |   | 1           | September, 2025     |
|                             |  | Recognize the animals that live on land are different in features from those that live in water |                 | ✓ |   | 2           | September, 2025     |
|                             |  | Recognize that all animals have young ones that grow into adults                                |                 | ✓ |   | 2           | September, 2025     |
|                             |  | List the animals that feed their young ones and look after them                                 | ✓               |   |   | 1           | September, 2025     |
|                             |  | Name different places where animals live (nest, den, barrow etc.)                               | ✓               |   |   | 1           | September, 2025     |
| <b>Unit End Assessment</b>  |  |   |                 |   |   | 1           | September, 2025     |
| 14.<br><br><b>Materials</b> | Materials<br>Quality of material things  | Recognize some common Materials   |                 | ✓ |   | 1           | 1 October, 2025     |
|                             |  | Identify material used around you,  |                 | ✓ |   | 2           | 2-3 October, 2025   |
|                             |  | Explore properties of materials   |                 |   | ✓ | 2           | 4-6 October, 2025   |
|                             |  | Differentiate between natural and man-made materials.   |                 | ✓ |   | 2           | 7-8 October, 2025   |
|                             |  | Explore properties of elastic and non-elastic magnetic materials                                |                 |   | ✓ | 1           | 9 October, 2025     |
| <b>Unit End Assessment</b>  |  |   |                 |   |   | 1           | 10 October, 2025    |

| Topic/ Theme                    | Sub-Topic   | Student Learning Outcomes  | Cognitive Level |   |   | No. of days | Extreme winter Date |
|---------------------------------|---|--|-----------------|---|---|-------------|---------------------|
|                                 |   |  | K               | U | A |             |                     |
| 15.<br><b>Heat and Light</b>    | Common Sources (Natural and Human made)<br>Uses of Heat and Light<br>Methods of Producing Heat<br>Intensity of Heat and Light | Identify sources of heat and light in their homes, schools and surroundings.                         |                 | ✓ |   | 2           | 13 October, 2025    |
|                                 |   | Classify sources of light and heat into natural and human made.                                      |                 | ✓ |   | 2           | 15 October, 2025    |
|                                 |   | List the uses of heat and light  | ✓               |   |   | 1           | 16 October, 2025    |
|                                 |   | Describe methods of producing heat (burning and rubbing etc.)  |                 | ✓ |   | 2           | 21 October, 2025    |
|                                 |   | Recognize that the intensity of heat and light is felt more as they come nearer to the source.       |                 | ✓ |   | 1           | 22 October, 2025    |
| <b>Unit End Assessment</b>      |   |  |                 |   |   | 1           | 23 October, 2025    |
| 16.<br><b>Forces</b>            | Forces<br>Affect of force on things   | Recognize that push and pull move things fast and slow   |                 | ✓ |   | 1           | 24 October, 2025    |
|                                 |   | Recognize the greater the force the greater the change   |                 | ✓ |   | 1           | 25 October, 2025    |
|                                 |   | Demonstrate how motion of an object can be changed by applying force.                                |                 |   | ✓ | 2           | 28 October, 2025    |
| <b>Unit End Assessment</b>      |   |  |                 |   |   | 1           | 29 October, 2025    |
| 17.<br><b>Natural Resources</b> | Importance of Natural Earth Water Air Sun minerals  | Recognize that this planet Earth is a source of all materials we use and many resources come from it |                 | ✓ |   | 1           | 30 October, 2025    |
|                                 |   | Recognize that natural resources are essential for survival human being (Land, water, air, sun etc.) |                 | ✓ |   | 1           | November, 2025.     |
|                                 |   | Recognize that people manufacture different things from natural resources to serve human needs.      |                 | ✓ |   | 2           | November, 2025.     |

| Topic/ Theme                  | Sub-Topic                 | Student Learning Outcomes   | Cognitive Level |   |   | No. of days | Extreme winter Date               |
|-------------------------------|---------------------------|---|-----------------|---|---|-------------|-----------------------------------|
|                               |                           |   | K               | U | A |             |                                   |
| <b>Unit End Assessment</b>    |                           |   |                 |   |   | 1           | November, 2025.                   |
| <b>18. Water</b>              | Induction of life         | Recognize importance of water   |                 | ✓ |   | 1           | November, 2025.                   |
|                               | Daily use of water        | Recognize how people waste water  |                 | ✓ |   | 1           | 7 November, 2025.                 |
|                               | Natural resource of water | Suggest ways to save water  |                 |   | ✓ | 2           | November, 2025.                   |
|                               | Shortage of water         | Identify the ways in which the land is destroyed due to human activity (Deforestation). |                 | ✓ |   | 1           | November, 2025.                   |
|                               | Deforestation             |   |                 |   |   |             |                                   |
| <b>End of Unit Assessment</b> |                           |   |                 |   |   | 1           | November, 2025.                   |
| <b>Revision</b>               |                           |   |                 |   |   | 3           | November, 2025.                   |
| <b>Final Term Examination</b> |                           |   |                 |   |   | 8           | November, 2025.-15 December, 2025 |

**Total Number of Student Learning Outcomes by Cognitive level**

| S#  | Theme/Topic                             | Name of Sub-Topics  | SLOs |   |   | Total SLOs |
|-----|---|---|------|---|---|------------|
|     |   |   | K    | U | A |            |
| 1.  | <b>Me and my Environment</b>            | Lives in the villages and Cities., key Characteristics of a village and City<br>Comparison of Village and City Life, Common Professions and Occupations in the Village/City | 0    | 5 | 1 | <b>6</b>   |
| 2.  | <b>Helping Others</b>                   | Sharing Things Ways of Helping others, Mutual Independence  | 1    | 3 | 0 | <b>4</b>   |
| 3.  | <b>Respecting Others</b>                | Respecting Others   | 0    | 3 | 0 | <b>3</b>   |
| 4.  | <b>Forgiveness and Forgiving others</b> | Avoid hurting others, Forgiving Others.Ways to reduce the Hurt.   | 0    | 4 | 0 | <b>4</b>   |
| 5.  | <b>Being just and Fair</b>              | Fairness and Unfairness, Promoting Fairness   | 0    | 3 | 0 | <b>3</b>   |
| 6.  | <b>Traffic Rules</b>                    | Traffic Rules, Safety and precautionary Measures  | 0    | 3 | 0 | <b>3</b>   |
| 7.  | <b>Rights and duties</b>                | Right of citizen ,Rights and duties   | 1    | 5 | 0 | <b>6</b>   |
| 8.  | <b>Our Country: Pakistan</b>            | Map of Pakistan, Provinces of Pakistan, Significance of the National Flag   | 1    | 4 | 2 | <b>7</b>   |
| 9.  | <b>Festivals</b>                        | Eid-ul-Fitr & Eid-ul-Azha, Other Cultural and Religious Festivals   | 0    | 3 | 1 | <b>4</b>   |
| 10. | <b>Professions/ Occupations</b>         | Common Professions/Occupation, Professions/Occupations they like  | 1    | 3 | 0 | <b>4</b>   |

|     |                                    |  |   |    |           |
|-----|------------------------------------|--|---|----|-----------|
|     | <b>around Us</b>                   |  |   |    |           |
| 11. | <b>Agriculture and Live Stock.</b> | Major Crops in Pakistan Processing (Making Products Live stock)  | 1 | 2  | 0         |
| 12. | <b>Plants</b>                      | Major Parts of a Plant and their functions, Plant and Seeds, Growth and change in Plants, Edible roots Contribution of plants in climate | 0 | 8  | 0         |
| 13. | <b>Animals</b>                     | Animals on Land and in Water, Growth and change in Animals<br>Places for Animals   | 3 | 2  | 0         |
| 14. | <b>Materials</b>                   | Materials, Quality of material things  | 0 | 3  | 2         |
| 15. | <b>Heat and Light</b>              | Common Sources (Natural and Humanmade), Uses of Heat and Light, Methods of Producing Heat Intensity of Heat and Light                    | 1 | 4  | 0         |
| 16. | <b>Forces</b>                      | Forces, Affect of force on things  | 0 | 2  | 1         |
| 17. | <b>Natural Resources</b>           | Importance of Natural (Earth, Water, Air, Sun, minerals)   | 0 | 3  | 0         |
| 18. | <b>Water</b>                       | Induction of life, Daily use of water, Natural resource of water, Shortage of water, Deforestation                                       | 0 | 3  | 1         |
|     |                                    |  | 9 | 63 | 8         |
|     |                                    |  |   |    | <b>80</b> |

#### Number of Student Learning Outcomes by Cognitive level (TERM-I)

| S# | Theme/Topic                             | Name of Sub-Topics  | SLOs |   |   | Total SLOs |
|----|---|---|------|---|---|------------|
|    |   |   | K    | U | A |            |
| 3. | <b>Me and my Environment</b>            | Lives in the villages and Cities., key Characteristics of a Village and City<br>Comparison of Village and City Life, Common Professions and Occupations in the Village/City | 0    | 5 | 1 | <b>6</b>   |
| 4. | <b>Helping Others</b>                   | Sharing Things Ways of Helping others, Mutual Independence  | 1    | 3 | 0 | <b>4</b>   |
| 5. | <b>Respecting Others</b>                | <b>Respecting Others</b>  | 0    | 3 | 0 | <b>3</b>   |
| 6. | <b>Forgiveness and Forgiving others</b> | Avoid hurting others, Forgiving Others. Ways to reduce the Hurt.  | 0    | 4 | 0 | <b>4</b>   |

|    |                            |  |   |    |   |    |
|----|----------------------------|--|---|----|---|----|
| 7. | <b>Being just and Fair</b> | Fairness and Unfairness, Promoting Fairness              | 0 | 3  | 0 | 3  |
| 8. | <b>Traffic Rules</b>       | <b>Traffic Rules</b> , Safety and precautionary Measures | 0 | 3  | 0 | 3  |
|    | <b>Total</b>               |  | 1 | 21 | 1 | 23 |

#### Number of Student Learning Outcomes by Cognitive level (TERM-II)

| S# | Theme/Topic                               | Name of Sub-Topics  | SLOs |    |   | Total SLOs |
|----|---|---|------|----|---|------------|
|    |   |   | K    | U  | A |            |
| 5. | <b>Rights and duties</b>                  | Right of citizen, Rights and duties                                       | 1    | 5  | 0 | 6          |
| 6. | <b>Our Country: Pakistan</b>              | Map of Pakistan, Provinces of Pakistan, Significance of the National Flag | 1    | 4  | 2 | 7          |
| 7. | <b>Festivals</b>                          | Eid-ul-Fitr & Eid-ul-Azha, Other Cultural and Religious Festivals         | 0    | 3  | 1 | 4          |
| 8. | <b>Professions/ Occupations around Us</b> | Common Professions/Occupation, Professions/Occupations they like          | 1    | 3  | 0 | 4          |
| 9. | <b>Agriculture and Live Stock.</b>        | Major Crops in Pakistan Processing (Making Products Live stock)           | 1    | 2  | 0 | 3          |
|    | <b>Total</b>                              |   | 4    | 17 | 3 | 24         |

#### Number of Student Learning Outcomes by Cognitive level (TERM-III)

| S# | Theme/Topic      | Name of Sub-Topics   | SLOs |   |   | Total SLOs |
|----|------------------|--|------|---|---|------------|
|    |                  |  | K    | U | A |            |
| 5. | <b>Plants</b>    | Major Parts of a Plant and their functions, Plant and Seeds, Growth and change in Plants, Edible roots Contribution of plants in climate | 0    | 8 | 0 | 8          |
| 6. | <b>Animals</b>   | Animals on Land and in Water, Growth and change in Animals Places for Animals  | 3    | 2 | 0 | 5          |
| 7. | <b>Materials</b> | Materials, Quality of material things  | 0    | 3 | 2 | 5          |

|              |                          |   |          |           |          |           |
|--------------|--------------------------|---|----------|-----------|----------|-----------|
| 8.           | <b>Heat and Light</b>    | Common Sources (Natural and Humanmade), Uses of Heat and Light, Methods of Producing Heat Intensity of Heat and Light | 1        | 4         | 0        | <b>5</b>  |
| 9.           | <b>Forces</b>            | <b>Forces</b> , Affect of force on things   | 0        | 2         | 1        | <b>3</b>  |
| 10.          | <b>Natural Resources</b> | Importance of Natural (Earth,Water,Air,Sun,minerals)  | 0        | 3         | 0        | <b>3</b>  |
| 11.          | <b>Water</b>             | Induction of life, Daily use of water, Natural resource of water, Shortage of water, Deforestation                    | 0        | 3         | 1        | <b>4</b>  |
| <b>Total</b> |                          |   | <b>4</b> | <b>25</b> | <b>4</b> | <b>33</b> |



**SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN**  
**SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS BREAK-UP**  
**GRADE-3 EXTREME WINTER ZONE**



**Subject: English**

**Class: Three(3)**

| S.No | Unit/Competencies      | Student Learning Outcome   | Cognitive Levels |   |   | Duration/Number of Days | Date                                |
|------|------------------------|--|------------------|---|---|-------------------------|-------------------------------------|
| 1    | <b>All are Welcome</b> | Students will be able to:  | K                | U | A |                         |                                     |
|      |                        | 1. Listen to others and respond appropriately.   |                  |   | ✓ | 01                      | April ,3 <sup>rd</sup>              |
|      |                        | 2. Deduce meaning from context in short, supported task.   |                  | ✓ |   | 01                      | 4 <sup>th</sup>                     |
|      |                        | 3. Use pre-reading as a strategy to predict the text through the title and picture.                          |                  | ✓ |   | 01                      | 5 <sup>th</sup>                     |
|      |                        | 4. Recognize and articulate soft sounds of letter 'c' and 'g'.   |                  |   | ✓ | 02                      | 7 <sup>th</sup> ,8 <sup>th</sup>    |
|      |                        | 5. Recognize and pronounce common two consonant clusters 'sh' and 'st' in initial and final position.        |                  | ✓ |   | 02                      | 9, 10 <sup>th</sup>                 |
|      |                        | 6. Practice class talk to learn formal expressions for efficiency in speaking English.                       |                  |   | ✓ | 01                      | 11 <sup>th</sup>                    |
|      |                        | 7. Use formulaic expressions to offer and respond to greetings.  |                  |   | ✓ | 01                      | 12 <sup>th</sup>                    |
|      |                        | 8. Demonstrate conventions and dynamics of oral interactions in group exchanging courtesies to show respect. |                  | ✓ |   | 01                      | 14 <sup>th</sup>                    |
|      |                        | 9. Use alphabetical order to arrange words.  | ✓                |   | ✓ | 01                      | 15 <sup>th</sup>                    |
|      |                        | 10. Write syllabic division of a word for learning words meaning.  |                  |   | ✓ | 02                      | 17 <sup>th</sup> , 18 <sup>th</sup> |

| S.No | Unit/Competencies      | Student Learning Outcome  | Cognitive Levels |   | Duration/Number of Days | Date                                |
|------|------------------------|---|------------------|---|-------------------------|-------------------------------------|
|      |                        | 11. Use critical thinking to respond to the text (post reading) by relating read text to their own experience.          |                  | ✓ | 01                      | 19 <sup>th</sup>                    |
|      |                        | 12. Write guided a paragraph from a technique of a mind map.  |                  | ✓ | 02                      | 21, 22                              |
|      |                        | 13. Capitalize holidays, product names, and geographical names.   |                  | ✓ | 01                      | 23                                  |
|      |                        | 14. Engage in a role play to perform a character from a story/ play script.   | ✓                |   | 02                      | 24 <sup>th</sup> , 25 <sup>th</sup> |
|      |                        | 15. Write sentences using correct spellings, capitalization and punctuation.  |                  | ✓ | 01                      | 26 <sup>th</sup>                    |
| 2    | <b>Gifts of Nature</b> | 1. Use pre-reading strategies to predict some words that might occur in a text by looking at a picture/title.           |                  | ✓ | 01                      | 28 <sup>th</sup>                    |
|      |                        | 2. Apply critical thinking to interact with the text (while reading) to predict what follows in the text using context. |                  | ✓ | 01                      | 29 <sup>th</sup>                    |
|      |                        | 3. Use critical thinking to respond to the text (post reading) by relating what is read to their own experience.        |                  | ✓ | 01                      | 30 <sup>th</sup>                    |
|      |                        | 4. Pronounce long and short vowels.   | ✓                |   | 01                      | <b>May 2</b>                        |
|      |                        | 5. Recite a poem aloud with actions.  |                  | ✓ | 01                      | 3 <sup>rd</sup>                     |
|      |                        | 6. Describe events in a picture or an illustration.   | ✓                |   | 01                      | 5 <sup>th</sup>                     |
|      |                        | 7. Make anagrams from simple one syllable words.  | ✓                |   | 01                      | 6 <sup>th</sup>                     |
|      |                        | 8. Recognize the functions of joining words.  |                  | ✓ | 01                      | 7 <sup>th</sup>                     |
|      |                        | 9. Make simple sentence by using subject verb agreement.  |                  | ✓ | 02                      | ,8 <sup>th</sup> ,9 <sup>th</sup>   |
|      |                        | 10. Write ordinal numbers from 80-100 in words.   |                  | ✓ | 01                      | 10 <sup>th</sup>                    |

| S.No | Unit/Competencies        | Student Learning Outcome  | Cognitive Levels |   | Duration/Number of Days | Date               |
|------|--------------------------|---|------------------|---|-------------------------|--------------------|
|      |                          | 11. Write guided sentences in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the context. |                  | ✓ | 01                      | 12 <sup>th</sup>   |
|      |                          | 12. Use simple connections for addition like as well as, for reasons because, and for sequence first, second.                           |                  | ✓ | 01                      | 13 <sup>th</sup>   |
|      |                          | 13. Locate the difference between the two parts of a compound word.   | ✓                |   | 01                      | 14 <sup>th</sup>   |
|      |                          | 14. Recognize and use words similar to each other in the text.  |                  | ✓ | 01                      | 15 <sup>th</sup>   |
|      |                          | 15. Write spellings of days of the week, months and numbers in sequence.  |                  | ✓ | 01                      | 17 <sup>th</sup>   |
|      |                          | 16. Take dictation of familiar words studied in the class and keep a record of words preparing word wall or word bank.                  |                  | ✓ | 01                      | 19 <sup>th</sup>   |
| 3    | <b>The People I Love</b> | 1. Apply critical thinking to interact with the text, using while and post reading strategies.  |                  | ✓ | 01                      | 20 <sup>th</sup>   |
|      |                          | 2. Use pre-reading strategies to predict by looking at placard, pictures and title of the text.   |                  | ✓ | 01                      | 21 <sup>st</sup>   |
|      |                          | 3. Introduce self and talk about family.  | ✓                |   | 01                      | 22 ,               |
|      |                          | 4. Recite poem aloud with actions.  |                  | ✓ | 01                      | 23,                |
|      |                          | 5. Illustrate use of different forms of the verb 'has' and 'have' with their negative form and corresponding pronouns.                  |                  | ✓ | 01                      | 24 <sup>th</sup>   |
|      |                          | 6. Use appropriate expressions in conversation to articulate, recognize and use some formal expressions to respond simple directions.   |                  | ✓ | 01                      | 26 <sup>th</sup>   |
|      |                          | 7. Write simple instructions and directions.  |                  | ✓ | 01                      | 27 <sup>th</sup> , |
|      |                          | 8. Write meaningful guided paragraphs using organizing principles of paragraph writing.   |                  | ✓ | 01                      | 28 <sup>th</sup>   |

| S.No | Unit/Competencies           | Student Learning Outcome   | Cognitive Levels |   | Duration/Number of Days | Date  |
|------|-----------------------------|--|------------------|---|-------------------------|---|
|      |                             | 9. Classify and change the gender of nouns from the environment (masculine, feminine, neuter).                     |                  | ✓ | 01                      | 29 <sup>th</sup>                                |
|      |                             | 10. Differentiate between phrase and sentence.   | ✓                |   | 01                      | 30 <sup>th</sup>                                |
| 4    | <b>Kindness to Children</b> | 1. Use pre-reading strategies to predict the content/title from picture or a text.                                 |                  | ✓ | 01                      | ,31 <sup>st</sup>                               |
|      |                             | 2. Apply critical thinking to interact with the text using reading strategies to predict what follows in the text. |                  | ✓ | 01                      | <b>June 2<sup>nd</sup></b>                      |
|      |                             | <b>Revision</b>  |                  |   | 03                      | 3 <sup>rd</sup> 4 <sup>th</sup> 5 <sup>th</sup> |

**Term I Exam June 9 to June 17**

|   |                    |   |   |   |    |                     |
|---|--------------------|---|---|---|----|---------------------|
|   |                    | <b>Term II starts 18 June</b>   |   |   |    | <b>June</b>         |
|   |                    | 3. Recognize and pronounce the /ch/ sound.  |   | ✓ | 01 | 18 <sup>th</sup>    |
|   |                    | 4. Identify and articulate words containing digraphs and trigraphs in initial, middle and final position.                           |   | ✓ | 01 | 19 <sup>th</sup>    |
|   |                    | 5. Identify describing words as adjectives.   | ✓ |   | 01 | 20 <sup>th</sup>    |
| 5 | <b>Road Safety</b> | 1. Use pre-reading strategies to predict dome words of the text by looking at road and traffic signs with messages under the title. | ✓ |   | 01 | 21 <sup>st</sup>    |
|   |                    | 2. Critically interact with the text using while and post reading strategies.   | ✓ |   | 02 | 23,24 <sup>th</sup> |
|   |                    | 3. Recognize and pronounce weak form of; do, does, don't and doesn't in contractions.   |   | ✓ | 01 | 25 <sup>th</sup>    |
|   |                    | 4. Use appropriate expressions in conversation to articulate.   |   | ✓ | 01 | 26 <sup>th</sup>    |

| S.No | Unit/Competencies         | Student Learning Outcome   | Cognitive Levels                    |                                     | Duration/Number of Days | Date                              |
|------|---------------------------|--|-------------------------------------|-------------------------------------|-------------------------|-----------------------------------|
|      |                           | 5. Recognize and use some formal expressions to express likes and dislikes.  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 01                      | 27 <sup>th</sup>                  |
|      |                           | 6. Recite a poem with actions.   |                                     | <input checked="" type="checkbox"/> | 01                      | 28 <sup>th</sup>                  |
|      |                           | 7. Identify and differentiate between countable and uncountable nouns.   |                                     | <input checked="" type="checkbox"/> | 01                      | 30 <sup>th</sup>                  |
|      |                           | 8. Demonstrate the use of the verb can/cannot to show ability and inability.   | <input checked="" type="checkbox"/> |                                     | 01                      | July 1 <sup>st</sup>              |
|      |                           | 9. Match traffic signs with their interpretations.   | <input checked="" type="checkbox"/> |                                     | 02                      | 2 <sup>nd</sup> , 3 <sup>rd</sup> |
|      |                           | 10. Describe pictures from the immediate surroundings in sentences.  | <input checked="" type="checkbox"/> |                                     | 01                      | 4 <sup>th</sup>                   |
|      |                           | 11. Understand the use of quantifiers with countable and uncountable nouns (some, few/little, many/much)                                 | <input checked="" type="checkbox"/> |                                     | 01                      | 7 <sup>th</sup>                   |
| 6    | <b>The Day of Silence</b> | 1. Apply critical thinking to interact with a text using intensive reading strategies to predict what follows in the text using context. |                                     | <input checked="" type="checkbox"/> | 01                      | 8 <sup>th</sup>                   |
|      |                           | 2. Use pre-reading strategies to predict some words that might occur in a text by looking at picture/title.                              | <input checked="" type="checkbox"/> |                                     | 01                      | 9 <sup>th</sup>                   |
|      |                           | 3. Pronounce and spell silent letters.   |                                     | <input checked="" type="checkbox"/> | 01                      | 10 <sup>th</sup>                  |
|      |                           | 4. Engage in conversation and take turns.  |                                     | <input checked="" type="checkbox"/> | 01                      | 12 <sup>th</sup>                  |
|      |                           | 5. Recognize and apply spelling change in plural forms of nouns.   |                                     | <input checked="" type="checkbox"/> | 01                      | 14 <sup>th</sup>                  |
|      |                           | 6. Recall changing number of simple naming words by adding 's' and 'es'.   |                                     | <input checked="" type="checkbox"/> | 01                      | 15 <sup>th</sup>                  |
|      |                           | 7. Identify 'a', or 'an' as articles.  |                                     | <input checked="" type="checkbox"/> | 01                      | 16 <sup>th</sup>                  |
|      |                           | 8. Identify and use definite article 'the'.  | <input checked="" type="checkbox"/> |                                     | 01                      | 17 <sup>th</sup>                  |

| S.No | Unit/Competencies          | Student Learning Outcome  | Cognitive Levels                    |                                     | Duration/Number of Days | Date                   |
|------|----------------------------|---|-------------------------------------|-------------------------------------|-------------------------|------------------------|
|      |                            | 9. Find out a character in the story and write briefly.   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 01                      | 18 <sup>th</sup> ,     |
|      |                            | 10. Apply grade level word analysis skills to read common high frequency words.   |                                     | <input checked="" type="checkbox"/> | 01                      | 19 <sup>th</sup>       |
|      |                            | 11. Identify words with in consistent but common spelling-sound correspondence.   | <input checked="" type="checkbox"/> |                                     | 01                      | 21 <sup>st</sup>       |
|      |                            | 12. Recognize and read grade-appropriate irregularly spelled words.   | <input checked="" type="checkbox"/> |                                     | 01                      | 22 <sup>nd</sup>       |
|      |                            | 13. Identify and use simple adverbs of manner and time.   | <input checked="" type="checkbox"/> |                                     | 01                      | 23 <sup>rd</sup>       |
|      |                            | 14. Recognize and use regular and irregular degrees of adverbs.   | <input checked="" type="checkbox"/> |                                     | 01                      | 24 <sup>th</sup>       |
|      |                            | 15. Use 'more' and 'most' with adverbs.   |                                     | <input checked="" type="checkbox"/> | 01                      | 25                     |
|      |                            | 16. Change the regular nouns into irregular nouns. e.g (child-children), leaf, leaves).   |                                     |                                     | 01                      | , 26 <sup>th</sup>     |
|      |                            | 17. Provide the missing letters in simple two/ three syllable words.  | <input checked="" type="checkbox"/> |                                     | 01                      | 28 <sup>th</sup>       |
|      |                            | 18. Write opinion pieces in which they introduce the topic or name the book they read and write about, state an opinion, supply a reason for the opinion and provide some sense of closure. |                                     | <input checked="" type="checkbox"/> | 01                      | 29 <sup>th</sup> ,     |
| 7    | <b>What I like to Play</b> | 1. Use pre-reading strategies to predict some words of the text by looking at pictures and title.   | <input checked="" type="checkbox"/> |                                     | 01                      | 30 <sup>th</sup>       |
|      |                            | 2. Critically interact with the text using while and post strategies.   |                                     | <input checked="" type="checkbox"/> | 01                      | 31 <sup>st</sup>       |
|      |                            | 3. Recognize and pronounce with reasonable accuracy, common two-consonant clusters in initial and final position sp and cr .  | <input checked="" type="checkbox"/> |                                     | 01                      | August 1 <sup>st</sup> |
|      |                            | 4. Demonstrate conventions and dynamics of oral interactions to lead and follow.  |                                     | <input checked="" type="checkbox"/> | 01                      | 2 <sup>nd</sup> ,      |

| S.No                                | Unit/Competencies | Student Learning Outcome   | Cognitive Levels |   | Duration/Number of Days | Date |                  |
|-------------------------------------|-------------------|--|------------------|---|-------------------------|------|------------------|
|                                     |                   | 5. Recite a poem with actions.   |                  | ✓ |                         | 01   | 4 <sup>th</sup>  |
|                                     |                   | 6. Recognize doing verbs by using them in speech and writing.  |                  |   | ✓                       | 01   | 5 <sup>th</sup>  |
|                                     |                   | 7. Locate, identify, differentiate among and use some simple pair of words including homophones.   |                  | ✓ |                         | 01   | 6 <sup>th</sup>  |
|                                     |                   | 8. Make notes and fill them to complete a mind-map as a guided task.   |                  |   | ✓                       | 01   | 7 <sup>th</sup>  |
|                                     |                   | 9. Write guided short informal invitations to friends and family members to demonstrate the use of convention.   |                  |   | ✓                       | 01   | 8 <sup>th</sup>  |
|                                     |                   | 10. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes) and associate sounds with common spellings (graphemes) for the five major vowels. |                  | ✓ |                         | 01   | 9 <sup>th</sup>  |
|                                     |                   | 11. Identify the main purpose of text.   |                  | ✓ |                         | 01   | 11,              |
|                                     |                   | 12. Identify different types of fiction and non-fiction texts and their known key features.  |                  | ✓ |                         | 01   | 12 <sup>th</sup> |
|                                     |                   | 13. Identify the main points or gist of a text (factual or fiction). Identify the main idea or theme conveyed by the writer.   |                  | ✓ |                         | 01   | 13,              |
|                                     |                   | 14. Write simple descriptive paragraphs (giving general description of a person/object).   |                  |   | ✓                       | 01   | 15               |
|                                     |                   | 15. Use meaningful words in their own sentences.   |                  |   | ✓                       |      |                  |
|                                     |                   | 16. Write longer and complex sentences on a limited range of topics e.g sports day, nature, holiday e.t.c.   |                  |   | ✓                       | 02   | 16,              |
|                                     |                   | Revision   |                  |   |                         | 04   | 18,19, 20, 21    |
| Term II Exam 22 August to 31 August |                   |  |                  |   |                         |      |                  |

| S.No   | Unit/Competencies           | Student Learning Outcome   | Cognitive Levels | Duration/Number of Days | Date                          |
|--|-----------------------------|--|------------------|-------------------------|-------------------------------|
| <b>Final term starts from 1<sup>st</sup> September</b> |                             |  |                  |                         |                               |
| 8  | <b>Saving Resources</b>     | 1. Apply critical thinking to interact with the text using intensive reading strategies to predict what follows in the text using context and prior knowledge.<br>2. Use pre-reading strategies to predict the content/vocabulary of a text from pictures and title using prior knowledge.<br>3. Recognize and pronounce the weak forms of 'do' and 'have' in contractions.<br>4. Use appropriate expressions in conversation to articulate, recognize and use some formal expressions to express needs and feelings.<br>5. Illustrate use of different forms of the verb be, do, -ing and have along with their negative forms with their corresponding pronouns (I, we, you, he, she, it, they).<br>6. Write a few simple sentences to describe/ show sequence in a picture.<br>7. Extend the common range of sight words.<br>8. Recognize how paragraphs and chapters are used to organize ideas.<br>9. Identify paragraph as a larger meaningful unit of expression representing the unity of thought.<br>10. Differentiate and use subjective, objective and possessive pronouns in sentences<br>11. Join prefixes with base words and understand the change in meaning. (e.g. love/preloved, agreeable/disagreeable, comfortable/uncomfortable, heat/preheat). | ✓                | 01                      | September,<br>1 <sup>st</sup> |
|  |                             |  | ✓                | 01                      | 2 <sup>nd</sup>               |
|  |                             |  | ✓                | 01                      | 3 <sup>rd</sup>               |
|  |                             |  | ✓                | 01                      | 4 <sup>th</sup>               |
|  |                             |  | ✓                | 01                      | 6 <sup>th</sup>               |
|  |                             |  | ✓                | 01                      | 8 <sup>th</sup>               |
|  |                             |  | ✓                | 02                      | 9 <sup>th</sup> ,10           |
|  |                             |  | ✓                | 01                      | 11 <sup>th</sup>              |
|  |                             |  | ✓                | 01                      | 12 <sup>th</sup>              |
|  |                             |  | ✓                | 01                      | 13 <sup>th</sup>              |
|  |                             |  | ✓                | 01                      | 15 <sup>th</sup>              |
| 9  | <b>My Culture _My Pride</b> | 1. Use pre-reading strategies to predict some words of the text by looking at pictures and title.  | ✓                | 01                      | 16 <sup>th</sup>              |

| S.No | Unit/Competencies        | Student Learning Outcome  | Cognitive Levels |   | Duration/Number of Days | Date                    |
|------|--------------------------|---|------------------|---|-------------------------|-------------------------|
|      |                          | 2. Apply critical thinking to interact with the text using while and post reading strategies.   |                  | ✓ | 01                      | 17 <sup>th</sup>        |
|      |                          | 3. Speak fluently in English using some formal expressions.   |                  | ✓ | 01                      | 18 <sup>th</sup>        |
|      |                          | 4. Classify pronouns and practice short vowel /e/.  | ✓                |   | 01                      | 19 <sup>th</sup>        |
|      |                          | 5. Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to express needs and feelings.   |                  | ✓ | 01                      | 20 <sup>nd</sup>        |
|      |                          | 6. Ask questions with verbs to be.  |                  | ✓ | 01                      | 22                      |
|      |                          | 7. Make a list of festivals and add to the existing information.  |                  | ✓ | 01                      | 23 <sup>th</sup>        |
|      |                          | 8. Recite poem with actions.  |                  | ✓ | 01                      | 24 <sup>th</sup>        |
|      |                          | 9. Write an expository paragraph explaining a process or procedure.   | ✓                |   | 03                      | 25,26, 27 <sup>th</sup> |
|      |                          | 10. Recognize and use past continuous tense.  |                  | ✓ | 01                      | 29 <sup>th</sup>        |
|      |                          | 11. Write concluding remarks in repeating the mood of the setting, a remark on characterization and a suitable ending. ( for example, John enjoyed the trip with his friends. Their decent actions also got appreciation from the old man). |                  | ✓ | 01                      | 30 <sup>th</sup> ,      |
|      |                          | 12. Write concluding remarks in two sentences.  |                  | ✓ | 01                      | 31 <sup>st</sup>        |
| 10   | <b>Our Family Picnic</b> | 1. Use pre-reading strategies to predict the content/vocabulary of a text from picture and title using prior knowledge.   |                  | ✓ | 01                      | October 1 <sup>st</sup> |
|      |                          | 2. Explain simple position on a picture, illustration or map.   |                  | ✓ | 01                      | 2 <sup>nd</sup>         |
|      |                          | 3. Use critical thinking to respond to the text by relating what is read to their own experiences.  | ✓                |   | 01                      | 3 <sup>rd</sup>         |

| S.No  | Unit/Competencies     | Student Learning Outcome  | Cognitive Levels |   | Duration/Number of Days | Date                              |
|---|-----------------------|---|------------------|---|-------------------------|-----------------------------------|
|   |                       | 4. Skim through common graphical features such as pictures and tables in text to increase understanding.  |                  | ✓ | 01                      | 4 <sup>th</sup>                   |
|   |                       | 5. Recognize and use apostrophes to show possessions and exclamation mark to show strong feelings.  |                  | ✓ | 02                      | 6 <sup>th</sup> , 7 <sup>th</sup> |
|   |                       | 6. Recognize and use words with, in, over, from, into and out of (prepositions).  | ✓                |   | 01                      | 8 <sup>th</sup>                   |
|   |                       | 7. Demonstrate the use of the verb can/cannot to show ability or in ability.  | ✓                |   | 01                      | 9 <sup>th</sup> ,                 |
|   |                       | 8. Identify and use may/may not for seeking or giving permission and prohibition.   | ✓                |   | 01                      | 10 <sup>th</sup>                  |
| <b>Sports Gala 12 October to 19 October</b> |                       |   |                  |   |                         |                                   |
|   |                       | 9. Make a list of items (e.g- vocabulary) required for a given task /topic.   |                  | ✓ | 01                      | 11 <sup>th</sup>                  |
|   |                       | 10. Complete a simple paragraph using the given words, phrases and sentences.   | ✓                |   | 01                      | 13 <sup>th</sup>                  |
|   |                       | 11. Apply grade level word analysis skills to; a. Read common high frequency words by sight at an appropriate grade level. B. identify words with inconsistent but common spelling sound correspondences. |                  | ✓ | 01                      | 14 <sup>th</sup>                  |
|   |                       | 12. Recognize and read grade appropriate irregularly spelled words.   | ✓                |   | 01                      | 15 <sup>th</sup>                  |
|   |                       | 13. Recognize and match contractions to words. (e.g could't-could not).   | ✓                |   | 01                      | 16,                               |
|   |                       | 14. Use transitional words in simple procedure e.g writing a recipe following directions e.t.c.   |                  | ✓ | 01                      | 17 <sup>th</sup>                  |
|   |                       | 15. Recognize and use words similar to each other in the text.  | ✓                |   | 01                      | 18 <sup>th</sup>                  |
| 11  | <b>Healthy Habits</b> | 1. Use pre-reading strategies to predict the content/vocabulary of a text from picture and title using prior knowledge.   | ✓                |   | 01                      | 20 <sup>th</sup>                  |

| S.No | Unit/Competencies | Student Learning Outcome  | Cognitive Levels |   | Duration/Number of Days | Date                     |
|------|-------------------|---|------------------|---|-------------------------|--------------------------|
|      |                   | 2. Apply critical thinking to interact with text using intensive reading strategies.  | ✓                | ✓ | 01                      | 21 <sup>st</sup>         |
|      |                   | 3. Practice class talk to learn formulaic expressions for efficiency in speaking English.                                   |                  | ✓ | 01                      | 25 <sup>th</sup>         |
|      |                   | 4. Read a poem with the application and understanding of punctuation rules.   | ✓                |   | 01                      | 22 <sup>nd</sup>         |
|      |                   | 5. Read aloud for accurate reproduction of sounds of letters and words.   | ✓                |   | 01                      | 23 <sup>rd</sup>         |
|      |                   | 6. Use critical thinking to respond to the text as post reading strategy by relating what is read to their own experiences. | ✓                | ✓ | 02                      | 24 <sup>th</sup>         |
|      |                   | 7. Pronounce syllables for stress of the words.   |                  | ✓ | 01                      | 27 <sup>th</sup>         |
|      |                   | 8. Pronounce and spell simple words with silent letters.  |                  | ✓ | 01                      | 28 <sup>th</sup>         |
|      |                   | 9. Recognize that 'ed' /d/, /t/, /id/ as in looked, danced and landed.  |                  | ✓ | 01                      | 29 <sup>th</sup>         |
|      |                   | 10. Reproduce in speech, appropriate patterns of rhythm, stress, and intonation through listening to a story.               | ✓                |   | 01                      | 30 <sup>th</sup>         |
|      |                   | 11. Recognize and use words opposite in meaning.  | ✓                |   |                         |                          |
|      |                   | 12. Recognize alphabetical arrangement of words as a preparation for glossary or dictionary use.                            | ✓                |   | 01                      | 31 <sup>st</sup>         |
|      |                   | 13. Recognize the function of simple 'wh' forms used in questions.  | ✓                |   | 01                      | November 1 <sup>st</sup> |
|      |                   | 14. Identify and use question words why, how, who, whose, which e.t.c.  | ✓                |   | 01                      | 4 <sup>th</sup>          |
|      |                   | 15. Recognize and use actions with prepositions 'before' and 'after'.   | ✓                |   | 01                      | 5 <sup>th</sup>          |

| S.No | Unit/Competencies | Student Learning Outcome   | Cognitive Levels |   | Duration/Number of Days | Date   |
|------|-------------------|--|------------------|---|-------------------------|--|
|      |                   | 16. Describe pictures with a message linked to intermediate surroundings.  |                  | ✓ |                         |  |
|      |                   | 17. Utter a tongue twister as a practice for fluency, one and pitch.   |                  |   | ✓                       | 01<br>6 <sup>th</sup>  |
|      |                   | 18. Answer questions in multiple choice forms. Recognize questions as interrogative sentences that begin with WH -words.                 | ✓                |   |                         |  |
|      |                   | 19. Use a dictionary or electronic means to find the spelling and meaning of words.  |                  |   | ✓                       |  |
|      |                   | 20. Develop consistency in the size and proportion of letters and the spacing of words.  |                  | ✓ | 01                      | 7,   |
|      |                   | 21. Practice joining letters in hand writing.  |                  |   | ✓                       |  |
|      |                   | 22. Build up hand writing speed, fluency and develop an understanding of capital letters, full stop and question mark within a sentence. |                  | ✓ | 01                      | 8 <sup>th</sup>  |
|      |                   | 23. Write and spell simple high frequency words and common irregular words.  |                  |   | ✓                       |  |
|      |                   | 24. Use strategies for segmenting unfamiliar words to spell example e.g. breaking into individual sounds, separating into syllables.     |                  |   | ✓                       | 01<br>10 <sup>th</sup>   |
|      |                   | 25. Write a simple acrostic poem using a given structure.  |                  |   | ✓                       | 01<br>11 <sup>th</sup>   |
|      |                   | <b>Revision</b>  |                  |   | 04                      | 12 <sup>th</sup> 13 <sup>th</sup><br>14 <sup>th</sup> 15 <sup>th</sup> |
|      |                   | <b>Term III Final Term Exam</b>  |                  |   |                         |  |

**Total Number of Student Learning Outcomes by Cognitive level**

| S#  | Theme/Topic          | Name of Sub-Topics  | SLOs |    |    | Total SLOs |
|-----|----------------------|---|------|----|----|------------|
|     |                      |   | K    | U  | A  |            |
| 1.  | All are welcome      | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 5  | 10 | 15         |
| 2.  | Gifts of nature      | Oral communication, reading and critical thinking, language focus, grammar, Writing | 2    | 6  | 12 | 20         |
| 3.  | The people I love    | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 4  | 9  | 13         |
| 4.  | Kindness to children | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 0  | 4  | 05         |
| 5.  | Road safety          | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 7  | 4  | 11         |
| 6.  | The day of silence   | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 7  | 9  | 17         |
| 7.  | What I like to play  | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 9  | 8  | 17         |
| 8.  | Saving resources     | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 5  | 7  | 12         |
| 9.  | My culture my pride  | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 3  | 10 | 13         |
| 10. | Our Family Picnic    | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 9  | 7  | 16         |
| 11. | Healthy Habits       | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 12 | 13 | 26         |
|     | Total                |   |      |    |    | <b>165</b> |

**Number of Student Learning Outcomes by Cognitive level (TERM-I)**

| S# | Theme/Topic          | Name of Sub-Topics  | SLOs |   |    | Total SLOs |
|----|----------------------|---|------|---|----|------------|
|    |                      |   | K    | U | A  |            |
| 1. | All are welcome      | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 5 | 10 | 15         |
| 2. | Gifts of nature      | Oral communication, reading and critical thinking, language focus, grammar, Writing | 2    | 6 | 12 | 20         |
| 3. | The people I love    | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 4 | 9  | 13         |
| 4. | Kindness to children | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 0 | 02 | 02         |
|    | Total                |   |      |   |    | 50         |

**Number of Student Learning Outcomes by Cognitive level (TERM-II)**

| S# | Theme/Topic          | Name of Sub-Topics  | SLOs |   |    | Total SLOs |
|----|----------------------|---|------|---|----|------------|
|    |                      |   | K    | U | A  |            |
| 1  | Kindness to children | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 0 | 02 | 03         |
| 2  | Road safety          | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 7 | 4  | 11         |
| 3  | The day of silence   | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 7 | 9  | 17         |
| 4  | What I like to play  | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 9 | 8  | 17         |
|    | Total                |   |      |   |    | 48         |

**Number of Student Learning Outcomes by Cognitive level (TERM-III)**

| S# | Theme/Topic                | Name of Sub-Topics  | SLOs |    |    | Total SLOs |
|----|----------------------------|---|------|----|----|------------|
|    |                            |   | K    | U  | A  |            |
| 1  | <b>Saving resources</b>    | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 5  | 7  | 12         |
| 2  | <b>My culture my pride</b> | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 3  | 10 | 13         |
| 3  | <b>Our Family Picnic</b>   | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 9  | 7  | 16         |
| 4  | <b>Healthy Habits</b>      | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 12 | 13 | 26         |
|    | <b>Total</b>               |   |      |    |    | 67         |



**SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN  
SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS BREAK-UP  
GRADE-3 EXTREME WINTER ZONE**



## Subject: Urdu

### Class: Three(3)

| نمبر شمار | عنوانات             | ذیلی عنوانات | حاصلات تعلم  | تفہیی سطحیں |       | دورانیہ | تاریخ          |
|-----------|---------------------|--------------|--|-------------|-------|---------|----------------|
|           |                     |              |  | اطلاق       | سبحنا |         |                |
|           | نچے اس قابل ہوں کہ: |              |  |             |       |         | شدید سرد علاقے |
| ۲         | نعت                 |              | ۱۔ عام مشکل الفاظ کو پہچان کر جملوں میں استعمال کر سکیں                      | ✓           |       |         | ۱۱ء۰۳ء۲۰۲۵     |
|           |                     |              | ۲۔ نظم اور نثر کو پڑھ کر سوالوں کے جوابات دے سکیں                            |             | ✓     |         | تا             |
|           |                     |              | ۳۔ مضمون لکھ سکیں  | ✓           |       |         | ۱۸ء۰۳ء۲۰۲۵     |
|           |                     |              | ۴۔ الفاظ کے متعلق لکھ سکیں   |             | ✓     |         |                |
|           |                     |              | ۵۔ ٹی وی، موبائل اور کمپیوٹر وغیرہ پر عبارت پڑھ کر سمجھ سکیں                 |             | ✓     |         |                |
|           |                     |              | ۶۔ مختلف موضوعات سے متعلق اپنے احساسات اور خیالات کا زبانی انہصار کر سکیں    |             | ✓     |         |                |
|           |                     |              | ۷۔ واقعات پڑھ کر تجہ اخذ کرنا اور بیس تک درست عددی ترتیب سے استعمال کر سکیں۔ | ✓           |       |         |                |
| ۳         | بے مثل ہے           |              | ۸۔ عام مشکل الفاظ کو پہچان کر جملوں میں استعمال کر سکیں                      | ✓           |       |         |                |

| نمبر شمار | عنوانات        | ذیلی عنوانات          | حاصلات تعلم  | تفہیی سطحیں |        | دورانیہ | تاریخ |
|-----------|----------------|-----------------------|--|-------------|--------|---------|-------|
|           |                |                       |  | اطلاق       | سبحانہ |         |       |
|           | شدید سرد علاقت |                       | پچھے اس قابل ہوں کہ:   |             |        |         |       |
|           | ۱۹۶۰۳ء۲۰۲۵     | ذات رسول <sup>۰</sup> | ۲۔ نظم اور نثر کو پڑھ کر سوالوں کے جوابات بتا سکیں                   | ✓           |        |         |       |
|           | ۲۸۶۰۳ء۲۰۲۵     |                       | ۳۔ واقعات پڑھ کر نتیجہ اخذ کر سکیں                                   | ✓           |        |         |       |
|           |                |                       | ۴۔ مختلف موضوعات سے متعلق اپنے خیالات کا زبانی اظہار کر سکیں         | ✓           |        |         |       |
|           |                |                       | ۵۔ رموز اور قاف کا درست استعمال کر سکیں                              | ✓           |        |         |       |
|           |                |                       | ۶۔ تذکیرہ و تانیث، الفاظ اور جملے پہچان سکیں                         |             | ✓      |         |       |
|           |                |                       | ۷۔ حروف تہجی کی ترتیب سے الفاظ کے معانی تلاش کرنا اور مضمون لکھ سکیں |             | ✓      |         |       |
|           |                |                       | ۸۔ لی وی، موبائل اور کمپیوٹر وغیرہ پر عبارت پڑھ کر سمجھ سکیں         |             | ✓      |         |       |
|           |                | 4                     | ۹۔ مشکل الفاظ کو پہچان کر جملوں میں استعمال کر سکیں                  | ✓           |        |         |       |

| نمبر شمار | عنوانات        | ذیلی عنوانات | عنوانات    | حاصلات تعلم |        |       |   | تاریخ   | دورانیہ | تفہیی سطحیں       |
|-----------|----------------|--------------|------------|-------------|--------|-------|---|---|---------|-------------------|
|           |                |              |            | اطلاق       | سمجھنا | جاننا |   |   |         |                   |
|           | شدید سرد علاقت |              |            |             |        |       |   | پچھے اس قابل ہوں کہ:  |         |                   |
|           | ۰۸ء۰۵ء۲۰۲۵     | تا           | ۲۹ء۰۳ء۲۰۲۵ | ۸           | ✓      |       |   | ۲۔ نظم اور نثر کو پڑھ کر سوالوں کے جوابات دے سکیں           |         | اگر میں نہ ہوں تو |
|           |                |              |            | ۸           | ✓      |       |   | ۳۔ کم از کم دو سو الفاظ پر مشتمل عبارت صحیح طرح سے پڑھ سکیں |         |                   |
|           |                |              |            |             |        | ✓     |   | ۴۔ اسم ضمیر کو پہچان سکیں                                   |         |                   |
|           |                |              |            |             |        |       | ✓ | ۵۔ مترادف الفاظ کو پہچان سکیں                               |         |                   |
|           |                |              |            |             |        |       | ✓ | ۶۔ حروف کی بدلتی صرتوں کو پہچان سکیں                        |         |                   |
|           |                |              |            |             |        |       |   | ۷۔ کم از کم آٹھ سے دس جملوں پر مشتمل تقریر کر سکیں          |         |                   |
|           |                |              |            |             |        |       |   | ۸۔ مشکل الفاظ کو پہچان کر جملوں میں استعمال کر سکیں         |         | صحیت و صفائی      |
|           |                |              |            |             |        |       |   |   |         | ۵                 |

| نمبر شمار | عنوانات   | ذیلی عنوانات | حاصلات تعلم | تفصیلی سطحیں |        |       | دورانیہ | تاریخ          |
|-----------|---|--------------|-------------|--------------|--------|-------|---------|----------------|
|           |   |              |             | اطلاق        | سمجھنا | جاننا |         |                |
|           | پچھے اس قابل ہوں کہ:  |              |             |              |        |       |         | شدید سرد علاقت |
| ۱         | ۱۔ نظم و نثر کو پڑھ کر سوالوں کے جوابات دے سکیں                 |              |             | ✓            |        |       |         | ۰۹ء۰۵ء۲۰۲۵     |
| ۲         | ۲۔ عبارت سن کر مختلف اجزائی کے بارے میں جان سکیں                |              |             |              | ✓      |       |         | ۰۹ء۰۵ء۲۰۲۵     |
| ۳         | ۳۔ اسم نکرہ اور اسم معرفہ کے بارے میں جان سکیں                  |              |             |              | ✓      |       |         | ۰۹ء۰۵ء۲۰۲۵     |
| ۴         | ۴۔ متصاد الفاظ کو پہچان سکیں                                    |              |             |              | ✓      |       |         | ۰۹ء۰۵ء۲۰۲۵     |
| ۵         | ۵۔ مختلف موضوعات کے بارے میں اپنے خیالات کا زبانی اظہار کر سکیں |              |             | ✓            |        |       |         | تا             |
| ۶         | ۶۔ کم از کم دس جملوں پر مشتمل مضمون لکھ سکیں                    |              |             |              | ✓      |       |         | ۱۷ء۰۵ء۲۰۲۵     |
| ۷         | ۷۔ تصاویر کی مدد سے سات آٹھ جملوں پر مشتمل کہانی لکھ سکیں       |              |             | ✓            |        |       |         |                |
| ۸         | ۸۔ عبارت صحیح طرح سے پڑھ سکیں۔                                  |              |             | ✓            |        |       |         |                |

| نمبر شمار | عنوانات | ذیلی عنوانات | حصہ | حصہ   |        |       |              | عنوانی سطحیں  | دورانیہ | تاریخ          |
|-----------|---------|--------------|-----|-------|--------|-------|--------------|---|---------|----------------|
|           |         |              |     | اطلاق | سمجھنا | جاننا | تکمیلی سطحیں |   |         |                |
|           |         |              |     |       |        |       |              | نچے اس قابل ہوں کہ:                                   |         | شدید سرد علاقت |
|           |         |              |     |       |        |       |              | ۱۔ سوالات کے جوابات زبانی دے سکیں                     |         | ۱۹۰۵ء۲۰۲۵      |
|           |         |              |     | ✓     |        |       |              | ۲۔ خاص نکات بیان کر سکیں                              |         | ۲۲۰۵ء۲۰۲۵      |
|           |         |              |     |       | ✓      |       |              | ۳۔ سن کر اپنار د عمل دے سکیں                          |         | ۲۳۰۵ء۲۰۲۵      |
|           |         |              |     |       |        |       |              | ۱۔ مشکل الفاظ کے جملے بنائیں                          |         | ۳۱.۰۵.۲۰۲۵     |
|           |         |              |     |       |        |       |              | ۲۔ نظم اور نثر کو پڑھ کر سوالوں کے جوابات دے سکیں     |         |                |
|           |         |              |     |       |        |       |              | ۳۔ تصویر کو دیکھ کر زبانی جواب دے سکیں                |         |                |
|           |         |              |     |       |        |       |              | ۴۔ صوتیات کی پہچان کر سکیں                            |         |                |
|           |         |              |     |       |        |       |              | ۵۔ عبارت سن کر اجزاء سے متعلق خیالات کا اظہار کر سکیں |         |                |

| نمبر شمار | عنوانات                                | ذیلی عنوانات | حاصلات تعلم   | تفہیی سطحیں |        |       |              | دورانیہ | تاریخ                  |     |
|-----------|--|--------------|---|-------------|--------|-------|--------------|---------|------------------------|-----|
|           |  |              |   | اطلاق       | سمجھنا | جاننا | ذیلی عنوانات |         |                        |     |
|           |  |              | نچے اس قابل ہوں کہ:                                 |             |        |       |              |         | شدید سرد علاقے         |     |
|           |  |              | ۶۔ اسم ضمیر اور اس کی اقسام پہچان سکیں              | ✓           |        |       |              |         |                        |     |
|           |  |              | ۷۔ غیر رسمی خط لکھ سکیں                             | ✓           |        |       |              |         |                        |     |
|           | ۰۵۰۶۰۶۰۲۰۲۵                            | ۳ دن         | اعادہ   |             |        |       |              |         | ۰۵۰۶۰۶۰۲۰۲۵ 02.06.2025 |     |
|           | 09.06.2025<br><br>TO<br><br>17.06.2025 |              | امتحان  |             |        |       |              |         |                        |     |
|           |  |              | ۱۔ مشکل الفاظ کو پہچان کر جملوں میں استعمال کر سکیں | ✓           |        |       |              |         |                        | شام |
|           |  |              | ۲۔ نظم کو پڑھ کر جوابات دے سکیں                     |             | ✓      |       |              |         |                        | ۸   |

| نمبر شمار | عنوانات              | ذیلی عنوانات  | حاصلات تعلم                                    | تفہیی سطحیں |        | دورانیہ | تاریخ |
|-----------|----------------------|---|--|-------------|--------|---------|-------|
|           |                      |   |  | اطلاق       | سمجھنا |         |       |
|           | شدید سرد علاقہ       |   | پچھے اس قابل ہوں کہ:                           |             |        |         |       |
|           | ۱۸ء۰۶ء۲۰۲۵           | ۷ دن  | ۳۔ سادہ اور مرکب جملوں پر مشتمل عبارت پڑھ سکیں | ✓           |        |         |       |
|           | ۲۵ء۰۶ء۲۰۲۵           |   | ۴۔ مترادف الفاظ پہچان سکیں                     | ✓           |        |         |       |
|           |                      |   | ۵۔ واحد اور جمع میں فرق جان سکیں               | ✓           |        |         |       |
|           |                      |   | ۶۔ مناظر دیکھ کر عبارت لکھ سکیں                | ✓           |        |         |       |
|           |                      |   | ۷۔ ٹی اور موبائل وغیرہ پر مختصر عبارت پڑھ سکیں | ✓           |        |         |       |
| ۹         | اللہ تعالیٰ کا انعام | ۱۔ مشکل الفاظ کو پہچان کر جملوں میں استعمال کر سکیں         |  | ✓           |        |         |       |
|           |                      | ۲۔ نظم اور نثر کو پڑھ کر سوالوں کے جوابات دے سکیں           |  |             | ✓      |         |       |
|           |                      | ۳۔ کم از کم دو سو الفاظ پر مشتمل عبارت صحیح طرح سے پڑھ سکیں |  |             | ✓      |         |       |

| نمبر شمار           | عنوانات               | ذیلی عنوانات                                 | حاصلات تعلم | تفصیلی سطحیں |        |       |                | دورانیہ | تاریخ                          |                |
|---------------------|-----------------------|--|-------------|--------------|--------|-------|----------------|---------|--------------------------------|----------------|
|                     |                       |  |             | اطلاق        | سمجھنا | جاننا | شدید سرد علاقے |         |                                |                |
| نچے اس قابل ہوں کہ: |                       |  |             |              |        |       |                |         |                                |                |
| ۱۰                  | جس کا خواب تھا<br>دکش | ۷۔ الفاظ سازی کر سکیں                        |             | ✓            |        |       |                | ۸ دن    | ۰۲ء۰۷ء۲۰۲۵<br>تا<br>۲۶ء۰۶ء۲۰۲۵ | شدید سرد علاقے |
|                     |                       | ۵۔ مفہاد جملوں کو پہچان سکیں                 |             |              | ✓      |       |                |         |                                |                |
|                     |                       | ۶۔ سادہ جملوں میں تبدیل کر سکیں              |             |              | ✓      |       |                |         |                                |                |
|                     |                       | ۷۔ بصری الفاظ کی پہچان کر سکیں               |             |              | ✓      |       |                |         |                                |                |
|                     |                       | ۸۔ آٹھ دس جملوں پر مشتمل مضمون لکھ سکیں      |             |              | ✓      |       |                |         |                                |                |
|                     |                       | امشکل الفاظ کو جملوں میں تبدیل کر سکیں       |             |              | ✓      |       |                |         |                                |                |
|                     |                       | ۲۔ نظم پڑھ کر سوالوں کے زبانی جوابات دے سکیں |             |              |        | ✓     |                |         |                                |                |
|                     |                       | ۳۔ نظم سن کر سوالات کے زبانی جوابات دے سکیں  |             |              |        | ✓     |                |         |                                |                |

| نمبر شمار | عنوانات | ذیلی عنوانات | حصہ | تاریخ          |       |        |       | دورانیہ | تفصیلی سطحیں   | حصہ             | عنوانات |
|-----------|---------|--------------|-----|----------------|-------|--------|-------|---------|--|-----------------|---------|
|           |         |              |     | شدید سرد علاقے | اطلاق | سمجھنا | جاننا |         |  |                 |         |
|           |         |              |     |                |       |        |       |         | پچھے اس قابل ہوں کہ:                                       |                 |         |
|           |         |              |     | ۰۷۔۰۷۔۲۰۲۵     | ✓     |        |       | ۸ دن    | ۳۔ مختلف موضوعات کے بارے میں زبانی خیالات کا اظہار کر سکیں |                 |         |
|           |         |              |     | ۱۵۔۰۷۔۲۰۲۵     |       | ✓      |       |         | ۵۔ اردو ہندسیوں کو لفظیوں میں لکھ سکیں                     |                 |         |
|           |         |              |     | ۱۵۔۰۷۔۲۰۲۵     |       | ✓      |       |         | ۶۔ الفاظ کے مترادف پہچان سکیں                              |                 |         |
|           |         |              |     | ۱۵۔۰۷۔۲۰۲۵     |       | ✓      |       |         | ۷۔ حروف جار اور حروف عطف کو پہچان سکیں                     |                 |         |
|           |         |              |     | ۱۵۔۰۷۔۲۰۲۵     | ✓     |        |       |         | ۸۔ واقعات پڑھ کر تجہیز اخذ کر سکیں                         |                 |         |
|           |         |              |     |                |       | ✓      |       |         | ۱۔ مشکل الفاظ کو پہچان سکیں                                | چار انوکھے دوست | ۱۱      |
|           |         |              |     |                |       |        | ✓     |         | ۲۔ نظم کو پڑھ کر جوابات دے سکیں                            |                 |         |
|           |         |              |     |                |       |        | ✓     |         | ۳۔ نظم سن کر زبانی جوابات دے سکیں                          |                 |         |

| نمبر شمار | عنوانات | ذیلی عنوانات | حصہ                 | حصہ   |        |       |     | عنوان                                   | تاریخ      | دورانیہ | تفصیلی سطحیں |        |       |
|-----------|---------|--------------|---------------------|-------|--------|-------|-----|---|------------|---------|--------------|--------|-------|
|           |         |              |                     | اطلاق | سمجھنا | جاننا | حصہ |   |            |         | اطلاق        | سمجھنا | جاننا |
|           |         |              | نچے اس قابل ہوں کہ: |       |        |       |     |   |            |         |              |        |       |
|           |         |              | ۸ دن                |       | ✓      |       |     | ۲۔ لطفی اور پہلوں کو پڑھ کر سمجھ سکیں   | ۱۶۰۷ء ۲۰۲۵ | تا      |              |        |       |
|           |         |              |                     | ✓     |        |       |     | ۵۔ کلاس سوم کے مطابق املائکھ سکیں       | ۲۳۰۷ء ۲۰۲۵ |         |              |        |       |
|           |         |              |                     |       | ✓      |       |     | ۶۔ سادہ جملوں کی اقسام کی پہچان کر سکیں |            |         |              |        |       |
|           |         |              |                     | ✓     |        |       |     | ۷۔ تصویر دیکھ کر عبارت لکھ سکیں         |            |         |              |        |       |
|           |         |              |                     |       | ✓      |       |     | ۸۔ حروف استجواب کی پہچان کر سکیں        |            |         |              |        |       |
|           |         |              | ۲ دن                |       |        | ✓     |     | ۱۔ عبارت کو درست طریقے سے پڑھ سکیں      | ۲۵۰۷ء ۲۰۲۵ | تا      |              |        |       |
|           |         |              |                     |       | ✓      |       |     | ۲۔ سوالات کے جوابات دے سکیں             | ۲۶۰۷ء ۲۰۲۵ |         |              |        |       |
|           |         |              |                     |       | ✓      |       |     | ۳۔ خاص نکات بیان کر سکیں                |            |         | ہم ایک ہیں   | ۱۲     |       |

| نمبر شمار | عنوانات | ذیلی عنوانات                                | حاصلات تعلم   | تفصیلی سطحیں |        |       |                | دورانیہ | تاریخ          |    |
|-----------|---------|---|---|--------------|--------|-------|----------------|---------|----------------|----|
|           |         |   |   | اطلاق        | سمجھنا | جاننا | شدید سرد علاقہ |         |                |    |
|           |         |   | نچے اس قابل ہوں کہ:                                     |              |        |       |                |         |                |    |
|           |         | ۲۔ اپنارد عمل دے سکیں                       | ۱۔ مشکل الفاظ کو پہچان سکیں                             | ✓            |        |       |                |         |                |    |
|           | ۱۳      | پاک وطن ہے<br>پاکستان                       | ۲۔ نظم و نثر کو پڑھ کر جوابات دے سکیں                   | ✓            |        |       |                | ۷ دن    | ۳۰ جولائی ۲۰۲۵ | تا |
|           |         | ۳۔ نظم کو تلفظ اور ترتوانی کے ساتھ پڑھ سکیں | ۴۔ اپنی جماعت کے مطابق کہانی درست تلفظ میں بیان کر سکیں | ✓            |        |       |                |         |                |    |
|           |         | ۵۔ مذکور کے مؤوث لکھ سکیں                   | ۶۔ واحد جمع میں فرق جان سکیں                            | ✓            |        |       |                |         |                |    |
|           |         | ۷۔ مضمون لکھ سکیں                           |   | ✓            |        |       |                |         |                |    |

| نمبر شمار | عنوانات                            | ذیلی عنوانات | حاصلات تعلم                                     | تفہیی سطحیں |        |       | دورانیہ | تاریخ          |
|-----------|------------------------------------|--------------|---|-------------|--------|-------|---------|----------------|
|           |                                    |              |   | اطلاق       | سمجھنا | جاننا |         |                |
|           | پچھے اس قابل ہوں کہ:               |              |   |             |        |       |         | شدید سرد علاقت |
| ۱۳        | حضرت خدیجہ<br>رضی اللہ تعالیٰ عنہا |              | ۱۔ مشکل الفاظ کو جملوں میں استعمال کر سکیں      | ✓           |        |       |         | ۰۷۰۸۲۰۲۵       |
|           |                                    |              | ۲۔ نثر کو پڑھ کر جوابات دے سکیں                 |             | ✓      |       |         | ۰۷۰۸۲۰۲۵       |
|           |                                    |              | ۳۔ جماعت کے مطابق کہانی سن کر جوابات دے سکیں    |             | ✓      |       |         | ۰۷۰۸۲۰۲۵       |
|           |                                    |              | ۴۔ عددی ترتیب کا درست استعمال کر سکیں           | ✓           |        |       |         | ۰۷۰۸۲۰۲۵       |
|           |                                    |              | ۵۔ مذکرو منہذ لکھ سکیں                          |             | ✓      |       |         | ۰۷۰۸۲۰۲۵       |
|           |                                    |              | ۶۔ اقراری، انکاری، استقہامی جملوں تبدیل کر سکیں |             | ✓      |       |         | ۰۷۰۸۲۰۲۵       |
|           |                                    |              | ۷۔ حروف عطف کو پہچان سکیں                       |             |        | ✓     |         | ۰۷۰۸۲۰۲۵       |
|           |                                    |              | ۸۔ مضمون لکھ سکیں                               | ✓           |        |       |         |                |

| نمبر شمار | عنوانات    | ذیلی عنوانات | حاصلات تعلم          | تفصیلی سطحیں |        |       |  | دورانیہ | تاریخ |            |
|-----------|------------|--------------|----------------------|--------------|--------|-------|--|---------|-------|------------|
|           |            |              |                      | اطلاق        | سمجھنا | جاننا | شدید سرد علاقہ                             |         |       |            |
|           |            |              | پچھے اس قابل ہوں کہ: |              |        |       |  |         |       |            |
|           | ۱۸ء۰۸ء۲۰۲۵ | ۳ دن         |                      |              |        |       |  |         |       |            |
|           | ۲۱ء۰۸ء۲۰۲۵ |              |                      |              |        |       |  |         |       |            |
|           | 22.08.2025 |              |                      |              |        |       |  |         |       |            |
|           | TO         |              |                      |              |        |       |  |         |       |            |
|           | 30.08.2025 |              |                      |              |        |       |  |         |       |            |
|           | ۰۱ء۰۹ء۲۰۲۵ |              | ✓                    |              |        |       | ۱۔ مشکل الفاظ کو جملوں میں استعمال کر سکیں |         |       | وہ کون تھا |
|           | ۰۸ء۰۹ء۲۰۲۵ | ۶ دن         |                      | ✓            |        |       | ۲۔ نظر پڑھ کر جواب دے سکیں                 |         |       | ۱۵         |
|           | ۰۸ء۰۹ء۲۰۲۵ |              |                      | ✓            |        |       | ۳۔ عبارت سن کر اپنے خیالات بیان کر سکیں    |         |       |            |

| نمبر شمار | عنوانات             | ذیلی عنوانات | حاصلات تعلم                                 | تفہیی سطحیں |        |       | دورانیہ | تاریخ          |
|-----------|---------------------|--------------|---|-------------|--------|-------|---------|----------------|
|           |                     |              |   | اطلاق       | سمجھنا | جاننا |         |                |
|           |                     |              | نچے اس قابل ہوں کہ:                         |             |        |       |         | شدید سرد علاقت |
|           |                     |              | ۱۔ تصویر کی مدد سے مختصر کہانی لکھ سکیں     | ✓           |        |       |         |                |
|           |                     |              | ۵۔ اسم معرفہ کی پہچان کر سکیں               |             | ✓      |       |         |                |
|           |                     |              | ۶۔ بھاری آواز پہچان سکیں                    |             | ✓      |       |         |                |
| ۰۹۰۹۶۲۰۲۵ | ڈاکٹر عبدالقدیر خان | ۱۶           | ۱۔ مشکل الفاظ کو جملوں میں استعمال کر سکیں  | ✓           |        |       |         |                |
|           |                     |              | ۲۔ نظر پڑھ کر جواب دے سکیں                  |             | ✓      |       |         |                |
|           |                     |              | ۳۔ واقع سن کر جواب دے سکیں                  |             | ✓      |       |         |                |
|           |                     |              | ۴۔ گفتگو کے آداب کا عملی مظاہرہ کر سکیں     | ✓           |        |       |         |                |
|           |                     |              | ۵۔ اقراری، استفہامی جملوں میں تبصیل کر سکیں | ✓           |        |       |         |                |
| تا        |                     |              |   | ۹ دن        |        |       |         |                |
| ۱۸۰۹۶۲۰۲۵ |                     |              |   |             |        |       |         |                |
| ۰۹۰۹۶۲۰۲۵ |                     |              |   |             |        |       |         |                |

| نمبر شمار | عنوانات | ذیلی عنوانات                               | حاصلات تعلم         | تفصیلی سطحیں |        | دورانیہ | تاریخ          |
|-----------|---------|--|---------------------|--------------|--------|---------|----------------|
|           |         |  |                     | اطلاق        | سمجھنا |         |                |
|           |         |  | نچے اس قابل ہوں کہ: |              |        |         | شدید سرد علاقت |
|           |         | ۶۔ صوتوں کے آوازوں کے فرق پیچان سکیں       |                     | ✓            |        |         |                |
|           |         | ۷۔ آٹھ جملوں پر مشتمل مضمون لکھ سکیں       |                     | ✓            |        |         |                |
|           |         | ۱۔ مشکل الفاظ کج جملوں میں استعمال کر سکیں |                     | ✓            |        |         | ۱۹۰۹ء۲۰۲۵      |
|           |         | ۲۔ نظم و نثر پڑھ کر جواب دے سکیں           |                     | ✓            |        |         | ۱۹۰۹ء۲۰۲۵      |
|           |         | ۳۔ اشعار کو نثر میں تبدیل کر سکیں          |                     | ✓            |        |         | ۱۹۰۹ء۲۰۲۵      |
|           |         | ۴۔ الفاظ کے متقاد پیچان سکیں               |                     |              | ✓      |         | ۱۹۰۹ء۲۰۲۵      |
|           |         | ۵۔ استعجایہ جملوں کو پیچان سکیں            |                     |              | ✓      |         | ۱۹۰۹ء۲۰۲۵      |
|           |         | ۶۔ مضمون لکھ سکیں                          |                     | ✓            |        |         |                |



| نمبر شمار | عنوانات                                      | ذیلی عنوانات | حاصلات تعلم | تفہیی سطحیں |        |       | دورانیہ | تاریخ           |
|-----------|--|--------------|-------------|-------------|--------|-------|---------|-----------------|
|           |  |              |             | اطلاق       | سمجھنا | جاننا |         |                 |
|           | نپچے اس قابل ہوں کہ:                         |              |             |             |        |       |         | شدید سرد علاقے  |
|           | ۸۔ تصویر دیکھ کر عمارت لکھ سکیں              |              |             | ✓           |        |       |         |                 |
| ۱۹        | دل دل پاکستان                                |              |             | ✓           |        |       |         | ۱۱ء۲۰۲۵ء۱۰ء۲۰۲۵ |
|           | ۱۔ مشکل الفاظ کو جملوں میں استعمال کر سکیں   |              |             | ✓           |        |       |         |                 |
|           | ۲۔ نظم و نثر کو پڑھ کر جوابات دے سکیں        |              |             | ✓           |        |       |         |                 |
|           | ۳۔ عددی ترتیب کو درست کر سکیں                |              |             | ✓           |        |       |         |                 |
|           | ۴۔ تحریر میں عدد کی ترتیب کا استعمال کر سکیں |              |             | ✓           |        |       |         |                 |
|           | ۵۔ سادہ جملوں میں استعمال کر سکیں            |              |             | ✓           |        |       |         | ۱۰ء۲۰۲۵ء۱۰ء۲۰۲۵ |
|           | ۶۔ واحد، جمع میں فرق کر سکیں                 |              |             |             | ✓      |       |         |                 |
| ۲۰        |  |              |             | ✓           |        |       |         |                 |
|           | ۱۔ مشکل الفاظ کو جملوں میں استعمال کر سکیں   |              |             |             |        |       |         |                 |

| نمبر شمار         | عنوانات                   | ذیلی عنوانات                           | حاصلات تعلم         | تفہیی سطحیں |        |       |                | دورانیہ | تاریخ          |  |
|-------------------|---------------------------|--|---------------------|-------------|--------|-------|----------------|---------|----------------|--|
|                   |                           |  |                     | اطلاق       | سمجھنا | جاننا | شدید سرد علاقہ |         |                |  |
|                   |                           |  | نچے اس قابل ہوں کہ: |             |        |       |                |         |                |  |
| تا ۲۵ اکتوبر ۲۰۲۵ | قائد اعظم رحمتہ اللہ علیہ | ۱۔ نظم کو نشر میں تبدیل کر سکیں        |                     | ✓           |        |       |                | کاندرا  | ۱۸ اکتوبر ۲۰۲۵ |  |
|                   |                           | ۲۔ جملوں کو ترتیب دے سکیں              |                     |             | ✓      |       |                |         |                |  |
|                   |                           | ۳۔ جماعت کے مطابق درست املال کھ سکیں   |                     |             | ✓      |       |                |         |                |  |
|                   |                           | ۴۔ اسم معرفہ، اسم غرہ کی پہچان کر سکیں |                     |             | ✓      |       |                |         |                |  |
|                   |                           | ۵۔ الفاظ، متصاد پہچان سکیں             |                     |             | ✓      |       |                |         |                |  |
|                   |                           | ۶۔ مضمون لکھ سکیں                      |                     |             | ✓      |       |                |         |                |  |
|                   |                           | ۷۔ عبارت درست طریقے سے پڑھ سکیں        |                     |             | ✓      |       |                |         |                |  |
| تا ۲۷ اکتوبر ۲۰۲۵ | قدری آفات                 | ۱۔ عبارت درست طریقے سے پڑھ سکیں        |                     |             |        | ✓     |                | ۵ دن    | ۲۵ اکتوبر ۲۰۲۵ |  |
|                   |                           | ۲۔ عبارت پڑھ کر جوابات دے سکیں         |                     |             |        | ✓     |                |         |                |  |

| نمبر شمار | عنوانات     | ذیلی عنوانات  | حاصلات تعلم              | تفصیلی سطحیں |        |       |                | دورانیہ | تاریخ          |  |
|-----------|-------------|---|--------------------------|--------------|--------|-------|----------------|---------|----------------|--|
|           |             |   |                          | اطلاق        | سمجھنا | جاننا | شدید سرد علاقہ |         |                |  |
|           |             |   | پچھے اس قابل ہوں کہ:     |              |        |       |                |         |                |  |
|           |             |   | ۳۔ خاص نکات بیان کر سکیں | ✓            |        |       |                |         | ۳۱ اکتوبر ۲۰۲۵ |  |
|           |             |   | ۴۔ اپنارد عمل دے سکیں    | ✓            |        |       |                |         |                |  |
| ۲۲        | پچھے کی دعا | ۱۔ مشکل الفاظ کو پہچان کر جملوں میں استعمال کر سکیں       |                          | ✓            |        |       |                |         | ۰۱ نومبر ۲۰۲۵  |  |
|           |             | ۲۔ نظم و نثر کو پڑھ کر جوابات دے سکیں                     |                          | ✓            |        |       |                |         |                |  |
|           |             | ۳۔ جملوں کو درست ترتیب دے سکیں                            |                          | ✓            |        |       |                |         |                |  |
|           |             | ۴۔ جماعت کے مطابق کہانی کو درست تلفظ کے ساتھ بیان کر سکیں |                          | ✓            |        |       |                |         |                |  |
|           |             | ۵۔ لطیفے پڑھ کر ان میں پوشیدہ دانش کو سمجھ سکیں           |                          | ✓            |        |       |                |         |                |  |
|           |             | ۶۔ مرکب الفاظ کو پہچان سکیں                               |                          | ✓            |        |       |                |         |                |  |

| نمبر شمار | عنوانات       | ذیلی عنوانات | حاصلات تعلم                               | تفصیلی سطحیں |                    |       |                | دورانیہ | تاریخ |  |
|-----------|---------------|--------------|---|--------------|--------------------|-------|----------------|---------|-------|--|
|           |               |              |   | اطلاق        | سمجھنا             | جاننا | شدید سرد علاقہ |         |       |  |
|           |               |              | نچے اس قابل ہوں کہ:                       |              |                    |       |                |         |       |  |
|           |               |              | ۷۔ ذکر و مونیث میں تمیز کر سکیں           |              |                    |       |                |         |       |  |
|           |               |              | ۸۔ مضمون لکھ سکیں                         |              |                    |       |                |         |       |  |
|           |               |              | ۹۔ گفتگو کے آداب کا مظاہرہ کر سکیں        |              |                    |       |                |         |       |  |
|           |               |              | ۱۰۔ اسم صفت، فعل اور فعل کی پہچان کر سکیں |              |                    |       |                |         |       |  |
|           | ۱۲ نومبر ۲۰۲۵ | ۳ دن         | اعادہ                                     |              |                    |       |                |         |       |  |
|           | ۱۵ نومبر ۲۰۲۵ |              | امتحان                                    |              |                    |       |                |         |       |  |
|           |               | 54           | 73  | 25           | کل حاصلات تعلم 152 |       |                |         |       |  |

## تفہیی سطح کے حساب سے کل حاصلات تعلم

| سابق کے گل حاصلات تعلم | سطح   |       |       | عنوان                     | نمبر شار |
|------------------------|-------|-------|-------|---------------------------|----------|
|                        | اطلاق | سمجنا | جاننا |                           |          |
| ۶                      | ۲     | ۲     |       | حمد                       | ۱        |
| ۷                      | ۳     | ۲     |       | نعت                       | ۲        |
| ۸                      | ۳     | ۳     |       | بے مثل ہے ذات رسول ﷺ کی   | ۳        |
| ۷                      | ۲     | ۲     | ۳     | اگر میں نہ ہوں تو         | ۴        |
| ۸                      | ۴     | ۱     | ۳     | صحت اور صفائی             | ۵        |
| ۴                      | ۱     | ۱     | ۲     | چالاک لومڑی اور چنثو مرغا | ۶        |
| ۷                      | ۳     | ۲     | ۲     | ہم کیوں بھول جاتے ہیں     | ۷        |
| ۷                      | ۲     | ۴     | ۱     | شام (نظم)                 | ۸        |
| ۸                      | ۳     | ۵     | ۰     | اللہ کا انعام             | ۹        |
| ۸                      | ۳     | ۵     | ۰     | جس کا خواب تھا دلکش       | ۱۰       |

| سابق کے گل حاملات تعلم | سچ    |        |       | عنوان                  | نمبر شار |
|------------------------|-------|--------|-------|------------------------|----------|
|                        | اطلاق | سمجھنا | جاننا |                        |          |
| 8                      | 2     | 6      | 0     | چار انوکھے دوست        | 11       |
| 4                      | 1     | 2      | 1     | ہم ایک ہیں             | 12       |
| 7                      | 1     | 5      | 1     | پاک وطن ہے پاکستان     | 13       |
| 8                      | 4     | 3      | 1     | حضرت خدیجہ             | 14       |
| 6                      | 2     | 4      | 0     | وہ کون تھا             | 15       |
| 7                      | 4     | 3      | 0     | دکٹر عبدالقدیر خان     | 16       |
| 7                      | 3     | 3      | 1     | ہم نے دیکھا ایک رو برت | 17       |
| 8                      | 1     | 5      | 2     | ملکہ کھسار کی سیر      | 18       |
| 6                      | 3     | 3      | 0     | دل دل پاکستان          | 19       |
| 7                      | 3     | 4      | 0     | قائد اعظم (نظم)        | 20       |
| 4                      | 1     | 2      | 1     | قدرتی آفات             | 21       |

| اسبق کے گل حاصلات تعلم | سچ    |        |       | عنوان       | نمبر شار |
|------------------------|-------|--------|-------|-------------|----------|
|                        | اطلاق | سمجھنا | جاننا |             |          |
| 10                     | 3     | 5      | 2     | بچ کی دعا   | 22       |
| 135                    | 51    | 59     | 25    | حاصلات تعلم |          |

### Number of SLOs By Cognitive Level(Term-I)

| اسبق کے گل حاصلات تعلم | سچ    |        |       | عنوان                     | نمبر شار |
|------------------------|-------|--------|-------|---------------------------|----------|
|                        | اطلاق | سمجھنا | جاننا |                           |          |
| ۶                      | ۲     | ۲      | ۲     | حمد                       | 1        |
| ۷                      | ۳     | ۲      | ۲     | نعت                       | 2        |
| ۸                      | ۳     | ۲      | ۱     | بے مثل ہے ذات رسول ﷺ کی   | 3        |
| 7                      | 2     | 2      | 3     | اگر میں نہ ہوں تو         | 4        |
| 8                      | 4     | 1      | 3     | صحت اور صفائی             | 5        |
| 4                      | 1     | 1      | 2     | چالاک لومڑی اور چنٹو مرغا | 6        |
| 7                      | 3     | 2      | 2     | ہم کیوں بھول جاتے ہیں     | 7        |

### Number of SLOs By Cognitive Level(Term-II)

| اپنے کے گل حوصلات تعلم | سطح   |        |       | عنوان               | نمبر شمار |
|------------------------|-------|--------|-------|---------------------|-----------|
|                        | اطلاق | سمجھنا | جاننا |                     |           |
| 7                      | 2     | 4      | 1     | شام (نغم)           | 8         |
| 8                      | 3     | 5      | 0     | اللہ کا انعام       | 9         |
| 8                      | 3     | 5      | 0     | جس کا خواب تھا دلکش | 10        |
| 8                      | 2     | 6      | 0     | چار انوکھے دوست     | 11        |
| 4                      | 1     | 2      | 1     | ہم ایک ہیں          | 12        |
| 7                      | 1     | 5      | 1     | پاک وطن ہے پاکستان  | 13        |
| 8                      | 4     | 3      | 1     | حضرت خدیجہ          | 14        |

### Number of SLOs By Cognitive Level (Term-III)

| اسبق کے گل حاصلات تعلم | سچ    |        |       | عنوان                 | نمبر شار |
|------------------------|-------|--------|-------|-----------------------|----------|
|                        | اطلاق | سمجھنا | جاننا |                       |          |
| 6                      | 2     | 4      | 0     | وہ کون تھا            | 15       |
| 7                      | 4     | 3      | 0     | داکٹر عبدالقدیر خان   | 16       |
| 7                      | 3     | 3      | 1     | ہم نے دیکھا ایک روپرٹ | 17       |
| 8                      | 1     | 5      | 2     | ملکہ کھساد کی سیر     | 18       |
| 6                      | 3     | 3      | 0     | دل دل پاکستان         | 19       |
| 7                      | 3     | 4      | 0     | قائد اعظم (نظم)       | 20       |
| 4                      | 1     | 2      | 1     | قدرتی آفات            | 21       |
| 10                     | 3     | 5      | 2     | بچ کی دعا             | 22       |
| 135                    | 51    | 59     | 25    | حاصلات تعلم           |          |



**SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN**  
**SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS BREAK-UP**  
**GRADE-3 EXTREME WINTER ZONE**



**Subject: Mathematics**

**Class: Three(3)**

| <b>Unit/ Theme</b>       | <b>Sub Topics</b>                     | <b>Students Learning Outcomes</b>   | <b>Cognitive Levels</b> |          |          | <b>Duration/<br/>No. of<br/>Days</b> | <b>Dates</b>               |
|--------------------------|---------------------------------------|---|-------------------------|----------|----------|--------------------------------------|----------------------------|
|                          |                                       | <b>Students will be able to:</b>  | <b>K</b>                | <b>U</b> | <b>A</b> |                                      | <b>Extreme Winter Zone</b> |
| <b>Whole<br/>Numbers</b> | Roman Number                          | 1.Read And write Roman Numbers up to 20   | ✓                       |          |          | 3                                    | 03-04-2025 TO 05-04-2025   |
|                          | Even and Odd Number                   | 1.Recognize even and odd numbers  | ✓                       |          |          | 2                                    | 07-04-2025 TO 08-04-2025   |
|                          | Place Value of Numbers up to 5 digits | 1.Recognize the place value of each digits in 4-digit numbers                             | ✓                       |          |          | 3                                    | 09-04-2025 TO 11-04-2025   |
|                          | Numbers up to 9999                    | 1.Count up to 9999  |                         | ✓        |          | 4                                    | 12-04-2025 TO 16-04-2025   |
|                          |                                       | 2.Read and write up to 9999 in numerals and in words                                      |                         | ✓        |          | 4                                    | 17-04-2025 TO 21-04-2025   |
|                          |                                       | 3. Compare numbers using symbols and order numbers up to 9999 using appropriate language. |                         | ✓        |          | 4                                    | 22-04-2025 TO 25-04-2025   |

| Unit/ Theme      | Sub Topics          | Students Learning Outcomes   | Cognitive Levels |   |   | Duration/<br>No. of Days | Dates               |               |
|------------------|---------------------|--|------------------|---|---|--------------------------|---------------------|---------------|
|                  |                     |  | K                | U | A |                          | Extreme Winter Zone |               |
|                  |                     | Students will be able to:  |                  |   |   |                          |                     |               |
|                  | Rounding Off        | Round off numbers to the nearest tens hundreds, and thousands using different concrete and pictorial representation. |                  |   | ✓ | 4                        | 26-04-2025          | TO 30-04-2025 |
| Number Operation | Addition of Numbers | 1.Add numbers up to four digit numbers(with and without carrying)  | ✓                |   |   | 4                        | 02-5-2025           | TO 06-05-2025 |
|                  |                     | 2.Add numbers up to 100 using mental calculation strategies.   |                  | ✓ |   | 3                        | 07-5-2025           | TO 09-05-2025 |
|                  |                     | 3.Estimate the answer to an addition question  |                  | ✓ |   | 2                        | 10-05-2025          | TO 12-05-2025 |
|                  |                     | 4.Solve real –world problems involving addition  |                  |   | ✓ | 2                        | 13-05-2025          | TO 14-05-2025 |
|                  | Subtraction         | 1.Subtract numbers up to four digit numbers(with and without carrying)   | ✓                |   |   | 3                        | 15-05-2025          | TO 17-05-2025 |
|                  |                     | 2.Subtract numbers up to 100 using mental calculation strategies.  |                  | ✓ |   | 3                        | 19-05-2025          | TO 21-05-2025 |
|                  |                     | 3.Estimate the answer to subtraction question  |                  | ✓ |   | 2                        | 22-05-2025          | TO 23-05-2025 |

| Unit/ Theme    | Sub Topics                              | Students Learning Outcomes   | Cognitive Levels |   |   | Duration/<br>No. of<br>Days | Dates                    |                          |
|----------------|---|--|------------------|---|---|-----------------------------|--------------------------|--------------------------|
|                |   |  | K                | U | A |                             | Extreme Winter Zone      |                          |
|                |   | Students will be able to:  |                  |   | ✓ |                             | 4                        | 24-05-2025 TO 28-05-2025 |
| Multiplication | Multiplication                          | 4. Solve real –world problems involving Subtraction                            |                  |   | ✓ | 3                           | 29-05-2025 TO 31-05-2025 |                          |
|                |   | 1. Count and write in multiple steps.  | ✓                |   |   | 4                           | 02-06-2025 TO 05-06-2025 |                          |
|                | Revision                                |  |                  |   |   | 54                          |                          |                          |
|                | Total No of Teaching days in Term-I     |  |                  |   |   | 8                           | 09-06-2025 TO 17-06-2025 |                          |
|                | No of Days in Term-I (Examination)-2025 |  |                  |   |   | 62                          |                          |                          |
|                | Total No of Working Days in Term-I      |  |                  |   |   | 4                           | 18-06-2025 TO 21-06-2025 |                          |
|                | Multiplication                          | 2. Develop times tables for 6,7,8, and 9.                                      | ✓                |   |   | 3                           | 23-06-2025 TO 25-06-2025 |                          |
|                |   | 3. Write multiplication sentences using concrete and pictorial representation. | ✓                |   |   | 3                           | 26-06-2025 TO 28-06-2025 |                          |

| Unit/ Theme | Sub Topics | Students Learning Outcomes   | Cognitive Levels |   |   | Duration/<br>No. of<br>Days | Dates               |               |
|-------------|------------|--|------------------|---|---|-----------------------------|---------------------|---------------|
|             |            |  | K                | U | A |                             | Extreme Winter Zone |               |
|             |            | 5. Multiply mentally and in written form:<br><br>- 2 digit numbers by 1 digit number.<br><br>- 3 digit number by 1 digit number. | ✓                |   |   | 3                           | 30-06-2025          | TO 02-07-2025 |
|             |            | 4. Solve real –world problems involving multiplication.  |                  | ✓ |   | 3                           | 03-07-2025          | TO 07-07-2025 |
|             | Division   | 1. Reinforce though concrete and pictorial representations that the division of any two numbers cannot be done in any order.     | ✓                |   |   | 3                           | 08-07-2025          | TO 10-07-2025 |
|             |            | 2. Divide mentally and in written form:<br><br>- 2 digit numbers by 1 digit number.<br><br>- 3 digit number by 1 digit number.   | ✓                |   |   | 3                           | 11-07-2025          | TO 14-07-2025 |
|             |            | 3. Divide a number by 1 and itself.  | ✓                |   |   | 2                           | 15-07-2025          | TO 16-07-2025 |
|             |            | 4. Solve real –world problems involving multiplication.  |                  | ✓ |   | 4                           | 17-07-2025          | TO 21-07-2025 |

| Unit/ Theme | Sub Topics      | Students Learning Outcomes   | Cognitive Levels |   |   | Duration/<br>No. of<br>Days | Dates               |               |
|-------------|-----------------|--|------------------|---|---|-----------------------------|---------------------|---------------|
|             |                 |  | K                | U | A |                             | Extreme Winter Zone |               |
|             |                 | 5.Solve real –world problems involving addition, subtraction, multiplication and division. |                  |   | ✓ | 3                           | 22-07-2025          | TO 24-07-2025 |
| Fraction    | Common Fraction | 1.Recognize among: -Proper fraction<br>-Improper fraction -Mixed Fraction                  | ✓                |   |   | 3                           | 25-07-2025          | TO 28-07-2025 |
|             |                 | 2.Identify equivalent fractions and show families of equivalent fractions                  | ✓                |   |   | 2                           | 29-07-2025          | TO 30-07-2025 |
|             |                 | 3. Simplify fractions to the lowest term.  | ✓                |   |   | 2                           | 31-07-2025          | TO 01-08-2025 |
|             |                 | 4.Compare and order like fractions using symbols <, > and =                                | ✓                |   |   | 2                           | 02-08-2025          | TO 04-08-2025 |
|             |                 | 5.Add like and unlike fractions.   | ✓                |   |   | 2                           | 05-08-2025          | TO 06-08-2025 |
|             |                 | 6. Subtract like and unlike fractions.   | ✓                |   |   | 2                           | 07-08-2025          | TO 08-08-2025 |
|             |                 | 7.Know and recognize that hundredths arise by dividing an object, single digit             | ✓                |   |   |                             |                     |               |

| Unit/ Theme | Sub Topics                                      | Students Learning Outcomes   | Cognitive Levels |   |   | Duration/<br>No. of<br>Days | Dates<br><br><b>Extreme Winter Zone</b> |
|-------------|---|--|------------------|---|---|-----------------------------|---|
|             |   |  | K                | U | A |                             |   |
|             |   | Students will be able to:  |                  |   |   |                             |   |
|             |   | numbers and quantities into hundred equal parts.   |                  |   |   | 2                           | 09-08-2025 TO 11-08-2025                |
|             |   | 8. Identify that tenth arise by dividing an object ,single digit number and quantities into ten equal parts. |                  | ✓ |   | 2                           | 12-08-2025 TO 13-08-2025                |
| Algebra     | Number patterns                                 | Recognize and extent a give number pattern in increasing and decreasing order.                               | ✓                |   |   | 2                           | 15-08-2025 TO 16-08-2025                |
|             | <b>Revision</b>                                 |  |                  |   |   | 4                           | <b>18-08-2025 TO 21-08-2025</b>         |
|             | <b>Total No of Teaching days in Term-II</b>     |  |                  |   |   | 54                          |   |
|             | <b>No of Days in Term-II (Examination)-2025</b> |  |                  |   |   | 8                           | <b>22-08-2025 TO 30-08-2025</b>         |
|             | <b>Total No of Working Days in Term-II</b>      |  |                  |   |   | 62                          |   |
|             | Pair up to 100 and function machine             | Find the missing number or operation in a number sentence (e.g., $20+w=100$ )                                |                  |   |   |                             | 01-09-2025 TO 03-09-2025                |

| Unit/ Theme | Sub Topics | Students Learning Outcomes   | Cognitive Levels |   |   | Duration/<br>No. of<br>Days | Dates<br><br><b>Extreme Winter Zone</b> |
|-------------|------------|--|------------------|---|---|-----------------------------|---|
|             |            |  | K                | U | A |                             |   |
|             |            | Students will be able to:  |                  |   |   |                             |   |
| Measurement | Length     | 1. Recognize and use the standard units of length to measure and record the length of different objects. | ✓                |   |   | 3                           | 04-09-2025 TO 08-09-2025                |
|             |            | 2. Add lengths, given in the same units to solve real –world word problems.                              |                  | ✓ |   | 3                           | 09-09-2025 TO 11-09-2025                |
|             |            | 3. Subtract lengths, given in the same units to solve real –world word problems.                         |                  | ✓ |   | 2                           | 12-09-2025 TO 13-09-2025                |
|             | Mass       | 1. Recognize and use the standard units of Mass to measure and record the length of different objects.   | ✓                |   |   | 2                           | 15-09-2025 TO 16-09-2025                |

| Unit/ Theme         | Sub Topics | Students Learning Outcomes   | Cognitive Levels |   |   | Duration/ No. of Days | Dates                    |
|---------------------|------------|--|------------------|---|---|-----------------------|--------------------------|
|                     |            |  | K                | U | A |                       |                          |
| Extreme Winter Zone | Capacity   | Students will be able to:  |                  |   |   |                       |                          |
|                     |            | 2. Add Masses, given in the same units to solve real –world word problems.                                 |                  |   | ✓ | 2                     | 17-09-2025 TO 18-09-2025 |
|                     |            | 3. Subtract Masses, given in the same units to solve real –world word problems.                            |                  |   | ✓ | 2                     | 19-09-2025 TO 20-09-2025 |
|                     |            | 1. Recognize and use the standard units of Capacity to measure and record the length of different objects. | ✓                |   |   | 2                     | 22-09-2025 TO 23-09-2025 |
|                     |            | 2. Add Capacities, given in the same units to solve real –world word problems.                             |                  |   | ✓ | 2                     | 24-09-2025 TO 25-09-2025 |

| Unit/ Theme          | Sub Topics  | Students Learning Outcomes  | Cognitive Levels |   |   | Duration/<br>No. of<br>Days | Dates                    |
|----------------------|-------------|---|------------------|---|---|-----------------------------|--------------------------|
|                      |             |   | K                | U | A |                             |                          |
|                      |             | Students will be able to:   |                  |   |   |                             |                          |
|                      |             | 3. Subtract , Capacities given in the same units to solve real –world word problems.          |                  |   | ✓ | 3                           | 26-09-2025 TO 29-09-2025 |
| Temperature and Time | Temperature | 1. Read and write temperature to the nearest appropriate unit.                                | ✓                |   |   | 1                           | 30-09-2025               |
|                      |             | 2. Compare and order temperature using < , > and = signs.                                     |                  | ✓ |   | 2                           | 01-10-2025 TO 02-10-2025 |
|                      | Ti me       | 1. Read and write time in hours and minutes from analogue and digital clock.                  | ✓                |   |   | 2                           | 03-10-2025 TO 04-10-2025 |
|                      |             | 2. Recognise and use a.m. and p.m.  |                  | ✓ |   | 1                           | 06-10-2025               |
|                      |             | 3. Add and subtract measures of time given in the same units to solve real-life word problem. |                  |   | ✓ | 3                           | 07-10-2025 TO 09-10-2025 |

| Unit/ Theme | Sub Topics                          | Students Learning Outcomes  | Cognitive Levels |   |   | Duration/<br>No. of<br>Days | Dates<br><br><b>Extreme Winter Zone</b> |
|-------------|-------------------------------------|---|------------------|---|---|-----------------------------|---|
|             |                                     |   | K                | U | A |                             |   |
|             |                                     | Students will be able to:   |                  |   |   |                             |   |
| Geometry    | 1.Point ,Line, Ray and line segment | 4. Read and write days and dates from the Solar Calendar.                         | ✓                |   |   | 2                           | 10-10-2025 TO 11-10-2025                |
|             |                                     | 1.Recognisze Point ,Line, Ray and line segment; draw and measure line segment     | ✓                |   |   | 2                           | 13-10-2025 TO 14-10-2025                |
|             | 2.Two dimensional Shape             | 1.Differentiate and classify polygon with respect to their attributes             | ✓                |   |   | 2                           | 15-10-2025 TO 16-10-2025                |
|             |                                     | SPORTS GALA   |                  |   |   | 2                           | 17-10-2025 TO 18-10-2025                |
|             |                                     | 2.Identify the center ,radius and diameter of a circle                            | ✓                |   |   | 3                           | 20-10-2025 TO 22-10-2025                |
|             |                                     | 3.Recognize and identify quarter turns and identify quarter turns as right angles | ✓                |   |   | 2                           | 23-10-2025 TO 24-10-2025                |

| Unit/ Theme | Sub Topics | Students Learning Outcomes   | Cognitive Levels |   |   | Duration/<br>No. of<br>Days | Dates                    |
|-------------|------------|--|------------------|---|---|-----------------------------|--------------------------|
|             |            |  | K                | U | A |                             |                          |
|             |            | Students will be able to:  |                  |   |   |                             | Extreme Winter Zone      |
|             |            | 4. Identify half and 3 quarter turns clockwise and anticlockwise as two and three right angles respectively.             | ✓                |   |   | 2                           | 25-10-2025 TO 27-10-2025 |
|             |            | 5. Recognize and identify the units of measurement of area and perimeter and find the perimeter and area of 2-D figures. |                  |   | ✓ | 2                           | 28-10-2025 TO 29-10-2025 |
|             |            | 6. Identify reflective symmetry in 2-D shape   | ✓                |   |   | 1                           | 30-10-2025               |
|             |            | 7. Describe the movement of object, (slid and rotation)  |                  | ✓ |   | 2                           | 31-10-2025 TO 01-11-2025 |
|             | 3-D Shape  | 1. Identify and differentiate between prisms and pyramids with respect to their attributes.                              |                  | ✓ |   | 2                           | 03-11-2025 TO 04-11-2025 |

| Unit/ Theme                | Sub Topics   | Students Learning Outcomes  | Cognitive Levels |   |   | Duration/ No. of Days | Dates  |
|----------------------------|--|---|------------------|---|---|-----------------------|--|
|                            |  |   | K                | U | A |                       |  |
| Statistics and Probability | Carrol Daigram   | Represent data ; read and interpret data using Carrol Diagrams                        | ✓                |   |   | 2                     | 05-11-2025 TO 06-11-2025                                 |
|                            | Likelihood of Events                                   | Describe the likelihood that everyday events will occur, using mathematical languages | ✓                |   |   | 2                     | 07-11-2025 TO 08-11-2025                                 |
|                            | <b>Revision</b>  |   |                  |   |   | 6                     | <b>10-11-2025 TO 15-11-2025</b>                          |
|                            | <b>Total No of Teaching Days in Term-III</b>           |   |                  |   |   | 65                    |  |
|                            | <b>No of Days in Term-III /Annual Examination-2025</b> |   |                  |   |   | 21                    | <b>17-11-2025 TO 10-12-2025</b>                          |
|                            | <b>Assessment of Answer Scripts/Result day/PTM</b>     |   |                  |   |   | 04                    | <b>11-12-2025 TO 15-12-2025</b>                          |
|                            | <b>Total No of working Days in Term-III</b>            |   |                  |   |   | 90                    |  |
|                            | <b>Winter Vacations/Winter Camp for Board Classes</b>  |   |                  |   |   |                       | <b>16<sup>th</sup> December to 31<sup>st</sup> March</b> |

**Total Number of Student Learning Outcomes by Cognitive level**

| S#  | Theme/Topic             | Name of Sub-Topics                    | SLOs |   |   | Total SLOs |
|-----|-------------------------|---------------------------------------|------|---|---|------------|
|     |                         |                                       | K    | U | A |            |
| 12. | <b>Whole Numbers</b>    | Roman Number                          | 1    | 0 | 0 | 1          |
|     |                         | Even and Odd Number                   | 1    | 0 | 0 | 1          |
|     |                         | Place Value of Numbers up to 5 digits | 1    | 0 | 0 | 1          |
|     |                         | Numbers up to 9999                    | 0    | 3 | 0 | 3          |
|     |                         | Rounding Off                          | 0    | 0 | 1 | 1          |
| 13. | <b>Number Operation</b> | Addition of Numbers                   | 1    | 2 | 1 | 4          |
|     |                         | Subtraction                           | 1    | 2 | 1 | 4          |
|     |                         | Multiplication                        | 2    | 3 | 1 | 6          |
|     |                         | Division                              | 3    | 2 | 0 | 5          |
| 14. | Fraction                | Common Fraction                       | 2    | 6 | 0 | 8          |
| 15. | <b>Algebra</b>          | Number patterns                       | 1    | 0 | 0 | 1          |
|     |                         | Pair up to 100 and function machine   | 0    | 1 | 0 | 1          |
| 16. | <b>Measurement</b>      | Length                                | 1    | 0 | 2 | 3          |
|     |                         | Mass                                  | 1    | 0 | 2 | 3          |
|     |                         | Capacity                              | 1    | 0 | 2 | 3          |
| 17. | Temperature and Time    | Temperature                           | 1    | 1 | 0 | 2          |

| S#         | Theme/Topic                | Name of Sub-Topics                  | SLOs |    |    | Total SLOs |
|------------|----------------------------|-------------------------------------|------|----|----|------------|
|            |                            |                                     | K    | U  | A  |            |
|            |                            | Time                                | 1    | 2  | 1  | 4          |
| 18.        | Geometry                   | 1.Point ,Line, Ray and line segment | 0    | 1  | 0  | 1          |
|            |                            | 2.Two dimensional Shape             | 4    | 2  | 1  | 7          |
|            |                            | 3. 3-D Shape                        | 0    | 1  | 0  | 1          |
| 19.        | Statistics and Probability | Carrol Daigram                      | 0    | 1  | 0  | 1          |
|            |                            | Likelihood of Events                | 0    | 1  | 0  | 1          |
| Total SLOs |                            |                                     | 22   | 28 | 12 | 62         |

**Number of Student Learning Outcomes by Cognitive level (TERM-I)**

| S#         | Theme/Topic             | Name of Sub-Topics                    | SLOs |    |    | Total SLOs |
|------------|-------------------------|---------------------------------------|------|----|----|------------|
|            |                         |                                       | K    | U  | A  |            |
| 1.         | <b>Whole Numbers</b>    | Roman Number                          | 1    | 0  | 0  | 1          |
| 2.         |                         | Even and Odd Number                   | 1    | 0  | 0  | 1          |
| 3.         |                         | Place Value of Numbers up to 5 digits | 1    | 0  | 0  | 1          |
| 4.         |                         | Numbers up to 9999                    | 0    | 3  | 0  | 3          |
| 5.         |                         | Rounding Off                          | 0    | 0  | 1  | 1          |
| 6.         | <b>Number Operation</b> | Addition of Numbers                   | 1    | 2  | 1  | 4          |
| 7.         |                         | Subtraction                           | 1    | 2  | 1  | 4          |
| 8.         |                         | Multiplication                        | 1    | 0  | 0  | 1          |
| Total SLOs |                         |                                       | 06   | 07 | 03 | 16         |

**Number of Student Learning Outcomes by Cognitive level (TERM-II)**

| S#                | Theme/Topic             | Name of Sub-Topics | SLOs      |           |          | Total SLOs |
|-------------------|-------------------------|--------------------|-----------|-----------|----------|------------|
|                   |                         |                    | K         | U         | A        |            |
| 1.                | <b>Number Operation</b> | Multiplication     | 1         | 3         | 1        | <b>5</b>   |
|                   |                         | Division           | 3         | 2         | 0        | <b>5</b>   |
| 2.                | Fraction                | Common Fraction    | 2         | 6         | 0        | <b>8</b>   |
| 3.                | Algebra                 | Number patterns    | 1         | 0         | 0        | <b>1</b>   |
| <b>Total SLOs</b> |                         |                    | <b>07</b> | <b>11</b> | <b>1</b> | <b>19</b>  |

**Number of Student Learning Outcomes by Cognitive level (TERM-III)**

| S# | Theme/Topic          | Name of Sub-Topics                  | SLOs |   |   | Total SLOs |
|----|----------------------|-------------------------------------|------|---|---|------------|
|    |                      |                                     | K    | U | A |            |
| 1. | Algebra              | Pair up to 100 and function machine | 0    | 1 | 0 |            |
| 2. | Measurement          | Length                              | 1    | 0 | 2 | <b>3</b>   |
|    |                      | Mass                                | 1    | 0 | 2 | <b>3</b>   |
|    |                      | Capacity                            | 1    | 0 | 2 | <b>3</b>   |
| 3. | Temperature and Time | Temperature                         | 1    | 1 | 0 | <b>2</b>   |
|    |                      | Time                                | 1    | 2 | 1 | <b>4</b>   |
| 4. | Geometry             | 1.Point, Line, Ray and line segment | 0    | 1 | 0 | <b>1</b>   |
|    |                      | 2.Two-dimensional Shape             | 4    | 2 | 1 | <b>7</b>   |

| S#                | Theme/Topic                       | Name of Sub-Topics   | SLOs      |           |           | Total SLOs |
|-------------------|-----------------------------------|----------------------|-----------|-----------|-----------|------------|
|                   |                                   |                      | K         | U         | A         |            |
|                   |                                   | 3. 3-D Shape         | 0         | 1         | 0         | 1          |
| 5.                | <b>Statistics and Probability</b> | Carrol Daigram       | 0         | 1         | 0         | 1          |
|                   |                                   | Likelihood of Events | 0         | 1         | 0         | 1          |
| <b>Total SLOs</b> |                                   |                      | <b>09</b> | <b>10</b> | <b>08</b> | <b>27</b>  |



**SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN**  
**SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS BREAK-UP**  
**GRADE-3 EXTREME WINTER ZONE**



Subject: Islamiat

Class: Three (3)

| نمبر شمار | عنوانات                               | ذیلی عنوانات   | حاصلات تعلم  | تئہیئی سطحیں | دورانیہ | اہتمائی سرد علاقے |          |
|-----------|---------------------------------------|----------------|--|--------------|---------|-------------------|----------|
|           |                                       |                |  | جانتا        | سمجھنا  | اطلاق             | تاریخ    |
| ۰۱        | باب اول<br>قرآن مجید و حدیث<br>نبوی ﷺ | ناظر قرآن مجید | پنج اس قابل ہوں کہ:  |              |         |                   |          |
|           |                                       |                | ۱: طلبہ حروف تجھی کے مخارج کے بارے میں جانیں، اس کے لئے کمرہ جماعت میں مخارج حروف کا چارٹ آویزاں کیا جائیں۔                          | ✓            |         |                   | ۱۰ اپریل |
|           |                                       |                | ۲: رموزِ او قاف کو سمجھانے اور درست تلاوت سے حروف کی ادائیگی کے لئے خوب رہنمائی کی جائیں۔  | ✓            |         |                   | ۱۱ اپریل |
|           |                                       |                | ۳: پارہ نمبر ۲ تا ۸ کی تلاوت قواعد کے مطابق ہر ہفتے میں ایک پریڈ خاص کر کے پنجوں کو ناظرہ پڑھایا جائیں اور اجراء کا اہتمام کیا جائے۔ | ✓            |         |                   | ۱۲ اپریل |

| نمبر شمار | عنوانات                               | ذیلی عنوانات         | حاصلات تعلم  | تعمیمی سطحیں | دورانیہ | انہائی سرد علاقے     |
|-----------|---------------------------------------|----------------------|--|--------------|---------|----------------------|
|           |                                       |                      |  |              |         | تاریخ                |
| ۰۲        | باب اول<br>قرآن مجید و حدیث<br>نبوی ﷺ | (ب)<br>حفظ قرآن مجید | ۱: دوران تلاوت آداب تلاوت کا خیال رکھنے کے لئے عملی مشق کر جماعت میں کرایا جائیں۔<br>۲: پچ اس قابل ہوں کہ:<br>ا: سورۃ الکوثر، سورۃ النصر اور سورۃ الحب کی درست تلفظ اور مخارج کی پہچان کر سکیں۔<br>۳: سورۃ الکوثر، سورۃ النصر اور سورۃ الحب کو سمجھ کر پڑھیں۔ اس کے لئے روزانہ اسمبلی میں پچوں سے ترتیب وار تلاوت کرایا جائیں۔ | ۱۲ دن        | دورانیہ | ۷ اپریل تا ۱۳۰ اپریل |
| ۰۳        |                                       |                      | پچ اس قابل ہوں کہ:   |              | ۰۸ دن   | ۲۰۲۱ مئی             |

| نمبر شمار | عنوانات                | ذیلی عنوانات    | حصصات تعلم  | تفہیمی سطحیں       | دورانیہ | انتہائی سرد علاقے |
|-----------|------------------------|-----------------|---|--------------------|---------|-------------------|
| ٠٢        | قرآن مجید و حدیث نبویؐ | (ج) حفظ و ترجمہ | ا: اللہ اکبر، استغفار اللہ اور جزاک اللہ خیر آکے معانی و مفہوم کے ساتھ ان کے ادایگی کے موقع بھی بتلائے جائیں۔ | اطلاق سمجھنا جاننا | د       | ت ۱۱ مئی          |
|           |                        |                 | ۲: شا اور سورۃ الفاتحہ کے معانی کو سمجھانے کے مختلف طریقے استعمال کئے جائیں۔                                  |                    |         |                   |
|           |                        |                 | ۳: ان کلمات کو روزمرہ زندگی میں موقع کی مناسبت سے پڑھنے کے عادی بن سکیں۔                                      |                    |         |                   |
| ٠٣        | قرآن مجید و حدیث نبویؐ | (د)             | پچھے اس قابل ہوں کہ:  |                    | د       | تا ۳۲۱            |
|           |                        |                 | ا: چار مختصر احادیث مبارکہ کو ترجمہ کے ساتھ جاننے کی ترغیب دی جائے۔   |                    |         |                   |
|           |                        |                 | ۲: احادیث مبارکہ کے معانی و مفہوم کو سمجھانے کے لئے مثالوں سے مددی جائیں۔                                     |                    |         |                   |
|           |                        |                 |   |                    |         |                   |

| نمبر شمار        | عنوانات                          | ذیلی عنوانات            | حاصلات تعلم   | تفہیمی سطحیں   | دورانیہ | انتہائی سرد علاقے |
|------------------|----------------------------------|-------------------------|---|--|---------|-------------------|
|                  |                                  | احادیث نبوی<br>طیف عالم | ۳: اپنی روزمرہ زندگی میں ان احادیث مبارکہ کی تعلیمات پر عمل کرنے کا عملی مشق کرایا جائے۔  | اطلاق سمجھنا جانا  | دورانیہ | تاریخ             |
| 05               | باب اول<br>قرآن مجید و حدیث نبوی | (ه) دعائیں (زبانی)      | پچھے اس قابل ہوں کہ:<br>۱: دعاوں کو پڑھنے کی اہمیت و فضیلت سن کر اور جان کر برکات سمینے کی کوشش کریں۔<br>۲: دعاوں کے معانی و مفہوم کو سمجھ کر پڑھنے کی عادت اپنا سکیں۔<br>۳: پچھے اسماے حسنی کو معانی کے ساتھ یاد کر کے کلاس میں سنائیں۔<br>۴: ان دعاوں کو اپنی روزمرہ زندگی میں پڑھنے کے عادی ہن سکیں۔ | ۳: اپنی روزمرہ زندگی میں ان احادیث مبارکہ کی تعلیمات پر عمل کرنے کا عملی مشق کرایا جائے۔ | دورانیہ | تاریخ             |
| ۲۲ مئی تا ۳۰ مئی | ۰۸ دن                            |                         |   |  |         |                   |

| نمبر شمار  | عنوانات                                     | ذیلی عنوانات                      | حاصلات تعلم   | تعمیی سطحیں | دورانیہ                     | انہائی سرد علاقے |       |  |  |  |  |  |
|--|---|-----------------------------------|---|-------------|-----------------------------|------------------|-------|--|--|--|--|--|
|  |   |                                   |   | تعصی        | سمجھنا                      | اطلاق            | تاریخ |  |  |  |  |  |
| ۰۶<br>توحید کا تعارف<br>(الف) ایمانیات<br>(ا) توحید کا تعارف | باب دوم ایمانیات و عبادات<br>(الف) ایمانیات | (۱)                               | پچ اس قابل ہوں کہ:<br>۱: ارکانِ ایمان کا مختصر تعارف اللہ پاک کی کبریائی اور عظمت کو جاننے کے تقاضے پیش کئے جائیں۔<br>۲: توحید کا معانی و مفہوم کو سمجھانے کے لئے ذات و صفات باری تعالیٰ پر گفتگو کی جائیں۔<br>۳: عملی زندگی میں توحید کے تقاضوں کو اور کلمہ طیبہ کی تعلیمات کو سمجھ کر اپنا سکیں۔<br>۴: اللہ تعالیٰ کی عظمت کو جان کر اس کی نعمتوں پر شکر ادا کرنے والے بن سکیں۔ |             | ۱۴<br>۳۱ مئی<br>تا<br>۳ جون |                  |       |  |  |  |  |  |
|  |   |                                   |   |             |                             |                  |       |  |  |  |  |  |
|  |   |                                   |   |             |                             |                  |       |  |  |  |  |  |
|  |   |                                   |   |             |                             |                  |       |  |  |  |  |  |
|  |   |                                   |   |             |                             |                  |       |  |  |  |  |  |
| ناظرہ قرآن مجید کا جائزہ (۰۵) نمبرز                          |   |                                   |   |             |                             |                  |       |  |  |  |  |  |
| ۵ جون تا ۵ جون   | ادن   | اعادہ اور تیاری (۱۲۱ ایس ایل اوز) |   |             |                             |                  |       |  |  |  |  |  |
| Revision   |   |                                   |   |             |                             |                  |       |  |  |  |  |  |

| نمبر شمار          | عنوانات | ذیلی عنوانات | حاصلات تعلم | تعمیی سطحیں        | دورانیہ  | اہتمائی سرد<br>علاءت |
|--------------------|---------|--------------|-------------|--------------------|--|----------------------|
|                    |         |              |             | تجھیں سمجھنا اطلاق | تجھیں سمجھنا اطلاق   | تاریخ                |
|                    |         |              | پہلا جائزہ  |                    |  |                      |
| ۹ جون تا ۷ اجون    | ۰۸ دن   |              |             |                    |  | ۰۷                   |
| ۱۸ اجون تا ۲۷ اجون | ۰۸ دن   |              |             |                    | پچ اس قابل ہوں کہ:   |                      |
|                    |         | ✓            |             |                    | ۱۔ نبوت و رسالت کا معنی، مفہوم اور ضرورت کو جان سکیں۔  |                      |
|                    |         | ✓            |             |                    | ۲۔ رسول اکرم ﷺ کی عظمت کو نبی آخرالزماں جان کر عقیدہ ختم نبوت کی عظمت و اہمیت کو سمجھ سکیں۔                    |                      |
|                    |         | ✓            |             |                    | ۳۔ عقیدہ ختم نبوت کو پختہ کر سکیں۔   |                      |
|                    |         | ✓            |             |                    | ۴۔ اپنی زندگی کو نبی آخرالزماں حضرت محمد خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم کی سیرت کے مطابق ڈھالیں۔ |                      |
|                    |         |              |             |                    | پچ اس قابل ہوں کہ:   | ۰۸                   |
|                    |         |              |             |                    |  | باجوں                |
|                    |         |              |             |                    |  | باجوں                |
|                    |         |              |             |                    |  | باجوں                |

| نمبر شمار          | عنوانات | عنوانات | ذیلی عنوانات      | حائلات تعلم  | تعمیمی سطحیں  | دورانیہ | انہائی سرد علاقے                               |  |
|--------------------|---------|---------|-------------------|--|---|---------|--|--|
|                    |         |         |                   |  |   |         | تاریخ  |  |
| ۰۸ جون تا ۹ جولائی | ۰۸ دن   | دورانیہ | اطلاق سمجھنا جانا | ا: ارکان اسلام کا اجمالی تعارف جانے کے لئے کمرہ جماعت میں باقاعدہ مذاکرے کا ماحول بنایا جائیں۔<br>ب: کلمہ شہادت کی اہمیت کو سمجھانے کے لئے ایک مختصر نشست رکھا جائے۔<br>۳: کلمہ شہادت معہ ترجمہ یاد کر کے کلاس میں سنائیں۔ | ا: اکان اسلام کا اجمالی تعارف جانے کے لئے کمرہ جماعت میں باقاعدہ مذاکرے کا ماحول بنایا جائیں۔<br>ب: کلمہ شہادت کی اہمیت کو سمجھانے کے لئے ایک مختصر نشست رکھا جائے۔<br>۳: کلمہ شہادت معہ ترجمہ یاد کر کے کلاس میں سنائیں۔ |         | (۱) ایمانیات و عبادات<br>(۲) ایمانیات و عبادات | (۱) ایمانیات و عبادات<br>(۲) ایمانیات و عبادات |
| ۰۹ جولائی تا       | ۰۸ دن   |         |                   | پچھے اس قابل ہوں کہ:<br>ا: یہ جان سکیں کہ اذان اسلامی شعائر میں سے ہے اور اذان و میوڈن کی فضیلت و آداب سے واقف ہوں۔<br>۲: مستند احادیث کی روشنی میں میوڈن کی فضیلت کے بارے میں جان سکیں۔                                   | پچھے اس قابل ہوں کہ:<br>ا: یہ جان سکیں کہ اذان اسلامی شعائر میں سے ہے اور اذان و میوڈن کی فضیلت و آداب سے واقف ہوں۔<br>۲: مستند احادیث کی روشنی میں میوڈن کی فضیلت کے بارے میں جان سکیں۔                                  |         | ب) ایمانیات و عبادات<br>ب) ایمانیات و عبادات   | ۰۹   |

| نمبر شمار | عنوانات   | ذیلی عنوانات | حاصلات تعلم   | تعمیی سطحیں       | دورانیہ | انہائی سرد علاقے |
|-----------|---|--------------|---|-------------------|---------|------------------|
|           |   |              |   |                   |         | تاریخ            |
| ۱۸        |   |              | ۳: اذان کی فضیلت احادیث کے ذریعے سے سمجھا کر با ادب رہنے کی تلقین کی جائیں۔   | اطلاق سمجھنا جانا | دورانیہ | جو لائی          |
|           |   |              | ۳: اذان کو خاموشی سے نہ اور جوابی کلمات کی عادت اپنائے۔   |                   |         |                  |
| ۱۹        | بabc دوم<br>ایمانیات و عبادات<br>(الف) ایمانیات | (۳) وضو      | پچاس قابل ہوں کہ:<br>ا: یہ جان سکیں کہ وضو نماز کی بنیادی شرط ہے اور پاکی اللہ تعالیٰ کی محبت کا سبب ہے۔  |                   | ۷ دن    | جو لائی تا       |
| ۲۶        |   |              | ۲: وضو کی فضیلت و آداب احادیث سے سمجھا کر دلوں میں اہمیت پیدا کریں۔<br>۳: وضو کا طریقہ باقاعدہ پھوں کو خود کر کے اور ان سے کروکر عملی مظاہرہ کیا جائیں۔ |                   |         | جو لائی          |
|           |   |              | پچاس قابل ہوں کہ:   |                   |         |                  |

| نمبر شمار | عنوانات | عنوانات           | ذیلی عنوانات | حائلات تعلم   | تعمیمی سطحیں | دورانیہ | انہائی سرد<br>علائقہ       |
|-----------|---------|-------------------|--------------|---|--------------|---------|----------------------------|
| (۲)       | باب دوم | ایمانیات و عبادات | نماز         | ۱: نماز کی اہمیت، فضیلت اور آداب کو جان کر نماز پڑھنے کا شوق پیدا ہو جائیں۔   |              |         | تاریخ                      |
|           |         | (اف) عبادات       |              | ۲: نمازوں کی تعداد، رکعات، اوقات اور ناموں کو تفصیلاً سمجھائیں تاکہ وہ سب بتا سکیں۔<br>نماز کے اوقات کے بارے میں چارٹ بنائ کر لگائیں۔ |              | ۰۸ دن   | ۲۹ جولائی<br>تا<br>۱۳ اگست |
|           |         |                   |              | ۳: روزمرہ زندگی میں نمازوں کی پابندی کا اہتمام کر سکیں۔ اس کا عملی مشق کلاس میں کر کے دکھایا جائے۔                                    |              |         |                            |
| (۵)       | باب دوم |                   |              | پچھے اس قابل ہوں کہ:<br>۱: قبلہ و مسجد کا تعارف، اہمیت اور آداب جان کر احترام کو اپنی زندگی میں شامل کر سکیں۔                         |              |         |                            |

| نمبر شمار | عنوانات  | عنوانات  | ذیلی عنوانات  | حائلات تعلم   | تعمیی سطحیں | دورانیہ          | انہائی سرد علاقے   |
|-----------|--|--|---|---|-------------|------------------|--------------------|
| ۱۳        | ایمانیات و عبادات<br>(الف) عبادات                    | قبلہ و مسجد  | قبلہ و مسجد   | ۲: مسجد کی فضیلت کو سمجھائیں تاکہ ان کے دلوں میں ادب کا جذبہ پیدا ہو سکیں۔<br>۳: مسجد و قبلہ کے ادب و احترام کو اپنی زندگی میں شامل کر کے عملی نمونہ پیش کر سکیں۔ | ۷۰ دن       | دورانیہ          | تاریخ              |
|           |  |  |   |   |             |                  | ۱۵ اگست تا ۱۳ اگست |
| ۱۴        | باب سوم<br>سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم | (۱) حضرت محمد رسول اللہ صلی اللہ علیہ وآلہ واصحابہ وسلم کی حیات طیبہ (قبل از بعثت) | پچھے اس قابل ہوں کہ:<br>۱: نبی کریم صلی اللہ علیہ وآلہ واصحابہ وسلم کی ولادت باسعادت اور بوقت ولادت مجزرات اور بچپن کے واقعات جان سکیں۔<br>۲: حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم کی حیات طیبہ کو سمجھ سکیں۔ | ۷۰ دن   | دورانیہ     | انہائی سرد علاقے | ۱۵ اگست تا         |
|           |  |  |   |   |             |                  |                    |
|           |  |  |   |   |             |                  |                    |

| نمبر شمار                           | عنوانات | ذیلی عنوانات | حاصلات تعلم  | تفصیلی سطحیں      | دورانیہ | انہائی سرد علاقے |
|-------------------------------------|---------|--------------|--|-------------------|---------|------------------|
|                                     |         |              |  |                   |         | تاریخ            |
| ۱۸ اگست                             |         |              | ۳: حیات طیبہ کے مختلف واقعات سے زندگی میں ان سے سبق حاصل کر سکیں اور عملی زندگی بہتر بنائیں۔ | اطلاق سمجھنا جانا | دورانیہ | انہائی سرد علاقے |
| ناظرہ قرآن مجید کا جائزہ (۰۵) نمبرز |         |              |  |                   |         |                  |
| ۱۹ اگست تا ۲۱ اگست                  | ۳ دن    |              | اعادہ اور تیاری ۱۲۳ میں ایل اور  |                   |         | Revision         |
| ۲۲ اگست تا ۲۹ اگست                  | ۷ زن    |              | دوسرے جائزہ  |                   |         | Term II Exam     |
| ۳۰ اگست                             | ۰۹ دن   |              | پچھے اس قابل ہوں کہ:   |                   |         | باب سوم          |
|                                     |         |              | ۱: صداقت و امانت اور حسن معاملات کا مفہوم جانیں۔   | ✓                 |         | ۱۳               |

| نمبر شمار | عنوانات                                   | ذیلی عنوانات   | حاصلات تعمیم   | تعمیمی سطحیں      | دورانیہ  | اہتمائی سرد علاقے |
|-----------|---|--|--|-------------------|----------|-------------------|
| ۱۵        | سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم | حضرت محمد صلی اللہ علیہ وآلہ واصحابہ وسلم کی صداقت و امانت اور حسن معاملات | ۲: صداقت و امانت اور حسن معاملات کے اثرات سمجھ سکیں۔   | اطلاق سمجھنا جانا | دورانیہ  | تاریخ             |
| ۱۶        | باب سوم                                   | (۳) حضرت محمد رسول اللہ خاتم الانبیاء صلی اللہ علیہ وآلہ واصحابہ وسلم کی   | پچاس قابل ہوں کہ:<br>ا: رواداری کا مفہوم اور سیرت طیبہ سے رواداری کی مثالوں سے آگاہ ہوں۔<br>۲: صبر و تحمل کے مفہوم کو سمجھ کر اس وہ حسنہ کو جانیں۔ | دورانیہ           | ۱۳ ستمبر | ۱۲ ستمبر تا       |

| نمبر شمار | عنوانات                                  | ذیلی عنوانات  | حاصلات تعلم  | تعمیمی سطحیں | دورانیہ | انہائی سرد علاقے |
|-----------|--|---|--|--------------|---------|------------------|
|           |  |   |  |              |         | تاریخ            |
|           |  |   |  |              |         | تا ۲۵ ستمبر      |
|           |  |   |  |              |         | تا ۲۶ ستمبر      |
| ۱۶        | باب چہارم<br>اخلاق و آداب<br>سچ کی اہمیت | پچھے اس قابل ہوں کہ:<br>۱: سچ کی اہمیت اور جھوٹ کے نقصانات جان سکیں۔<br>۲: قرآن و سنت کی روشنی میں سچائی کی اہمیت سمجھ سکیں۔<br>۳: جھوٹ سے اجتناب اور سچائی کو اپنا کر عملی نمونہ پیش کریں۔ | ۲: رواداری اور صبر و تحمل کو اپنی زندگی میں شامل کریں۔ | حاصلات تعلم  | دورانیہ | تعمیمی سطحیں     |

| نمبر شمار | عنوانات           | ذیلی عنوانات                     | حاصلات تعلم   | تعمیی سطحیں  | دورانیہ | انہائی سرد علاقے |
|-----------|-------------------|----------------------------------|---|--------------|---------|------------------|
|           |                   |                                  |   | تجھیں سمجھنا | اطلاق   | تاریخ            |
| ۱۷        | (۲) گفتگو کے آداب | باب چہارم<br>اخلاق و آداب        | پچھے اس قابل ہوں کہ:                                  |              |         |                  |
|           |                   |                                  | ا: خوش کلامی کی اہمیت و فوائد سے آگاہ ہوں۔            | ✓            |         |                  |
|           |                   |                                  | ب: نرم کلام سے حاصل ہونے والے فوائد کو سمجھ سکیں۔     | ✓            |         |                  |
|           |                   |                                  | س: گفتگو کے آداب کو عملی زندگی میں اپنائیں۔           | ✓            |         |                  |
| ۱۸        | (۱) باہمی تعلقات  | باب پنجم<br>حسن معاملات و معاشرت | پچھے اس قابل ہوں کہ:                                  |              |         |                  |
|           |                   |                                  | ا: حقوق العباد اور حسن سلوک کی اہمیت سے آگاہ ہو سکیں۔ | ✓            |         |                  |
|           |                   |                                  | ب: حقوق العباد کا مفہوم سمجھ سکیں۔                    | ✓            |         |                  |



| نمبر شمار | عنوانات  | ذیلی عنوانات                                | حاصلات تعلم   | تعمیی سطحیں       | دورانیہ | اہتمائی سرد علاقے |
|-----------|--|---|---|-------------------|---------|-------------------|
| ۱۲۰       | بaba ششم<br>ہدایت کے سرچشمے<br>اور مشاہیر اسلام    | خلیفہ اول حضرت<br>ابو بکر صدیق رضی اللہ عنہ | ا: حضرت ابو بکر صدیق رضی اللہ عنہ کے حالات زندگی کے متعلق جان سکیں۔                     | اطلاق سمجھنا جانا | ۰۸ دن   | تاریخ             |
|           |  |   | ۲: حضرت ابو بکر صدیق رضی اللہ عنہ کی خدمات کا ادراک کر سکیں۔                            |                   |         | تا ۱۲۰ اکتوبر     |
|           |  |   | ۳: حضرت ابو بکر صدیق رضی اللہ عنہ کی صفات عالیہ کو اپنی عملی زندگی میں انہیں اپنا سکیں۔ |                   |         | تا ۱۲۸ اکتوبر     |
|           |  |   | پچھے اس قابل ہوں کہ:  |                   |         |                   |
| ۱۲۱       | بaba ۷ قتم<br>اسلامی تعلیمات اور عصر حاضر کے تقاضے | (۱) صحیت و تدرستی                           | ۱: قرآن و سنت کی روشنی میں حفظانِ صحیت کی اہمیت اور اصولوں کو جان سکیں۔                 | ✓                 | ۰۹ دن   | کیم نومبر         |
|           |  |   | ۲: قرآن و سنت کی روشنی میں صفائی کی اہمیت اور افادیت کو سمجھ سکیں۔                      | ✓                 |         | تا                |
|           |  |   | ۳: صفائی کے مختلف طریقوں پر عمل کر سکیں۔  | ✓                 |         |                   |

| نمبر شمار                           | عنوانات | ذیلی عنوانات                        | حائلات تعلم | تفصیلی سطحیں       | دورانیہ | انہائی سرد علاقہ |  |
|-------------------------------------|---------|-------------------------------------|-------------|--------------------|---------|------------------|--|
|                                     |         |                                     |             | اطلاق سمجھنا جاننا | دورانیہ | تاریخ            |  |
|                                     |         |                                     |             |                    |         | انومنبر          |  |
|                                     |         |                                     |             |                    |         |                  |  |
| ناظرہ قرآن مجید کا جائزہ (10) نمبرز |         |                                     |             |                    |         |                  |  |
| ۱۲ انومنبر تا ۱۵ انومنبر            | ۳ دن    | اعادہ اور تیاری (۱۲۳ میں ایک اور)   |             |                    |         | Revision         |  |
| ۱۷ انومنبر تا ۲۰ ادسمبر             | ۲۱ دن   | تیسرا جائزہ / سالانہ امتحان         |             |                    |         | Term III Exam    |  |
| ۲۱ تا ۲۵ ادسمبر                     | ۶۰ دن   | نتیجہ کی تیاری اور یوم والدین وغیرہ |             |                    |         |                  |  |

### Number of Student Learning Outcomes by Cognitive level

| S# | Theme/Units                               | No. of Sub-Topics   | SLOs |   |   | Total SLOs |
|----|---|---|------|---|---|------------|
|    |   |   | K    | U | A |            |
| 1  | قرآن مجید و حدیث نبوی ﷺ                   | (الف) ناظرہ قرآن مجید (ب) حفظ قرآن مجید<br>(ج) حفظ و ترجمہ (د) حدیث نبوی ﷺ<br>(ه) دعائیں (زبانی)  | 5    | 5 | 7 | 17         |
| 2  | ایمانیات و عبادات                         | (۱) توحید کا تعارف (۲) نبوت و رسالت<br>(۱) کفر و شہادت (۲) اذان اور موئذن<br>(۳) وضو<br>(۲) نماز (۵) قبلہ و مسجد                                | 8    | 8 | 8 | 24         |
| 3  | سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم | (۱) حضرت محمد رسول اللہ صلی اللہ علیہ وآلہ واصحابہ وسلم کی حیات طیبہ (قبل از بعثت)<br>(۲) حضرت صلی اللہ علیہ وآلہ واصحابہ وسلم کی صداقت و امانت | 3    | 3 | 3 | 09         |

| S# | Theme/Units                          | No. of Sub-Topics  | SLOs |   |   | Total SLOs |
|----|--------------------------------------|--|------|---|---|------------|
|    |                                      |  | K    | U | A |            |
|    |                                      | اور حسن معاملات (۳) حضرت محمد رسول اللہ خاتم النبیین ﷺ کی رواداری اور صبر و تحمل                               |      |   |   |            |
| 4  | اخلاق و آداب                         | (۱) سچ کی اہمیت (۲) گفتگو کے آداب  | 2    | 2 | 2 | 06         |
| 5  | حسن معاشرت و معاملات                 | (۱) بائیی تعلقات   | 1    | 1 | 1 | 03         |
| 6  | ہدایت کے سرچشمے اور مشاہیر اسلام     | (۱) حضرت ابراہیم<br>(۲) حضرت اسماعیل و حضرت اسحاق علیہم السلام<br>(۳) خلیفہ اول حضرت ابو بکر صدیق رضی اللہ عنہ | 2    | 2 | 2 | 06         |
| 7  | اسلامی تعلیمات اور عصر حاضر کے تقاضے | (۱) صحت و تندرستی  | 1    | 1 | 1 | 03         |

| S# | Theme/Units  | No. of Sub-Topics | SLOs      |           |           | Total SLOs |
|----|--------------|-------------------|-----------|-----------|-----------|------------|
|    |              |                   | K         | U         | A         |            |
|    | <b>Total</b> |                   | <b>22</b> | <b>22</b> | <b>24</b> | <b>68</b>  |



**SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN**  
**SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS BREAK-UP**  
**GRADE-3 EXTREME WINTER ZONE**



**Subject: General Knowledge**

**Class: Three(3)**

| <b>Topic/<br/>Theme</b>          | <b>Sub-Topic</b>                           | <b>Student Learning Outcomes</b>  | <b>Cognitive<br/>Level</b> |          |          | <b>No. of<br/>days<br/>req.</b> | <b>Extreme<br/>Winter<br/>Zone</b> |
|----------------------------------|--|---|----------------------------|----------|----------|---------------------------------|------------------------------------|
|                                  |  |   | <b>K</b>                   | <b>U</b> | <b>A</b> |                                 |                                    |
| <b>1.<br/>Changing<br/>World</b> | Past and Present Things                    | Recognize that present time is different from the past in terms of living style, food, communication, clothes etc |                            | ✓        |          | 2                               | 3-4<br>April 2025.                 |
|                                  | Differences in Past and Present Things     | Identify how schools, communities, and transportation have changed over time (from the given pictures).           |                            | ✓        |          | 2                               | 5-7 April 2025                     |
|                                  | Chronology of periods from past to present | Sequence events in a narrative in chronological order.  |                            |          | ✓        | 2                               | 8-9 April 2025                     |
| <b>End of Unit Assessment</b>    |  |   |                            |          |          | 1                               | <b>10 April 2025</b>               |

| Topic/<br>Theme             | Sub-Topic           | Student Learning Outcomes  | Cognitive Level |   |   | No. of days req. | Extreme Winter Zone |
|-----------------------------|---------------------|--|-----------------|---|---|------------------|---------------------|
|                             |                     |  | K               | U | A |                  |                     |
| 2. Safety                   | Personal Safety     | Recognize the need of personal safety.   |                 | ✓ |   | 2                | 11-12 April 2025    |
|                             |                     | Recognize the risk and danger associated with the use of electric appliances/ sharp objects/ fire.                               |                 | ✓ |   | 2                | 14-15 April 2025    |
|                             | Indoor Safety       | Practice safety measures while using electrical appliances.  |                 |   | ✓ | 2                | 16-17 April 2025    |
|                             | Outdoor Safety      | Identify some natural disasters and ways to stay safe.   |                 | ✓ |   | 2                | 18-19 April 2025    |
|                             | Natural Disaster    | Recognize that they should not hide anything from their parents/ teachers/ guardians to stay safe from any unexpected situation. |                 | ✓ |   | 2                | 21-22 April 2025    |
| End of Unit Assessment      |                     |  |                 |   |   | 1                | 23 April 2025       |
| 3. Working out Disagreement | Resolving conflicts | Recognize disagreements/ conflicts that occur at home, in school and in the local community.                                     |                 | ✓ |   | 2                | 24-25 April 2025    |
|                             | Common Disagreement | Identify feelings of people in different conflicting situations.   |                 | ✓ |   | 2                | 26-28 April 2025    |

| Topic/<br>Theme                                   | Sub-Topic                 | Student Learning Outcomes  | Cognitive Level |   |   | No. of days req. | Extreme Winter Zone |
|---|---------------------------|--|-----------------|---|---|------------------|---------------------|
|   |                           |  | K               | U | A |                  |                     |
| 3. <b>Disagreements</b>                           | Causes of Disagreement    | Identify reasons for disagreements with friends and family members.                    |                 | ✓ |   | 2                | 29-30 April 2025    |
|   | Impact of Disagreement    | Identify the ways in which people resolve conflicts/ disagreements at home and school. |                 | ✓ |   | 2                | 2-3 May, 2025       |
|   | Resolving Disagreement    | Apply discussion and problem-solving methods to work out disagreement.                 |                 |   |   | 2                | 5-6 May, 2025       |
|   | Preventing Disagreement   |  |                 |   |   |                  |                     |
| <b>End of Unit Assessment</b>                     |                           |  |                 |   |   | 1                | 7 May, 2025         |
| 4. <b>The Role of the Government and Citizens</b> | Individuals and Community | Recognize people are member of a local community                                       |                 | ✓ |   | 2                | 8-9 May, 2025       |
|   | Key Problems              | Describe the activities that individuals perform for the welfare of the community.     |                 | ✓ |   | 2                | 10-12 May, 2025     |
| Role of Government                                |                           |  |                 |   |   |                  |                     |

| Topic/<br>Theme                     | Sub-Topic   | Student Learning Outcomes  | Cognitive Level |   |   | No. of days req. | Extreme Winter Zone |
|-------------------------------------|---|--|-----------------|---|---|------------------|---------------------|
|                                     |   |  | K               | U | A |                  |                     |
|                                     | Government and People<br>Good Citizen                                     | Identify key problems in their local area (shortage of drinking water, lack of health and educational facilities, poor sewerage system etc.) |                 | ✓ |   | 2                | 13-14 May, 2025     |
|                                     |   | Recognize that citizens organize themselves to meet their needs.   |                 | ✓ |   | 2                | 15-16 May, 2025     |
|                                     |   | Suggest ways the government and people can work together to meet people's needs in the area.   |                 |   | ✓ | 2                | 17-19 May, 2025     |
|                                     |   | Describe what the government does to meet the needs of the citizens.   |                 | ✓ |   | 2                | 20-21 May, 2025     |
| End of Unit Assessment              |   |  |                 |   |   | 1                | 22 May, 2025        |
| 5. Quaid-e-Azam Muhammad Ali Jinnah | Major events in life of Quaid-e-Azam Muhammad Ali Jinnah<br>Contributions | Introduce Quaid-e-Azam Muhammad Ali Jinnah as the founder of Pakistan.   | ✓               |   |   | 2                | 23-24 May, 2025     |
|                                     |   | Narrate the major events in the life of Quaid-e Azam Muhammad Ali Jinnah (date of birth, death and founder of Pakistan.                      |                 | ✓ |   | 2                | 26-27 May, 2025     |
|                                     |   | Describe major contributions of Quaid-e-Azam Muhammad Ali Jinnah   |                 | ✓ |   | 2                | 28-29 May, 2025     |

| Topic/<br>Theme                        | Sub-Topic                          | Student Learning Outcomes  | Cognitive Level |   |   | No. of days req. | Extreme Winter Zone |  |  |
|--|------------------------------------|--|-----------------|---|---|------------------|---------------------|--|--|
|  |                                    |  | K               | U | A |                  |                     |  |  |
| <b>End of Unit Assessment</b>          |                                    |  |                 |   |   | 1                | 31 May, 2025        |  |  |
| <b>Revision</b>                        |                                    |  |                 |   |   | 4                | 2-5 June, 2025      |  |  |
| <b>1<sup>st</sup> Term Examination</b> |                                    |  |                 |   |   | 8                | 9-17 June, 2025     |  |  |
| 6.<br>Fatima Jinnah                    | Life and services of Fatima Jinnah | Identify Fatima Jinnah as a key figure in formation of Pakistan                      |                 | ✓ |   | 2                | 18-19 June, 2025    |  |  |
|  |                                    | Describe some important achievements of Fatima Jinnah                                |                 | ✓ |   | 2                | 20-23 June, 2025    |  |  |
| <b>End of Unit Assessment</b>          |                                    |  |                 |   |   | 1                | 24 June, 2025       |  |  |
| 7.                                     | Major events in life of Allama     | Introduce Allama Muhammad Iqbal as a personality who expounded the idea of Pakistan. | ✓               |   |   | 2                | 25-26 June, 2025    |  |  |

| Topic/<br>Theme               | Sub-Topic                        | Student Learning Outcomes  | Cognitive Level |   |   | No. of days req. | Extreme Winter Zone |
|-------------------------------|----------------------------------|--|-----------------|---|---|------------------|---------------------|
|                               |                                  |  | K               | U | A |                  |                     |
| Allama Muhammad Iqbal         | Muhammad Iqbal.<br>Contributions | Narrate the major events in the life of Allama Muhammad Iqbal (date of birth, national poet, famous poems for children, and the date when he died).  |                 | ✓ |   | 2                | 27-28 June, 2025    |
| <b>End of Unit Assessment</b> |                                  |  |                 |   |   | 1                | 30 June, 2025       |
| 8. Resources and their types  | Resources                        | Define the term “resources.”   | ✓               |   |   | 2                | 1-2 July, 2025      |
|                               | Natural resources                | State type of resources, natural resources, human resources and capital resources.   | ✓               |   |   | 2                | 3-4 July, 2025      |
|                               | Human Resources                  | Identify natural resources (plants, animals, water, air, land, forests and soil), human resources (farmers, builders, painters etc.) and capital resources (trucks, computer, factory buildings etc.). |                 | ✓ |   | 2                | 5-7 July, 2025      |
|                               | Capital Resources                | Define the terms: goods, services, buyers and sellers.   | ✓               |   |   | 2                | 8-9 July, 2025      |
|                               | Goods and Services               |  |                 |   |   |                  |                     |

| Topic/<br>Theme        | Sub-Topic  | Student Learning Outcomes   | Cognitive Level |   |   | No. of days req. | Extreme Winter Zone |
|------------------------|--|---|-----------------|---|---|------------------|---------------------|
|                        |  |   | K               | U | A |                  |                     |
|                        | Buyers and Sellers<br>Interdependence<br>Scarcity<br>Economic Choice | Identify the main goods and services of their local area.   |                 | ✓ |   | 2                | 10-11 July, 2025    |
|                        |  | Recognize the need for interdependence as not all goods and services are available in their area                      |                 | ✓ |   | 2                | 12-14 July, 2025    |
|                        |  | Describe scarcity and Recognize that people make economic choices because goods and services are limited.             |                 | ✓ |   | 2                | 15-16 July, 2025    |
| End of Unit Assessment |  |   |                 |   |   |                  | 1<br>17 July, 2025  |
| 9.<br>Food             | Food Basis Food<br>Balanced Diet<br>Factors for Healthy living       | Identify certain food groups as fruits, vegetables, grains, dairy product, meat and dry fruit.                        |                 | ✓ |   | 2                | 18-19 July, 2025    |
|                        |  | Recognize that healthy living requires eating a balanced diet, keeping clean, sleeping well, and exercising regularly |                 | ✓ |   | 2                | 21-22 July, 2025    |
| End of Unit Assessment |  |   |                 |   |   |                  | 1<br>23 July, 2025  |

| Topic/<br>Theme                  | Sub-Topic  | Student Learning Outcomes  | Cognitive Level |   |   | No. of days req. | Extreme Winter Zone |
|----------------------------------|--|--|-----------------|---|---|------------------|---------------------|
|                                  |  |  | K               | U | A |                  |                     |
| 10<br>Diseases and their control | Diseases<br>Types of diseases<br>Preventions<br>Science in everyday life | Recognize that certain diseases are infectious and vaccination can help to prevent such diseases |                 | ✓ |   | 2                | 24-25 July, 2025    |
|                                  |  | Describe how good hygiene and healthy habits can control the spread of diseases                  |                 | ✓ |   | 2                | 26-28 July, 2025    |
|                                  |  | Recognize people who use every day science in their local area                                   |                 | ✓ |   | 2                | 29-30 July, 2025    |
| End of Unit Assessment           |  |  |                 |   |   | 1                | 31 July, 2025       |
| 11.<br>Habitat                   | Habitat<br>Kinds of Habitats<br>Effects of Human Activities and          | Define the term habitat  |                 | ✓ |   | 2                | 1-2 August, 2025    |
|                                  |  | Describe the different habitats for living things (polar regions, desert, forest, aquatic)       |                 | ✓ |   | 2                | 4-5 August, 2025    |
|                                  |  | Name plants and animals that live in each of the different habitats.                             |                 | ✓ |   | 2                | 6-7 August, 2025    |

| Topic/<br>Theme               | Sub-Topic  | Student Learning Outcomes  | Cognitive Level |   |   | No. of days req. | Extreme Winter Zone |  |
|-------------------------------|--|--|-----------------|---|---|------------------|---------------------|--|
|                               |  |  | K               | U | A |                  |                     |  |
| 12. Changes in Living Things  | the Natural Habitats                                   | Identify the environmental factors (temperature, light, water) that support life in a habitat.               |                 | ✓ |   | 2                | 8-9 August, 2025    |  |
|                               |  | Identify the ways human activities affect the natural habitats.  |                 | ✓ |   | 2                | 11-12 August, 2025  |  |
| <b>End of Unit Assessment</b> |  |  |                 |   |   | 1                | 13 August, 2025     |  |
| 12. Changes in Living Things  | Life cycle of some animals, plants, birds and insects. | Compare different stages of lifespan of plants and animals (from pictures, through observation / Video etc.) |                 | ✓ |   | 2                | 15-16 August, 2025  |  |
|                               |  | Identify the changes in the lifespan of an animal and a plant.   |                 | ✓ |   | 2                | 18-19 August, 2025  |  |
| <b>End of Unit Assessment</b> |  |  |                 |   |   | 2                | 20 August, 2025     |  |
| <b>Revision</b>               |  |  |                 |   |   | 00               | 00                  |  |

| Topic/<br>Theme                        | Sub-Topic                | Student Learning Outcomes   | Cognitive Level |                           |   | No. of days req. | Extreme Winter Zone                |
|--|--------------------------|---|-----------------|---------------------------|---|------------------|------------------------------------|
|  |                          |   | K               | U                         | A |                  |                                    |
| <b>2<sup>nd</sup> Term Examination</b> |                          |   | 8               | <b>21-29 August, 2025</b> |   |                  |                                    |
| 13.<br><b>Energy and its sources</b>   | Energy Sources of energy | State that energy is required for doing work.   | ✓               |                           |   | 2                | 30 August, 2025-1 September , 2025 |
|  |                          | Inquire that sources of energy are used for many things. (move an object, heating, lighting, transportation, electricity) |                 |                           | ✓ | 2                | 2-3 September , 2025               |
|  |                          | Identify natural sources of energy  |                 | ✓                         |   | 2                | 4-9 September , 2025               |
|  |                          | Demonstrate that energy is present in all matter and in sound light and heat.   |                 |                           | ✓ | 2                | 10-11 September , 2025             |

| Topic/<br>Theme               | Sub-Topic                                     | Student Learning Outcomes                             | Cognitive Level |   |   | No. of days req. | Extreme Winter Zone    |
|-------------------------------|---|---|-----------------|---|---|------------------|------------------------|
|                               |   |   | K               | U | A |                  |                        |
| <b>End of Unit Assessment</b> |   |   |                 |   |   | 1                | 12 September , 2025    |
| 14.<br><b>Matter</b>          | Matter  | Identify matter and its states                        |                 | ✓ |   | 2                | 14-15 September , 2025 |
|                               | States of Matter                              | Recognize basic differences between states of matter, |                 | ✓ |   | 2                | 16-17 September , 2025 |
|                               | Characteristics of different states of Matter |   |                 |   |   |                  |                        |
|                               | Change in states of matter.                   | Discuss different states of water                     |                 |   | ✓ | 2                | 18-19 September , 2025 |
| <b>End of Unit Assessment</b> |   |   |                 |   |   | 1                | 20 September , 2025    |
| 15.<br><b>Electricity</b>     | Electricity<br>Electricity current            | Identify how we use electricity and safety measures   |                 | ✓ |   | 2                | 22-23 September , 2025 |

| Topic/<br>Theme               | Sub-Topic   | Student Learning Outcomes   | Cognitive Level |   |   | No. of days req. | Extreme Winter Zone                        |
|-------------------------------|---|---|-----------------|---|---|------------------|--|
|                               |   |   | K               | U | A |                  |  |
|                               |   | Recognize the basic components of a simple circuit                      |                 | ✓ |   | 2                | 24-25 September , 2025                     |
|                               |   | Explore construction of simple circuit                                  |                 |   | ✓ | 2                | 26-27 September , 2025                     |
| <b>End of Unit Assessment</b> |   |   |                 |   |   | 1                | 29 September , 2025                        |
| <b>16.</b><br><b>The Sun</b>  | Sunrise and Sunset.<br><br>Cardinal Directions<br>Role of Sunlight in the Formation of Shadows. | Explain that our solar system is made of a large star and eight planets |                 | ✓ |   | 2                | 30 September , 2025-1<br><br>October, 2025 |
|                               |   | Name the eight planets of solar system                                  | ✓               |   |   | 2                | 2-3 October, 2025                          |

| Topic/<br>Theme | Sub-Topic | Student Learning Outcomes   | Cognitive Level |   |   | No. of days req. | Extreme Winter Zone |
|-----------------|-----------|---|-----------------|---|---|------------------|---------------------|
|                 |           |   | K               | U | A |                  |                     |
|                 |           | Recognize that heat and light of the sun helps to sustain life on earth which is the only known planet where life exist |                 | ✓ |   | 2                | 4-6 October, 2025   |
|                 |           | Explain rotation of the Earth which caused day and night  |                 | ✓ |   | 2                | 7-8 October, 2025   |
|                 |           | State the names of cardinal Directions  | ✓               |   |   | 2                | 9-10 October, 2025  |
|                 |           | Identify that on Earth, the direction of sunrise is 'East' and the direction of sunset is 'West'                        |                 | ✓ |   | 2                | 11-13 October, 2025 |
|                 |           | Name places towards North, South, East and West of the school/home.   | ✓               |   |   | 2                | 14-15 October, 2025 |
|                 |           | Describe the formation of shadows.  |                 | ✓ |   | 2                | 16-20 October, 2025 |

| Topic/<br>Theme                                     | Sub-Topic  | Student Learning Outcomes   | Cognitive Level |   |   | No. of days req. | Extreme Winter Zone |
|---|--|---|-----------------|---|---|------------------|---------------------|
|   |  |   | K               | U | A |                  |                     |
|   |  | Recognize that the size and direction of the shadow can be used to estimate (guess) time. |                 | ✓ |   | 2                | 21-22 October, 2025 |
|   |  | <b>End of Unit Assessment</b>   |                 |   |   | 1                | 23 October, 2025    |
| 17.<br><br><b>Conservation of Natural Resources</b> | Changes in the Natural Environment.              | Describe ways in which humans have changed the natural environment.                       |                 | ✓ |   | 2                | 24-25 October, 2025 |
|   | Pollution<br><br>Conserving Natural Environment. | Define the term pollution.  | ✓               |   |   | 2                | 26-28 October, 2025 |
|   |  | List different types of pollution (land, water, air, noise).                              | ✓               |   |   | 2                | 29-30 October, 2025 |
|   |  | Suggest ways to save natural resources.   |                 | ✓ |   | 2                | 1-3                 |

| Topic/<br>Theme                   | Sub-Topic       | Student Learning Outcomes  | Cognitive Level |   |   | No. of days req. | Extreme Winter Zone   |
|-----------------------------------|-----------------|--|-----------------|---|---|------------------|-----------------------|
|                                   |                 |  | K               | U | A |                  |                       |
| Protecting the Endangered Animals | Extinct Animals |  |                 |   |   |                  | November, 2025.       |
|                                   |                 | Predict that what would happen if natural resources were all used up                   |                 |   | ✓ | 2                | 4-5 November, 2025    |
|                                   |                 | Identify the endangered animals of Pakistan. (Indus Dolphin, Markhor, Blackbuck etc.). |                 | ✓ |   | 2                | 6-7 November, 2025.   |
|                                   |                 | Suggest ways to protect the endangered animals.  |                 |   | ✓ | 2                | 8-10 November, 2025.  |
|                                   |                 | Identify animals, which are extinct (Dinosaurs etc.).                                  |                 | ✓ |   | 2                | 11-12 November, 2025. |
|                                   |                 | End of Unit Assessment   |                 |   |   | 1                | 13 November, 2025.    |

| Topic/<br>Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level |   |   | No. of days req. | Extreme Winter Zone                  |
|-----------------|-----------|---------------------------|-----------------|---|---|------------------|--------------------------------------|
|                 |           |                           | K               | U | A |                  |                                      |
|                 |           | Revision                  |                 |   |   | 2                | 14-15 November, 2025.                |
|                 |           | Final Term Examination    |                 |   |   | 21               | 17 November, 2025.-15 December 2025. |

**Total Number of Student Learning Outcomes by Cognitive level**

| S# | Theme/Topic | Name of Sub-Topics | SLOs | Total SLOs |
|----|-------------|--------------------|------|------------|
|    |             |                    |      |            |

|     |   |   | K | U | A |          |
|-----|---|---|---|---|---|----------|
| 1   | Changing World                          | Past and Present Things, Differences in Past and Present Things<br>Chronology of periods from past to present   | 0 | 2 | 1 | <b>3</b> |
| 2   | Safety                                  | Personal Safety, Indoor Safety, Outdoor, Safety, Natural Disaster   | 0 | 4 | 1 | <b>5</b> |
| 3   | Working out Disagreement                | Resolving conflicts, Common Disagreement, Causes of Disagreement<br>Impact of Disagreement, Resolving Disagreement, Preventing Disagreement             | 0 | 4 | 1 | <b>5</b> |
| 4   | The Role of the Government and Citizens | Individuals and Community, Key Problems, Role of Government<br>Government and People, Good Citizen  | 0 | 5 | 1 | <b>6</b> |
| 5   | Quaid-e-Azam Muhammad Ali Jinnah        | Major events in life of Quaid-e-Azam Muhammad Ali Jinnah<br>Contributions   | 1 | 2 | 0 | <b>3</b> |
| 6   | Fatima Jinnah                           | Life and services of Fatima Jinnah  | 0 | 2 | 0 | <b>2</b> |
| 7   | Allama Muhammad Iqbal                   | Major events in life of Allama Muhammad Iqbal. Contributions  | 1 | 1 | 0 | <b>2</b> |
| 8   | Resources and their types               | Resources, Natural resources Human Resources, Capital Resources<br>Goods and Services, Buyers and Sellers, Interdependence, Scarcity<br>Economic Choice | 3 | 4 | 0 | <b>7</b> |
| 9   | Food                                    | Food, Basis Food, Balanced Diet, Factors for Healthy living   | 0 | 2 | 0 | <b>2</b> |
| 10  | Diseases and their control              | Diseases, Types of diseases, Preventions, Science in everyday life  | 0 | 3 | 0 | <b>3</b> |
| 11  | Habitat                                 | Habitat, Kinds of Habitats, Effects of Human Activities and the Natural Habitat   | 2 | 3 | 0 | <b>5</b> |
| 20. | Changes in Living Things                | Life cycle of some animals, plants, birds and insects.  | 0 | 2 | 0 | <b>2</b> |
| 13. | Energy and its sources                  | Energy, Sources of energy,  | 1 | 1 | 2 | <b>4</b> |
| 14. | Matter                                  | Matter, States of Matter, Characteristics of different states of Matter   | 0 | 2 | 1 | <b>3</b> |

|     |                                   |   |    |    |    |           |
|-----|-----------------------------------|---|----|----|----|-----------|
|     |                                   | Change in states of matter.   |    |    |    |           |
| 15. | Electricity                       | Electricity, Electricity current  | 0  | 2  | 1  | <b>3</b>  |
| 16. | The Sun                           | Sunrise and Sunset. Cardinal Directions, Role of Sunlight in the Formation of Shadows.  | 3  | 6  | 0  | <b>9</b>  |
| 17. | Conservation of Natural Resources | Changes in the Natural Environment. Pollution, Conserving Natural Environment. Conserving Natural Resources, Protecting the Endangered Animals, Extinct Animals | 2  | 3  | 3  | <b>8</b>  |
|     | <b>Total</b>                      |   | 13 | 48 | 11 | <b>72</b> |

**Number of Student Learning Outcomes by Cognitive level (TERM-I)**

| S#           | Theme/Topic                             | Name of Sub-Topics   | SLOs     |           |          | Total SLOs |
|--------------|---|--|----------|-----------|----------|------------|
|              |   |  | K        | U         | A        |            |
| 9.           | Changing World                          | Past and Present Things, Differences in Past and Present Things<br>Chronology of periods from past to present                        | 0        | 2         | 1        | 3          |
| 10.          | Safety                                  | Personal Safety, Indoor Safety, Outdoor, Safety, Natural Disaster  | 0        | 4         | 1        | 5          |
| 11.          | Working out Disagreement                | Resolving conflicts, Disagreement, Causes of Disagreement<br>Impact of Disagreement, Resolving Disagreement, Preventing Disagreement | 0        | 4         | 1        | 5          |
| 12.          | The Role of the Government and Citizens | Individuals and Community, Key Problems, Role of Government<br>Government and People, Good Citizen                                   | 0        | 5         | 1        | 6          |
| 13.          | Quaid-e-Azam Muhammad Ali Jinnah        | Major events in life of Quaid-e-Azam Muhammad Ali Jinnah<br>Contributions  | 1        | 2         | 0        | 3          |
| <b>Total</b> |   |  | <b>1</b> | <b>17</b> | <b>4</b> | <b>22</b>  |

**Number of Student Learning Outcomes by Cognitive level (TERM-II)**

| S#           | Theme/Topic                | Name of Sub-Topics  | SLOs     |           |          | Total SLOs |
|--------------|----------------------------|---|----------|-----------|----------|------------|
|              |                            |   | K        | U         | A        |            |
| 4.           | Fatima Jinnah              | Life and services of Fatima Jinnah  | 0        | 2         | 0        | 2          |
| 5.           | Allama Muhammad Iqbal      | Major events in life of Allama Muhammad Iqbal. Contributions  | 1        | 1         | 0        | 2          |
| 6.           | Resources and their types  | Resources, Natural resources Human Resources, Capital Resources<br>Goods and Services, Buyers and Sellers, Interdependence, Scarcity<br>Economic Choice | 3        | 4         | 0        | 7          |
| 7.           | Food                       | Food, Basis Food, Balanced Diet, Factors for Healthy living   | 0        | 2         | 0        | 2          |
| 8.           | Diseases and their control | Diseases, Types of diseases, Preventions, Science in everyday life  | 0        | 3         | 0        | 3          |
| 9.           | Habitat                    | Habitat, Kinds of Habitats, Effects of Human Activities and the Natural Habitat   | 2        | 3         | 0        | 5          |
| 10.          | Changes in Living Things   | Life cycle of some animals, plants, birds and insects.  | 0        | 2         | 0        | 2          |
| <b>Total</b> |                            |   | <b>6</b> | <b>17</b> | <b>0</b> | <b>23</b>  |

**Number of Student Learning Outcomes by Cognitive level (TERM-III)**

| S#           | Theme/Topic                       | Name of Sub-Topics  | SLOs     |           |          | Total SLOs |
|--------------|-----------------------------------|---|----------|-----------|----------|------------|
|              |                                   |   | K        | U         | A        |            |
| 6.           | Energy and its sources            | Energy, Sources of energy,  | 1        | 1         | 2        | 4          |
| 7.           | Matter                            | Matter, States of Matter, Characteristics of different states of Matter<br>Change in states of matter.  | 0        | 2         | 1        | 3          |
| 8.           | Electricity                       | Electricity, Electricity current  | 0        | 2         | 1        | 3          |
| 9.           | The Sun                           | Sunrise and Sunset. Cardinal Directions, Role of Sunlight in the Formation of Shadows.  | 3        | 6         | 0        | 9          |
| 10.          | Conservation of Natural Resources | Changes in the Natural Environment. Pollution, Conserving Natural Environment. Conserving Natural Resources, Protecting the Endangered Animals, Extinct Animals | 2        | 3         | 3        | 8          |
| <b>Total</b> |                                   |   | <b>6</b> | <b>14</b> | <b>7</b> | <b>27</b>  |



**SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN**  
**SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS-BREAK-UP**  
**GRADE 4-EXTREME WINTER ZONE**



**Subject: English**

**Class: Four (4)**

| S# | Unit/Competencies             | Student Learning Outcome  | Cognitive Levels |   |   | Duration/ Number of Days | Timeline                                     |
|----|-------------------------------|---|------------------|---|---|--------------------------|--|
| 1  | <b>Great Caliphs of Islam</b> | Students will be able to:   | K                | U | A |                          | April  |
|    |                               | 1. Use pre-reading strategies to predict the content and apply critical thinking to interact with the text. |                  |   | ✓ | 02                       | April 3 <sup>rd</sup>                        |
|    |                               | 2. Identify and classify words that begin with vowel sound  |                  | ✓ |   | 01                       | April 4 <sup>th</sup>                        |
|    |                               | 3. Identify countable and uncountable nouns   |                  | ✓ |   | 01                       | April 5 <sup>th</sup>                        |
|    |                               | 4. classify adjectives of quantity, quality, size, shape, colour and origin                                 |                  |   | ✓ | 03                       | April 7 <sup>th</sup>                        |
|    |                               | 5. write sentences of their own using correct capitalization, punctuation and spellings                     |                  |   | ✓ | 02                       | April 8 <sup>th</sup>                        |
| 2  | <b>Beauty of Nature</b>       | 1. Demonstrate conversations and dynamics of oral interaction in a group to introduce self and others.      |                  |   | ✓ | 03                       | April 9 <sup>th</sup> April 10 <sup>th</sup> |
|    |                               | 2. Use prefixes to deduce the meaning of new words.   |                  | ✓ | ✓ | 02                       | April 11 <sup>th</sup>                       |
|    |                               | 3. Recognize and use some naming words as collective nouns  |                  | ✓ |   | 01                       | April 12 <sup>th</sup>                       |
|    |                               | 4. Recognize and generate rhyming strings.  |                  | ✓ |   | 01                       | April 14 <sup>th</sup>                       |
|    |                               | 5. Paraphrase the next in their own words   |                  |   | ✓ | 01                       | April 15 <sup>th</sup>                       |

| S# | Unit/Competencies        | Student Learning Outcome  | Cognitive Levels |   | Duration/ Number of Days | Timeline                                 |
|----|--------------------------|---|------------------|---|--------------------------|--|
| 3  | The Journey of Chocolate | 6. Differentiate between the use of definite and indefinite articles.   |                  | ✓ | 02                       | April-16-17 <sup>th</sup>                |
|    |                          | 7. Choose a or an before words that start with mute consonant letters   |                  | ✓ | 01                       | April 18 <sup>th</sup>                   |
|    |                          | 8. Use appropriate expressions in conversations to express likes and dislikes, needs, feelings and opinions.  |                  | ✓ | 03                       | April 19 <sup>th</sup>                   |
|    |                          | 9. Recognize and use adjectives of origin   |                  | ✓ | 01                       | April 21 <sup>st</sup>                   |
|    |                          | 10. Pronounce and practice simple words with more silent letters as 'b' in lamb.  |                  | ✓ | 01                       | April 22 <sup>nd</sup>                   |
| 4  | The Pride of Pakistan    | 1. Apply critical thinking to interact with the text, using reading strategies (while reading) to predict what follows in the text using context and prior knowledge. |                  | ✓ | 03                       | April 23 <sup>rd</sup> -24 <sup>th</sup> |
|    |                          | 2. Pronounce and practice diphthongs in reading lessons and in speech.  |                  | ✓ | 01                       | April 25 <sup>th</sup>                   |
|    |                          | 3. Identify and recognize the function f pronouns and transitional devices: next/then/again   |                  | ✓ | 02                       | April 26 <sup>th</sup>                   |
|    |                          | 4. Make anagrams from simple one/two syllable words.  |                  | ✓ | 01                       | April 28 <sup>th</sup> .29               |
|    |                          | 5. Identify and use transitive and intransitive verbs.  |                  | ✓ | 01                       | April 31 <sup>st</sup>                   |
|    |                          | 6. Identify and recognize a subject and a predicate in a sentence   |                  | ✓ | 02                       | May 2 <sup>nd</sup>                      |
|    |                          | 7. Change the number of regular and irregular nouns   |                  | ✓ | 01                       | May 3 <sup>rd</sup>                      |
|    |                          | 8. Use appropriate expressions in conversation to show ability/ inability to do something.  |                  | ✓ | 02                       | May 5 <sup>th</sup> -6 <sup>th</sup>     |

| S# | Unit/Competencies | Student Learning Outcome  | Cognitive Levels |   | Duration/ Number of Days | Timeline  |
|----|-------------------|---|------------------|---|--------------------------|---|
| 5  | Thank You Lord    | 3. Recognize and use nouns with no change in number.  |                  | ✓ | ✓                        | 01  |
|    |                   | 4. Write simple descriptive paragraphs.   |                  |   | ✓                        | 02  |
|    |                   | 5. Provide the missing information in a gaped summary.  | ✓                |   |                          | 01  |
|    |                   | 6. Apply capitalization to the initial letters of proper nouns: names of holidays, special events and groups.             |                  |   | ✓                        | 03  |
|    |                   | 7. Articulate, identify and use degrees of regular adjectives.  |                  | ✓ |                          | 01  |
|    |                   | 8. Locate, provide and use words to describe a person object or place.  |                  | ✓ | ✓                        | 01  |
|    |                   | 1. Recite poems with actions.   |                  | ✓ |                          | 01  |
|    |                   | 2. Read aloud poems for an accurate reproduction of sounds of letters and words.  |                  | ✓ |                          | 01  |
|    |                   | 3. Classify and use personal pronouns.  |                  | ✓ | ✓                        | 02  |
|    |                   | 4. Classify and change the gender(masculine, feminine, neuter) of more nouns from the immediate and extended environment. | ✓                |   | ✓                        | 03  |
|    |                   | 5. Distinguish among 'be' , 'do', and 'have' as main and helping words.   | ✓                | ✓ |                          | 01  |
|    |                   | 6. Use pre-writing strategies to gather ideas like brainstorming.   |                  |   | ✓                        | 02  |
|    |                   | 7. Write guided paragraphs using ideas gathered and organized through various strategies.                                 |                  |   | ✓                        | 03  |
|    |                   | <b>Revision</b>   |                  |   | 03                       | June 2 <sup>nd</sup> June 3 <sup>rd</sup><br>June 4 <sup>th</sup> |
|    |                   | <b>Term I Exam June 9 to 17 June</b>  |                  |   | 09                       | June 9 <sup>th</sup> to June 17th                                 |

| S# | Unit/Competencies   | Student Learning Outcome   | Cognitive Levels |   | Duration/ Number of Days | Timeline   |
|----|---------------------|--|------------------|---|--------------------------|--|
| 6  | Valuing Others      | 1. Apply critical thinking to interact with a text using intensive reading strategies  |                  | ✓ | 02                       | June 18 <sup>th</sup> , 19 <sup>th</sup>               |
|    |                     | 2. Guess meaning of difficult words from context   | ✓                |   | 02                       | June 20 <sup>th</sup> 21 <sup>st</sup>                 |
|    |                     | 3. Use appropriate expressions in conversation to seek permission  |                  | ✓ | 02                       | June 23 <sup>rd</sup> , 24 <sup>th</sup>               |
|    |                     | 4. Scan a simple text for specific information   |                  | ✓ | 02                       | June 25 <sup>th</sup> , 26 <sup>th</sup>               |
|    |                     | 5. Break up some common compound words into words they are made of.  |                  | ✓ | 02                       | June 27 <sup>th</sup> , 28 <sup>th</sup>               |
|    |                     | 6. Construct simple sentence using S+V and S+V+O pattern   |                  | ✓ | 01                       | June,30 <sup>th</sup>                                  |
|    |                     | 7. Write simple narrative paragraphs.  |                  | ✓ | 03                       | July 1 <sup>st</sup> ,2 <sup>nd</sup> ,3 <sup>rd</sup> |
|    |                     | 8. Recognize simple specific parts of words including common and compound words  | ✓                |   | 01                       | July 7 <sup>th</sup>                                   |
| 7  | Colours of Pakistan | 1. Locate difference between the two parts of a compound word.   | ✓                |   | 02                       | July,8 <sup>th</sup> ,9 <sup>th</sup>                  |
|    |                     | 2. Use appropriate expressions in conversation to respond to instructions and directions.  |                  | ✓ | 02                       | July,10 <sup>th</sup> ,11 <sup>th</sup>                |
|    |                     | 3. Demonstrate conversation and dynamics of oral interaction in a group to describe local events.  | ✓                |   | 01                       | July12th   |
|    |                     | 4. Pronounce long vowel sound.   |                  | ✓ | 01                       | July,13 <sup>th</sup>                                  |
|    |                     | 5. Illustrate the use of pronouns learnt earlier.  | ✓                |   | 02                       | July 14 <sup>th</sup> ,15 <sup>th</sup>                |
|    |                     | 6. Identify and use interrogative pronouns.  | ✓                | ✓ | 02                       | July 16 <sup>th</sup> ,17 <sup>th</sup>                |
|    |                     | 7. Listen and understand longer conversations in English, short talks, lectures, TV broadcasts, stories and descriptions of events to identify their main ideas. | ✓                |   | 01                       | July,18 <sup>th</sup>                                  |

| S# | Unit/Competencies | Student Learning Outcome   | Cognitive Levels |   | Duration/ Number of Days | Timeline   |
|----|-------------------|--|------------------|---|--------------------------|--|
| 8  | Good Study Habits | 8. Write short texts in speech bubbles using vocabulary, tone, style of expression appropriate to the communicative purpose and context.   |                  | ✓ | 02                       | July 19 <sup>th</sup> .21 <sup>st</sup> , 22 <sup>nd</sup> |
|    |                   | 1. Apply critical thinking to interact with the text using intensive reading strategies while reading to identify facts in the text as indicated through these words; day, date, e.tc. |                  | ✓ | 01                       | July 23 <sup>rd</sup> , 24 <sup>th</sup>                   |
|    |                   | 2. Use critical thinking to respond to the text (post reading) to apply world knowledge and their own opinion.   |                  | ✓ | 01                       | July 25 <sup>th</sup>                                      |
|    |                   | 3. Use appropriate expressions in conversations to express regret.   |                  | ✓ | 01                       | ,26 <sup>th</sup> July                                     |
|    |                   | 4. Use alphabetical order to locate words in a dictionary for an increase in vocabulary.   |                  | ✓ | 01                       | 28 <sup>th</sup> July                                      |
|    |                   | 5. Pronounce short vowel sounds /i/ as in bit, /o/ as in cot, /u/ as in sun.   |                  | ✓ | 01                       | 29 <sup>th</sup> July                                      |
|    |                   | 6. Utilize effective study skills e.g brain storming ideas, using illustrations, and note-taking.  |                  | ✓ | 01                       | 30 <sup>th</sup> July                                      |
|    |                   | 7. Recognize meanings of compound adjectives in relation to each other, e.g. huge-big.   |                  | ✓ | 01                       | 31 <sup>st</sup>   |
|    |                   | 8. Illustrate the use of may/may not, can/can not.   |                  | ✓ | 01                       | August 1 <sup>st</sup>                                     |
|    |                   | 9. Recognize and use I, we, you, they, it as subjective case and me, us, you, them, it a objective case and mine, our, your, his, her as possessive case of personal pronouns.         |                  | ✓ | 01                       | 2 <sup>nd</sup> August                                     |
|    |                   | 10. Recognize and use reciprocal pronouns.   |                  | ✓ | 01                       | 4 <sup>th</sup> Aug  |
|    |                   | 11. Write an informal letter to family and friends on personal familiar topics and reply to a short informal letter from friends and family members.                                   |                  | ✓ | 01                       | ,5 <sup>th</sup> Aug                                       |
| 9  | Manners           | 1. Recite poem with actions.   |                  | ✓ | 01                       | 7 <sup>th</sup> , Aug                                      |
|    |                   | 2. Apply critical thinking to interact with the text using intensive reading strategies (while reading) to predict what follows in the text using context and prior knowledge.         |                  | ✓ |                          |  |

| S# | Unit/Competencies | Student Learning Outcome  | Cognitive Levels |   | Duration/ Number of Days | Timeline  |
|----|-------------------|---|------------------|---|--------------------------|---|
| 10 | Be Aware Be Safe  | 3. Use critical thinking to respond to the text (post reading) : expressing understanding of a story through a role play.                         |                  | ✓ | 01                       | 8 <sup>th</sup>   |
|    |                   | 4. Demonstrate attentive listening and engage appropriately with empathy and respect.   |                  | ✓ |                          | 9 <sup>th</sup> August  |
|    |                   | 5. Use some common similes in speech and writing e.g as black as coal.  |                  | ✓ | 01                       |   |
|    |                   | 6. Recognize and practice that -ed has three sounds,i.e./d/./t/./id/ through context.   | ✓                | ✓ | 01                       | 12 <sup>th</sup>  |
|    |                   | 7. Use textual aids such as table of contents and glossary for greater comprehension of text.   |                  | ✓ | 01                       | 13 <sup>th</sup> August   |
|    |                   | 8. Identify and use should/ should not to express permission and prohibition.   |                  | ✓ |                          | 15 <sup>th</sup> August   |
|    |                   | 9. Demonstrate the use of 'an', 'or' and 'but'.   |                  | ✓ | 01                       |   |
|    |                   | 10. Identify and use adverb phrases.  |                  | ✓ | 01                       | 16 <sup>th</sup> August   |
|    |                   | 11. Make a poster for their classroom.  |                  | ✓ | 01                       |   |
|    |                   | 12. Identify and write central idea of a given poem in simple language.   |                  | ✓ | 01                       | 17 <sup>th</sup> August   |
|    |                   | Revision  |                  |   | 04                       | 18 <sup>th</sup> , 19 <sup>th</sup> , 20 <sup>th</sup> 21 <sup>st</sup> |
|    |                   | Term II Exam 22 <sup>nd</sup> August to 30 <sup>th</sup> August   |                  |   | 09                       | 22 <sup>nd</sup> August to 30 <sup>th</sup> August                      |
| 10 | Be Aware Be Safe  | 1. Demonstrate conventions and dynamics of group oral interaction to take turn and use polite expressions to seek attention.                      | ✓                | ✓ | 02                       | Sep 1 <sup>st</sup> , 2 <sup>nd</sup>                                   |
|    |                   | 2. Enact a short drama/playscripts showing different roles and scenarios through deliberate choice of dialogue, speeches, gestures and movements. |                  | ✓ | 02                       | Sep 3 <sup>rd</sup> , 4 <sup>th</sup>                                   |
|    |                   | 3. Describe story elements briefly; tell when and where the story is set ; describe the characters.   | ✓                | ✓ | 01                       | Sep 6 <sup>th</sup>   |

| S# | Unit/Competencies     | Student Learning Outcome   | Cognitive Levels |   | Duration/ Number of Days | Timeline                                |
|----|-----------------------|--|------------------|---|--------------------------|---|
| 11 | The Fox and the Stork | 4. Organize vocabulary items learnt in class and from the extended environment in a notebook according to parts of speech.   |                  | ✓ | 02                       | Sep 8 <sup>th</sup> , 9 <sup>th</sup>   |
|    |                       | 5. Identify and use simple adverbs of time.  |                  | ✓ | 02                       | Sep 10 <sup>th</sup> , 11 <sup>th</sup> |
|    |                       | 6. Recognize that pronouns agree with their antecedents in gender and number.  |                  | ✓ | 02                       | Sep 12 <sup>th</sup> ,13 <sup>th</sup>  |
|    |                       | 7. Identify elements of a story: beginning, middle and end of a conflict.  |                  | ✓ | 02                       | Sep 15 <sup>th</sup> ,16 <sup>th</sup>  |
|    |                       | 8. Recognize and use the full stop with some abbreviations.  |                  | ✓ | 02                       | Sep 17 <sup>th</sup> , 18 <sup>th</sup> |
|    |                       | 9. Write a guided story using the elements of a story.   |                  | ✓ | 02                       | Sep 19 <sup>th</sup> ,20 <sup>th</sup>  |
|    |                       | 10. Revise written work for correct spelling and punctuation, pronoun-antecedent agreement, subject-verb agreement.  | ✓                | ✓ | 03                       | Sep 22,23,24                            |
|    |                       | 1. Demonstrate conventions and dynamics of oral interaction in a group to agree/disagree politely, lead and follow.  |                  | ✓ | 01                       | Sep 26,27                               |
|    |                       | 2. Listen to and identify intonation patterns (rising and falling) in sentences.   |                  | ✓ | 01                       | Sep 28 <sup>th</sup>                    |
|    |                       | 3. Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: personal response. |                  | ✓ | 01                       | Sep 29 <sup>th</sup> ,                  |
|    |                       | 4. Recognize alphabetical arrangement of words in a glossary or a dictionary.  |                  | ✓ | 01                       | Sep 30 <sup>th</sup>                    |
|    |                       | 5. Recognize the function of more joining words.   |                  | ✓ | 01                       | October 1 <sup>st</sup>                 |
|    |                       | 6. Respond to and ask more WH questions.   |                  | ✓ | 01                       | Oct 2 <sup>nd</sup>                     |
|    |                       | 7. Recognize and use apostrophe with contractions.   |                  | ✓ | 01                       | Oct 3 <sup>rd</sup>                     |
|    |                       | 8. Write a short passage, anecdote, fable etc... for pleasure and creativity.  |                  | ✓ | 01                       | Oct 4 <sup>th</sup>                     |

| S# | Unit/Competencies | Student Learning Outcome   | Cognitive Levels |   | Duration/ Number of Days | Timeline   |
|----|-------------------|--|------------------|---|--------------------------|--|
| 12 | Time to Think     | 9. Use some strategies to gather ideas such as mind map.   |                  | ✓ | 01                       | Oct 6 <sup>th</sup>                                  |
|    |                   | 10. Recognize the cases of pronouns: subjective, objective and possessive.   |                  | ✓ | 01                       | Oct 7 <sup>th</sup>                                  |
|    |                   | 1. Demonstrate conventions and dynamics of oral interaction in group to express needs, feelings, and anger.  | ✓                |   | 01                       | Oct 8 <sup>th</sup>                                  |
|    |                   | 2. Apply strategies to comprehend questions for appropriate response by marking key words, verbs, and tenses, in a variety of the following question type: interpretive.       |                  | ✓ | 01                       | Oct 9 <sup>th</sup>                                  |
|    |                   | 3. Explain position and direction on a picture, photograph or map.   | ✓                |   | 01                       | Oct 10 <sup>th</sup>                                 |
|    |                   | 4. Describe a series of events in a picture or an illustration.  |                  | ✓ | 01                       | Oct 11 <sup>th</sup>                                 |
|    |                   | <b>Sports Gala: October 12<sup>th</sup> to October 19<sup>th</sup></b>   |                  |   | 08                       | 12 <sup>th</sup> October to 19 <sup>th</sup> October |
|    |                   | 5. Spell some words studied in class both orally and in writing.   |                  | ✓ | 01                       | Oct 20 <sup>th</sup>                                 |
|    |                   | 6. Apply spelling change in plurl form of regular and irregular nouns.   |                  | ✓ | 01                       | Oct 21 <sup>st</sup>                                 |
|    |                   | 7. Construct sentences beginning with words that point to something i.e. 'this', 'that', 'these', 'those', 'it' to describe picture (s), person (s) places (s) things (s) etc. |                  | ✓ | 01                       | Oct 22 <sup>nd</sup>                                 |
|    |                   | 8. Recognize and use the structure of past continuous tense.   | ✓                | ✓ | 01                       | Oct 23 <sup>rd</sup>                                 |
|    |                   | 9. Use words such as first, second, next and then to show a sequence.  |                  | ✓ | 01                       | Oct 24 <sup>th</sup>                                 |
|    |                   | 10. Recognize and use hyphens with common compound words.  | ✓                | ✓ | 01                       | Oct 25 <sup>th</sup>                                 |
|    |                   | 11. Demonstrate the use of conventions of letter writing: address, salutation, body and closing.   | ✓                |   | 01                       | Oct 27 <sup>th</sup>                                 |
|    |                   | 12. Write a guided formal letter, review their own written work for lay out, legibility, vocabulary and grammar.   |                  | ✓ | 01                       | Oct 29 <sup>th</sup>                                 |

| S# | Unit/Competencies | Student Learning Outcome   | Cognitive Levels |   | Duration/ Number of Days | Timeline             |
|----|-------------------|--|------------------|---|--------------------------|----------------------|
| 13 | Little Things     | 1. Practice and use appropriate tone and non-verbal cues for different communicative functions while listening and speaking.           |                  | ✓ | 01                       | Oct 30 <sup>th</sup> |
|    |                   | 2. Produce in speech appropriate patterns of rhythm, stress, and intonation by listening to stories and poems read aloud in the class. |                  | ✓ | 01                       | Nov 1 <sup>st</sup>  |
|    |                   | 3. Recite poems with actions.  |                  | ✓ | 01                       |                      |
|    |                   | 4. Read and use symbols and directions in a picture/map  |                  | ✓ | 01                       | Nov 3 <sup>rd</sup>  |
|    |                   | 5. Apply spelling change in regular verb forms.  |                  | ✓ | 01                       |                      |
|    |                   | 6. Illustrate the use of question words learnt earlier, identify and use question words, when, how many, and how much etc.             |                  | ✓ | 01                       | Nov 4 <sup>th</sup>  |
|    |                   | 7. Recognize and use the structure of future simple tense.   |                  | ✓ | 01                       | Nov 5 <sup>th</sup>  |
|    |                   | 8. Respond and ask simple questions starting with do and does.   |                  | ✓ | 01                       | Nov 6 <sup>th</sup>  |
|    |                   | 9. Identify and write the central idea of a given poem in simple language.   |                  | ✓ | 01                       | Nov 7 <sup>th</sup>  |
|    |                   | 10. List rhyming words and write poems.  |                  | ✓ | 01                       |                      |
|    |                   | 11. Revise written work for lay out, legibility, vocabulary and grammar.   |                  | ✓ | 01                       |                      |
|    |                   | 12. Identify and make two types of sentences; declarative, imperative/   |                  | ✓ | 01                       | Nov 8 <sup>th</sup>  |
|    |                   | 13. Identify and make two types of sentences interrogative and exclamatory.  |                  | ✓ | 01                       | Nov 9 <sup>th</sup>  |

| S# | Unit/Competencies   | Student Learning Outcome   | Cognitive Levels |  | Duration/ Number of Days | Timeline  |  |  |
|----|---|--|------------------|--|--------------------------|---|--|--|
|    |   | 14. Practice four types of sentences and make new sentences of four types, declarative, imperative, interrogative, and negative. |                  |  | 01                       | Nov 10 <sup>th</sup>  |  |  |
|    |   | <b>Revision</b>  |                  |  | 04                       | 11 <sup>th</sup> 13 <sup>th</sup> 14 <sup>th</sup> 15 <sup>th</sup> |  |  |
|    |   | <b>Term III Annual Exam 17<sup>th</sup> November to 10<sup>th</sup> December</b>   |                  |  | 21                       | 17 <sup>th</sup> November to 10 <sup>th</sup> December              |  |  |
|    | <b>In –House Training/ New Session Planning/ Assessment of Answer Scripts, Result Preparation/ Result / PTM</b> |  |                  |  |                          | 11 <sup>th</sup> December to 15 <sup>th</sup> December              |  |  |
|    | <b>Winter Vacations / Winter Camp For Board Classes</b>   |  |                  |  |                          | 16 <sup>th</sup> December to 31 <sup>st</sup> March 2026            |  |  |

**Total Number of Student Learning Outcomes by Cognitive level**

| S#  | Theme/Topic                     | Name of Sub-Topics  | SLOs |   |    | Total SLOs |
|-----|---------------------------------|---|------|---|----|------------|
|     |                                 |   | K    | U | A  |            |
| 1.  | <b>Great caliphs of Islam</b>   | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 2 | 4  | <b>6</b>   |
| 2.  | <b>Beauty of Nature</b>         | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 4 | 6  | <b>10</b>  |
| 3.  | <b>The journey of chocolate</b> | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 2 | 6  | <b>8</b>   |
| 4.  | <b>The pride of Pakistan</b>    | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 2 | 6  | <b>9</b>   |
| 5.  | <b>Thank you, Lord,</b>         | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 4 | 2  | <b>6</b>   |
| 6.  | <b>Valuing others</b>           | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 2 | 6  | <b>8</b>   |
| 7.  | <b>Colors of Pakistan</b>       | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 4 | 4  | <b>8</b>   |
| 8.  | <b>Good Study Habits</b>        | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 2 | 9  | <b>11</b>  |
| 9.  | <b>Manners</b>                  | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 2 | 10 | <b>12</b>  |
| 10. | <b>Be Aware Be Safe</b>         | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 5 | 5  | <b>10</b>  |
| 11. | <b>The fox and the Stork</b>    | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 4 | 6  | <b>10</b>  |
| 12. | <b>Time to Think</b>            | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 3 | 9  | <b>12</b>  |
| 13. | <b>Little Things</b>            | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 0 | 13 | <b>13</b>  |

**Number of Student Learning Outcomes by Cognitive level (TERM-I)**

| S# | Theme/Topic              | Name of Sub-Topics  | SLOs |    |    | Total SLOs |
|----|--------------------------|---|------|----|----|------------|
|    |                          |   | K    | U  | A  |            |
| 1. | Great caliphs of Islam   | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 2  | 4  | 6          |
| 2. | Beauty of Nature         | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 4  | 6  | 10         |
| 3. | The journey of chocolate | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 2  | 6  | 8          |
| 4. | The pride of Pakistan    | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1    | 2  | 6  | 9          |
| 5. | Thank you, Lord,         | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 4  | 2  | 6          |
|    | Total                    |   | 1    | 14 | 24 | 39         |

**Number of Student Learning Outcomes by Cognitive level (TERM-II)**

| S# | Theme/Topic        | Name of Sub-Topics  | SLOs |    |    | Total SLOs |
|----|--------------------|---|------|----|----|------------|
|    |                    |   | K    | U  | A  |            |
| 6. | Valuing others     | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 2  | 6  | 8          |
| 7. | Colors of Pakistan | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 4  | 4  | 8          |
| 8. | Good Study Habits  | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 2  | 9  | 11         |
| 9. | Manners            | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 2  | 10 | 12         |
|    | Total              |   | 0    | 10 | 29 | 39         |

**Number of Student Learning Outcomes by Cognitive level (TERM-III)**

| S#  | Theme/Topic           | Name of Sub-Topics  | SLOs |    |    | Total SLOs |
|-----|-----------------------|---|------|----|----|------------|
|     |                       |   | K    | U  | A  |            |
| 10. | Be Aware Be Safe      | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 5  | 5  | 10         |
| 11. | The fox and the Stork | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 4  | 6  | 10         |
| 12. | Time to Think         | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 3  | 9  | 12         |
| 13. | Little Things         | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0    | 0  | 13 | 13         |
|     |                       |   |      | 12 | 33 | 45         |



**SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN**  
**SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS-BREAK-UP**  
**GRADE 4-EXTREMEWINTER ZONE**



**Subject: Urdu**

**Class: Four (4)**

| شدید سرد علاقت | دورانیہ | تیبی سطحیں |        |      | حاصلات تعلم   | عنوانات         |
|----------------|---------|------------|--------|------|---|-----------------|
|                |         | اطلاق      | سمجھنا | جانا |   |                 |
| 03.04.2025     | ادن     |            |        | ✓    | پچھے اس قابل ہو گئے کر۔<br>۱۔ اپنی جماعت کے میعاد کے مطابق واقعہ خطبہ کہانی نظم سن کر سوالات کا زبانی جواب دے سکیں۔<br>۲۔ عبارت سن کر اہم نکات معلومات، مشاہدات بیان کر سکیں۔ | حمد باری تعالیٰ |
| 04.04.2025     | 1 دن    |            | ✓      |      | ۳۔ مشکل الفاظ کی پہچان اور جملوں میں استعمال کر سکیں  |                 |
| 05.04.2025     | ادن     | ✓          |        |      | ۴۔ متن کو فہم کے ساتھ پڑھ سکیں۔   |                 |
| 07.04.2025     | ادن     |            |        | ✓    | ۵۔ نظم کے اشعار کا مطلب لکھ سکیں اور کم از کم جھنے نئے الفاظ کی املائی تیاری کر سکیں  |                 |
| 08.04.2025     | ادن     |            | ✓      |      | ۶۔ عنوان کی مدد سے ۱۲ سے ۱۵ جملوں پر مشتمل کہانی لکھ سکیں۔  |                 |
| 09.04.2025     | ادن     | ✓          |        |      | ۷۔ متنداد جملوں میں استعمال کر سکیں۔  |                 |
| 10.04.2025     | ادن     | ✓          |        |      | ۸۔ کم از کم ۵۰ الفاظ پر مبنی عبارت درست طریقے سے پڑھ سکیں۔  | نعت ملکی قرآن   |
| 11.04.2025     | ادن     |            | ✓      |      |   |                 |

| عنوانات | حصصات تعلم  | تئیجی سطحیں |        |       |            | دورانیہ | شدید مردعا لتے |
|---------|---|-------------|--------|-------|------------|---------|----------------|
|         |   | اطلاق       | سمجھنا | چاننا | تاریخ      |         |                |
|         | ۲۔ متن کو فہم کے ساتھ پڑھ سکیں۔   |             | ✓      |       | 12.04.2025 | ادن     |                |
|         | ۳۔ نظم و نثر پڑھ کر سوالات کے جواب دے سکیں۔   |             | ✓      |       | 14.04.2025 | ادن     |                |
|         | ۴۔ نظم خلاصہ لکھ سکیں۔  |             | ✓      |       | 15.04.2025 | 1 دن    |                |
|         | ۵۔ نظم کے اشعار کا مطلب لکھ سکیں۔   |             | ✓      |       | 16.04.2025 | ادن     |                |
|         | ۶۔ حروف جار کو پچان اور ان کا استعمال کر سکیں۔  | ✓           |        |       | 17.04.2025 | ادن     |                |
|         | ۷۔ مرکب الفاظ کے جملے بنائیں۔   | ✓           |        |       | 18.04.2025 | ادن     |                |
|         | ۸۔ اپنی جماعت کے میوار کے مطلوبہ واقعہ کہانی تقریں کر سوالات کے زبانی جوابات دے سکیں۔                             |             | ✓      |       | 19.04.2025 | ادن     |                |
|         | ۹۔ متن کو فہم کا ساتھ پڑھ سکیں۔   |             | ✓      |       | 21.04.2025 | ادن     |                |
|         | ۱۰۔ نظم و نثر پڑھ کر سوالات کے جوابات دے سکیں۔  |             | ✓      |       | 22.04.2025 | ادن     |                |
|         | ۱۱۔ خط کے اجزاء کا خیال رکھتے ہوئے رسمی خط لکھ سکیں۔  | ✓           |        |       | 23.04.2025 | 1 دن    |                |
|         | ۱۲۔ مشکل الفاظ کی پچان سمجھ سکیں اور جملوں میں استعمال کر سکیں۔ کم از کم پچھے نئے الفاظ کی الملاکی تیاری کر سکیں۔ | ✓           |        |       | 24.04.2025 | ادن     |                |
|         | ۱۳۔ اسم معرفہ اور اسم نکرہ کی پچان اور استعمال کر سکیں۔   | ✓           |        |       | 25.04.2025 | ادن     |                |
|         | ۱۴۔ اپنی جماعت کے میوار کے مطابق مشکل الفاظ کو سمجھ سکیں اور جملوں میں استعمال کر سکیں۔                           | ✓           |        |       | 26.04.2025 | ادن     |                |

مثال معلم

ہم بنتے گے اپنے شہری

| شدید سرد علاقہ | دورانیہ | تعیینی سطحیں |        |       | حوصلات تعلم  | عنوانات     |
|----------------|---------|--------------|--------|-------|--|-------------|
|                |         | اطلاق        | سمجھنا | جاننا |  |             |
| 28.04.2025     | ادن     |              | ✓      |       | ۲۔ پڑھے جانے والے نثر کو غور سے سن سکیں۔ نثر میں الفاظ کے ہجوں کو پہچان سکیں۔    |             |
| 29.04.2025     | ادن     |              |        | ✓     | ۳۔ نظم و نثر پڑھ کر سوالات کے جوابات دے سکیں۔                                    |             |
| 30.04.2025     | ادن     | ✓            |        |       | ۴۔ تذکیرہ و تائیش پہچان سکیں اور استعمال کر سکیں۔                                |             |
| 02.05.2025     | ادن     | ✓            |        |       | ۵۔ اس معرفہ اور اسم کفرہ کو پہچان سکیں اور استعمال کر سکیں۔                      |             |
| 03.05.2025     | ادن     | ✓            |        |       | ۶۔ مختلف موضوعات کے مختلف زبانی اظہار خیال کر سکیں۔                              |             |
| 05.05.2025     | ادن     |              | ✓      |       | ۷۔ اتنا تک گنتی لفظوں میں لکھیں۔   |             |
| 06.05.2025     | ۲ دن    |              |        |       | ۱۔ کہانی کو درست تلفظ اور روانی سے پڑھ سکیں۔                                     | نھاہا تھی   |
| 07.05.2025     |         |              |        | ✓     | ۲۔ کہانی کے متعلق سوالات کے جوابات دے سکیں اور پچھے نئے الفاظ کی املائی کر سکیں۔ |             |
| 07.05.2025     | 1 دن    |              | ✓      |       | ۳۔ کوئی بھی کہانی زبانی بتا سکیں۔  |             |
| 08.05.2025     | ادن     |              |        | ✓     | ۴۔ پڑھے جانے والے نثر کو غور سے سن سکیں اور متن کو فہم کے ساتھ پڑھ سکیں۔         |             |
| 09.05.2025     | ادن     |              |        | ✓     | ۵۔ جماعت کے میعاد کے مطابق کسی بھی موضوع پر اعتماد کے ساتھ تقریر کر سکیں۔        |             |
| 10.05.2025     | ۲ دن    |              |        |       | ۶۔ جماعت کے میعاد کے مطابق کسی بھی موضوع پر اعتماد کے ساتھ تقریر کر سکیں۔        | صحت و صفائی |
| 12.05.2025     |         | ✓            |        |       |  |             |

| شدید مردعا لة | دورانیہ | تہجی سطحیں |       |      | حاصلات تعلم  | عنوانات              |
|---------------|---------|------------|-------|------|--|----------------------|
|               |         | اطلاق      | سمجنا | جانا |  |                      |
| تاریخ         |         |            |       |      |  |                      |
| 13.05.2025    | ادن     | ✓          |       |      | ۳۔ سابقوں اور لا حقتوں کا استعمال کر سکیں۔   |                      |
| 14.05.2025    | ادن     |            | ✓     |      | ۴۔ عددی ترتیب کا درست استعمال کر سکیں۔   |                      |
| 15.05.2025    | ادن     |            | ✓     |      | ۵۔ املا کو صحیت کے ساتھ تحریر کر سکیں۔   |                      |
| 16.05.2025    | ادن     |            | ✓     |      | ۶۔ کم از کم ۱۲۵۰ الفاظ پر مبنی عبارت درست طریق سے پڑھ سکتیں۔                         |                      |
| 17.05.2025    | ادن     |            | ✓     |      | ۷۔ حروف تہجی کے مطابق الفاظ کی تلفظ و ترتیب کی پہچان کر سکیں۔                        |                      |
| 19.05.2025    | ادن     | ✓          |       |      | ۱۔ اپنی جماعت کے میعاد کے مطابق نظر سوالت کے زبانی جوابات دے سکیں۔                   |                      |
| 20.05.2025    | ادن     |            |       | ✓    | ۲۔ جماعت کے میعاد کے مطابق کسی موضوع پر اعتقاد انداز میں تقریر کر سکیں۔              |                      |
| 21.05.2025    | ادن     |            |       | ✓    | ۳۔ مشکل الفاظ کو پہچان کر جملوں میں استعمال کر سکیں۔                                 | ہم پاکستانی بچے ہیں۔ |
| 22.05.2025    | 1 دن    |            |       | ✓    | ۴۔ متن کو فہم کے ساتھ پڑھ سکتیں اور کم از کم چھے نئے الفاظ کے املا کی تیاری کر سکیں۔ |                      |
| 23.05.2025    | 1 دن    | ✓          |       |      | ۵۔ فعل، قابل اور مفعول کو پہچان سکیں۔  |                      |
| 24.05.2025    | 1 دن    | ✓          |       |      | ۶۔ مترادف الفاظ کو جملوں میں استعمال کر سکیں۔  |                      |
| 26.05.2025    | 2 دن    |            |       | ✓    | ۱۔ سبق پڑھ کر سوالت کے جوابات دے سکیں۔   | گلستانہ۔             |
| 27.05.2025    |         |            |       |      |  |                      |

| شروعی مددعی                    | دورانیہ | تیزی سطحیں |        |       | حصہ تعلیم  | عنوانات                  |
|--------------------------------|---------|------------|--------|-------|--|--------------------------|
|                                |         | اطلاق      | سمجھنا | چاننا |  |                          |
| تاریخ                          |         |            |        |       |  |                          |
| 28.05.2025                     | 2 دن    |            |        | ✓     | ۲۔ علاقائی شعر کے متعلق زبانی بتا سکیں اور کم از کم پچھے نئے الفاظ کے الگوی تیاری کر سکیں۔ |                          |
| 29.05.2025                     |         |            |        |       |  |                          |
| 30.05.2025                     | 2 دن    |            |        | ✓     | ۳۔ ملک کے مختلف زبانوں کے شعر اکانام بتا سکیں۔   |                          |
| 31.05.2025                     |         |            |        |       |  |                          |
| 02.06.2025<br>To<br>05.06.2025 |         |            |        |       | دہرانی   |                          |
| 09.06.2025<br>To<br>17.06.2025 |         |            |        |       | Term I Examination   |                          |
| 18.06.2025                     | 1 دن    |            | ✓      |       | ۱۔ متن کو سن کر پڑھ سکیں۔  | آئے ہیں جو کام دوسروں کے |
| 19.06.2025                     | 1 دن    | ✓          |        |       | ۲۔ اپنی جماعت کے میعاد کے مطابق مخاورات کی مدد سے جملے بتا سکیں۔                           |                          |
| 20.06.2025                     | 1 دن    | ✓          |        |       | ۳۔ دس بارہ جملوں پر مشتمل کہانی لکھ سکیں۔  |                          |
| 21.06.2025                     | 1 دن    |            | ✓      |       | ۴۔ با ترتیب جملوں کو ترتیب دے کر درست کر سکیں۔   |                          |
| 22.06.2025                     | 1 دن    |            | ✓      |       | ۵۔ اسم ضمیر کی حالتیں جان سکیں۔  |                          |

| عنوانات        | حصصات تعلم  | تئیجی سطحیں |       |      |            | دورانیہ | شدید سر دعائیت |
|----------------|---|-------------|-------|------|------------|---------|----------------|
|                |   | اطلاق       | سمجنا | جانا | تاریخ      |         |                |
|                | 6۔ گنتگو کے آداب کا عملی مظاہرہ کر سکیں۔  | ✓           |       |      | 23.06.2025 | 1 دن    |                |
|                | 7۔ اپنی جماعت کے میعاد کے مطابق کہانی یا واقعہ درست تلفظ لب و لہجے کے ساتھ پڑھ سکیں۔                |             | ✓     |      | 24.06.2025 | 1 دن    |                |
|                | 1۔ نظم و نشر پڑھ کر سوالات کے جوابات دے سکیں۔   |             | ✓     |      | 25.06.2025 | 1 دن    |                |
|                | 2۔ اپنی جماعت کے میعاد کے مطابق مشکل الفاظ کی پیچان اور جملہ بنائیں۔                                |             | ✓     |      | 26.06.2025 | 1 دن    |                |
|                | 3۔ نظم کو درست لب و لہجے کے ساتھ پڑھ سکیں اور کم از جھنے الفاظ                                      |             |       | ✓    | 27.07.2025 | 1 دن    |                |
| پہلا اور گلہری | 4۔ اکٹھے ستر تک گنتی لفظوں میں لکھ سکیں۔  |             | ✓     |      | 28.06.2025 | 1 دن    |                |
|                | 5۔ کہانی اور نظم پڑھ کر عنوان اور نتیجہ انداز کر سکیں۔  |             | ✓     |      | 30.06.2025 | ادن     |                |
|                | 6۔ نظم کے اشعار کا مطلب لکھ سکیں۔   |             |       | ✓    | 01.07.2025 | ادن     |                |
|                | 7۔ رموز اوقاف و این اور قوسیں کا درست استعمال کر سکیں۔  | ✓           |       |      | 02.07.2025 | 1 دن    |                |
|                | 1۔ اپنی جماعت کے مطابق عبارت سن کر اہم نکات اور اجزاء سے متعلق معلومات مشاہدات خیالات بیان کر سکیں۔ |             | ✓     |      | 03.07.2025 | 1 دن    |                |
| نیا کپیوٹر     | 2۔ صوتیات کی پیچان کر سکیں۔   |             | ✓     |      | 04.07.2025 | ادن     |                |
|                | 3۔ موبائل ایٹر نیٹ کی مدد سے نظم و نتیجہ پڑھ سکیں۔  | ✓           |       |      | 07.07.2025 | ادن     |                |
|                | 4۔ دس سے بارہ جملوں پر مشتمل مضمون لکھ سکیں۔  | ✓           |       |      | 08.07.2025 | 1 دن    |                |

| شدید سرد علاقة | دورانیہ | تفصیلی سطحیں |        |       | حائلات تعلم   | عنوانات         |
|----------------|---------|--------------|--------|-------|---|-----------------|
|                |         | اطلاق        | سمجھنا | جاننا |   |                 |
| 09.07.2025     | ادن     | ✓            |        |       | ۵۔ خط کے اجزاء کا خیال رکھتے ہوئے غیر رسی خط لکھ سکیں۔                                    | ہمارے قومی شاعر |
| 10.07.2025     | 1 دن    | ✓            |        |       | ۶۔ روز نامچہ ڈائری لکھ سکیں۔  | زیبی کے پڑوںی   |
| 11.07.2025     | ادن     | ✓            |        |       | ۷۔ حروف عطف کی پہچان اور استعمال کر سکیں۔   | عنوانات         |
| 12.07.2025     | ادن     | ✓            |        |       | ۸۔ سالیقوں لا حقوں کا استعمال کر سکیں۔  |                 |
| 14.07.2025     | ادن     |              | ✓      |       | ۱۔ اپنی جماعت کے میوار کے مطابق نظم سن کر سوالات کے زبانی جوابات دے سکیں۔                 |                 |
| 15.07.2025     | ادن     | ✓            |        |       | ۲۔ دس سے پندرہ جملوں پر مشتمل مکالہ لکھ سکیں۔   |                 |
| 16.07.2025     | ادن     | ✓            |        |       | ۳۔ واحد جمع کی پہچان اور استعمال کر سکیں۔   |                 |
| 17.07.2025     | ادن     | ✓            |        |       | ۴۔ دس سے بارہ جملوں پر مشتمل مضمون لکھ سکیں۔  |                 |
| 18.07.2025     | ادن     |              | ✓      |       | ۵۔ مشاہدہ منظر کی تصویر دیکھ کر مربوط عبارت لکھ سکیں۔                                     |                 |
| 19.07.2025     | ادن     |              | ✓      |       | ۶۔ گفتگو اور تغیریں کر غلط اور صحیح میں فرق کر سکیں۔                                      |                 |
| 21.07.2025     | ادن     |              | ✓      |       | ۷۔ نظم کو درست لب ولچہ کے ساتھ پڑھ سکیں۔  |                 |
| 22.07.2025     | ادن     | ✓            |        |       | ۸۔ اپنی جماعت کے میوار کے مطابق جملے بنائیں۔  |                 |
| 23.07.2025     | ادن     |              | ✓      |       | ۱۔ اپنی جماعت کے مطابق عبارت سن کر اہم نکات سے متعلق معلومات مشاہدات خیالات بیان کر سکیں۔ |                 |

| عنوانات | حصصات تعلم   | تہجی سطحیں |        |       |            | دورانیہ | شدید مردعا لتے |
|---------|--|------------|--------|-------|------------|---------|----------------|
|         |  | اطلاق      | سمجھنا | چاننا | تاریخ      |         |                |
|         | ۲۔ مشکل الفاظ کو سمجھ سکیں اور جملوں میں استعمال کر سکیں۔                |            | ✓      |       | 24.07.2025 | ادن     |                |
|         | ۳۔ کم از کم ۱۲۵۰ الفاظ پر مشتمل عبارت درست طریقے سے پڑھ سکیں             |            | ✓      |       | 25.07.2025 | ادن     |                |
|         | ۴۔ روز ناچہ ڈائری لکھ سکیں اور ترکیب و تائیش پہچان سکیں۔                 | ✓          |        |       | 26.07.2025 | ادن     |                |
|         | ۵۔ اسم ضمیر کی حالتیں جان سکیں۔  |            | ✓      |       | 28.07.2025 | ادن     |                |
|         | ۶۔ مخاورات کی مدد سے جملے بنائیں۔  | ✓          |        |       | 29.07.2025 | ادن     |                |
|         | ۷۔ اپنی جماعت کے میعاد کے مطابق بصری الفاظ کی پہچان اور استعمال کر سکیں۔ |            |        |       | 30.07.2025 | 1 دن    |                |
|         | ۸۔ اپنی جماعت کے میعاد کے مطابق بصری الفاظ کی پہچان اور استعمال کر سکیں۔ | ✓          |        |       | 31.07.2025 | ادن     |                |
|         | ۹۔ متن کو فہم کے ساتھ پڑھ سکیں۔  |            | ✓      |       | 01.08.2025 | ادن     |                |
|         | ۱۰۔ کہانی پڑھ کر عنوان، عناصر اور متأنج اخذ کر سکیں۔                     |            | ✓      |       | 02.08.2025 | ادن     |                |
|         | ۱۱۔ سادہ مرکب اور مخاورات کی مدد سے جملے بنائیں۔                         | ✓          |        |       | 04.08.2025 | 1 دن    |                |
|         | ۱۲۔ دس سے بارہ جملوں پر مشتمل آپ بیتی لکھ سکیں۔                          |            | ✓      |       | 05.08.2025 | ادن     |                |
|         | ۱۳۔ متفاہ الفاظ جملوں میں استعمال کر سکیں۔                               |            | ✓      |       | 06.08.2025 | ادن     |                |
|         | ۱۴۔ اسم، فعل اور ضمیر کو پہچان اور استعمال کر سکیں۔                      | ✓          |        |       | 07.08.2025 | ادن     |                |

جب ہر چیز سونے کی بن گئی

| عنوانات           | حصصات تعلم   | تئیجی سطحیں | دورانیہ | شدید مردعاً لة                  |
|-------------------|--|-------------|---------|---------------------------------|
|                   |  | جانا        | سمجھنا  | اطلاق                           |
| صح کی آمد         | ۱۔ اپنی جماعت کے میعار کے مطابق کہانی، نظر، واقعہ درست تلفظ کے ساتھ پڑھ سکیں۔<br>۲۔ کسی بھی موضوع پر پ्र اعتماد انداز میں تقریر کر سکیں۔<br>۳۔ حروف تجھی کے مطابق الفاظ کے تلفظ اور ترتیب کی پیچان کر سکیں۔<br>۴۔ نظم و نثر پڑھ کر سوالات کے جوابات دے سکیں۔<br>۵۔ مخفاد الفاظ جملوں میں استعمال کر سکیں۔<br>۶۔ اکاون سے سائٹیک لفظوں میں لگتی لکھ سکیں۔<br>۷۔ رموز اور قاف اور قوسیں کا درست استعمال کر سکیں۔ | عنوانات     | تاریخ   |                                 |
|                   | دہرانی   |             |         | 18.08.2025<br>To<br>21.08.2025  |
|                   | Term II Examination  |             |         | 22.08.2025<br>To<br>30.08.2025  |
| حضرت قاطرة الزہرا | ۱۔ اپنی جماعت کے میعار کے مطابق واقعہ کہانی سن کر سوالات کے زبانی جوابات دے سکیں۔<br>۲۔ کہانی نظم درست تلفظ اور لب و لبھ کے ساتھ بیان کر سکیں۔   | ادن         | ادن     | 01.09.2025<br>ادن<br>02.09.2025 |

| شروع مدرسہ علاقہ | دورانیہ | تینی سطحیں |       |      | حصہ لام   | عنوانات |
|------------------|---------|------------|-------|------|---|---------|
|                  |         | اطلاق      | سمجنا | چانا |   |         |
| 03.09.2025       | ادن     | ✓          |       |      | ۳۔ اپنی جماعت کے میوار کے مطابق کسی موضوع پر تقریر کر سکیں۔     |         |
| 04.09.2025       | ادن     | ✓          |       |      | ۴۔ ارکان سازی اور الفاظ سازی کر سکیں۔ (مصوتوں کی مدد سے)        |         |
| 06.09.2025       | ادن     |            | ✓     |      | ۵۔ الفاظ کے ہجوم کو پہچان سکیں۔                                 |         |
| 08.09.2025       | ادن     |            | ✓     |      | ۶۔ متفاہ الفاظ پہچان سکیں۔                                      |         |
| 09.09.2025       | ادن     | ✓          |       |      | ۷۔ سادہ جملے فعل ماضی اور فعل مستقبل میں تحریر کر سکیں۔         |         |
| 10.09.2025       | ادن     | ✓          |       |      | ۸۔ سابقوں کا درست استعمال کر سکیں۔                              |         |
| 11.09.2025       | ادن     |            | ✓     |      | ۱۔ اپنی جماعت کے میوار کے مطابق سوالات کے جوابات زبانی دے سکیں۔ | گرمی    |
| 12.09.2025       | ادن     |            |       | ✓    | ۲۔ کہانی، نظم درست تنظیم اور لب ولہجہ کے ساتھ بیان کر سکیں۔     |         |
| 13.09.2025       | 2 دن    | ✓          |       |      | ۳۔ اپنی جماعت کے میوار کے مطابق کسی موضوع پر تقریر کر سکیں۔     |         |
| 15.09.2025       |         |            |       |      | ۴۔ ارکان سازی اور الفاظ سازی کر سکیں۔                           |         |
| 16.09.2025       | ادن     | ✓          |       |      | ۵۔ نظم کے اشعار کا مطلب لکھ سکیں۔                               |         |
| 17.09.2025       | ادن     |            | ✓     |      |   |         |

| شدید مردعا لتہ | دورانیہ | تہیی سطحیں |        |       | حاصلات تعلم   | عنوانات |
|----------------|---------|------------|--------|-------|---|---------|
|                |         | اطلاق      | سمجھنا | چاننا |   |         |
| 18.09.2025     | 2 دن    | ✓          |        |       | ۶۔ سادہ جملے فعل ماضی، فعل مستقبل میں تبدیل کر سکیں۔          |         |
| 19.09.2025     |         |            |        |       |   |         |
| 20.09.2025     | ادن     |            | ✓      |       | ۷۔ اعراب کی مدد سے الفاظ کے معانی کی تبدیلی جان سکیں۔         |         |
| 22.09.2025     | ادن     |            | ✓      |       | ۸۔ فہم کے ساتھ پڑھ سکیں۔                                      |         |
| 23.09.2025     | 1 دن    |            | ✓      |       | ۹۔ تشریڑھ کر سوالات جوابات دے سکیں۔                           |         |
| 24.09.2025     | ادن     |            | ✓      |       | ۱۰۔ عبارت میں موجود معلومات پڑھ کر متن اخذ کر سکیں۔           |         |
| 25.09.2025     | 1 دن    | ✓          |        |       | ۱۱۔ دس سے بارہ جملے لکھ سکیں۔                                 |         |
| 26.09.2025     | ادن     |            | ✓      |       | ۱۲۔ واحد جمع پہچان سکی۔                                       |         |
| 27.09.2025     | 1 دن    | ✓          |        |       | ۱۳۔ تذکیر و تائیش پہچان سکیں اور استعمال کر سکیں۔             |         |
| 29.09.2025     | ادن     | ✓          |        |       | ۱۴۔ مترادف کو پہچان سکیں اور جملے بنائیں۔                     |         |
| 30.09.2025     | ادن     | ✓          |        |       | ۱۵۔ اسم اور اسم صفت کو پہچان سکیں اور استعمال کر سکیں۔        |         |
| 01.10.2025     | 1 دن    |            |        | ✓     | ۱۶۔ کم از کم ۲۵۰ الفاظ پر مشتمل عبارت درست طریقے سے لکھ سکیں۔ |         |
| 02.10.2025     | ادن     |            | ✓      |       | ۱۷۔ تحریر میں عددی ترتیب کا درست استعمال کر سکیں۔             |         |

پاکستانی زبانیں

رائے کا احترام

| عنوانات | شاندار فیصلے | اے بات سمجھ میں آئی نہیں | حصہ ایک | تہجی سطحیں |         |       |        | دوسرا نامہ | شروع مدت   |  |
|---------|--------------|--------------------------|---------|------------|---------|-------|--------|------------|--|--|
|         |              |                          |         | تاریخ      | دورانیہ | اطلاق | سمجھنا | چاننا      |  |  |
|         |              |                          |         | 03.10.2025 | 1 دن    | ✓     |        |            | ۳۔ محاورات کی مدد و راست جملے بنائیں۔  |  |
|         |              |                          |         | 04.10.2025 | ادن     |       | ✓      |            | ۴۔ سابقوں اور لا حقوں کا درست استعمال کر سکیں۔                               |  |
|         |              |                          |         | 06.10.2025 | 1 دن    | ✓     |        |            | ۵۔ دس سے بارہ جملوں پر مشتمل مکالمہ لکھ سکیں۔                                |  |
|         |              |                          |         | 07.10.2025 | ادن     |       | ✓      |            | ۶۔ گروہی الفاظ کا تصور سمجھ سکیں۔  |  |
|         |              |                          |         | 08.10.2025 | 1 دن    | ✓     |        |            | ۷۔ لپیچ جماعت کے میعار کے مطابق سادہ مرکب محاورات کی مدد سے جملے بنائیں۔     |  |
|         |              |                          |         | 09.10.2025 | ادن     |       | ✓      |            | ۸۔ اپنی جماعت کے میعار کے مطابق مشکل الفاظ کا استعمال کر سکیں اور سمجھ سکیں۔ |  |
|         |              |                          |         | 10.10.2025 | 1 دن    |       | ✓      |            | ۹۔ فہم کے ساتھ عبارت کو پڑھ سکیں۔  |  |
|         |              |                          |         | 11.10.2025 | 1 دن    | ✓     |        |            | ۱۰۔ تذکیر و تائیث پہچان سکیں اور استعمال کر سکیں۔                            |  |
|         |              |                          |         | 13.10.2025 | ادن     |       | ✓      |            | ۱۱۔ گرہی الفاظ کا تصور سمجھ سکیں۔  |  |
|         |              |                          |         | 14.10.2025 | ادن     | ✓     |        |            | ۱۲۔ رموز و اقاف و اوین اور قسمیں کا درست استعمال کر سکیں۔                    |  |
|         |              |                          |         | 15.10.2025 | ادن     |       | ✓      |            | ۱۳۔ لٹاائف اور پہلیوں کو پڑھنے ان میں پوشیدہ دانش کو سمجھ کر تباہ کیں۔       |  |
|         |              |                          |         | 16.10.2025 | ادن     | ✓     |        |            | ۱۴۔ مرکب الفاظ کا درست استعمال کر سکیں۔                                      |  |
|         |              |                          |         | 17.10.2025 | 1 دن    |       |        | ✓          | ۱۵۔ سبق کو درست تلفظ اور روانی سے پڑھ سکیں۔                                  |  |

| شدید سرد علاقہ | دورانیہ | تئیجی سطحیں |        |      | حائلات تعلم  | عنوانات                    |
|----------------|---------|-------------|--------|------|--|----------------------------|
|                |         | اطلاق       | سمجھنا | جانا |  |                            |
| تاریخ          |         |             |        |      |  |                            |
| 18.10.2025     | ادن     |             | ✓      |      | ۲۔ سبق میں دیے گئے سوالات کے جوابات دے سکیں۔   |                            |
| 20.10.2025     | 1 دن    | ✓           |        |      | ۳۔ عدل و انصاف کے موضوع پر دس جملے لکھ سکیں۔   |                            |
| 21.10.2025     | ادن     |             | ✓      |      | ۱۔ اپنی جماعت کے میعار کے مطابق بصری الفاظ کا استعمال کر سکیں۔                         |                            |
| 22.10.2025     | 1 دن    |             |        | ✓    | ۲۔ کم از کم ۲۰۰ الفاظ پر مشتمل عبارت درست تلفظ اور روانی سے پڑھ سکیں۔                  |                            |
| 23.10.2025     | ادن     |             | ✓      |      | ۳۔ نظم و شرپڑھ کر سوالات کے جوابات دے سکیں۔  |                            |
| 24.10.2025     | 1 دن    |             | ✓      |      | ۴۔ فعل، فاعل اور مفعول کو بیچان سکیں۔  | تاریخی عمارتیں             |
| 25.10.2025     |         |             |        |      | ۵۔ اپنی جماعت کے میعار کے مطابق مخاورات کی مدد سے جملے بنائیں۔                         |                            |
| 28.10.2025     | ادن     | ✓           |        |      | ۶۔ مشکل الفاظ سمجھ سکیں اور جملے بنائیں۔   |                            |
| 29.10.2025     | ادن     | ✓           |        |      | ۷۔ بے ترتیب جملوں کو ترتیب دے کر درست کر سکیں۔   |                            |
| 30.10.2025     | 1 دن    |             | ✓      |      | ۸۔ اپنی جماعت کے میعار کے مطابق مختلف موضوعات کے مطلق اپنے احساسات زبانی بیان کر سکیں۔ |                            |
| 31.10.2025     | ادن     |             |        | ✓    | ۹۔ اپنی جماعت کے میعار کے مطابق مختلف موضوعات کے مطلق اپنے احساسات زبانی بیان کر سکیں۔ | لائس نائیک محمد محفوظ شہید |
| 01.11.2025     | 1 دن    | ✓           |        |      | ۱۰۔ کسی موضوع پر اعتماد کے ساتھ تقریر کر سکیں۔   |                            |
| 03.11.2025     |         |             |        |      |  |                            |

| شدید مزدوجی                  | دورانیہ | تئیجی سطحیں |       |      | حاصلات تعلم   | عنوانات |
|------------------------------|---------|-------------|-------|------|---|---------|
|                              |         | اطلاق       | سمجنا | چانا |   |         |
| تاریخ                        |         |             |       |      |   |         |
| 04.11.2025                   | 1 دن    | ✓           |       |      | ۳۔ اپنی جماعت کے میعاد کے مطابق کسی موضوع پر سادہ مرکب اور محاورات کی مدد سے جملے بنائیں۔ |         |
| 05.11.2025<br>06.11.2025     | 1 دن    |             | ✓     |      | ۴۔ تذکیرہ و تائیث پہچان سکیں۔   |         |
| 07.11.2025                   | 1 دن    | ✓           |       |      | ۵۔ گفتگو کے آداب کا عملی مظاہرہ کر سکیں میعادی اور غیر میعادی اردو میں تعریق کر سکیں۔     |         |
| 08.11.2025                   | 1 دن    | ✓           |       |      | ۶۔ واحد جمیع کی پہچان اور استعمال کر سکیں۔  |         |
| 10.11.2025                   | 1 دن    |             | ✓     |      | ۷۔ فعل حال، فعل ماضی، فعل مستقبل، فعل امر اور فعل نبی کی پہچان کر سکیں۔                   |         |
| 11.11.2025                   | 1 دن    | ✓           |       |      | ۸۔ تحقیقی لکھائی  |         |
|                              | 173     | ۴۳          | ۴۸    | ۲۱   | کل حاصلات تعلم ۱۵۳  |         |
| 12.11.2025 To<br>15.11.2025s |         |             |       |      | دہرائی  |         |

| شروع مدرسہ دعائیۃ              | دورانیہ | تینی سطحیں | حصہ تعلیم | عنوانات  |
|--------------------------------|---------|------------|-----------|--|
| تاریخ                          |         | اطلاق      | سچنا      | جا   |
| 17.11.2025                     |         |            |           | Term III Examination   |
| To<br>10.12.2025               |         |            |           |  |
| 11.12.2025<br>To 15.12.2025    |         |            |           | In -House Training/ New Session Planning/ Assessment of Answer Scripts, Result Preparation/ Result / PTM |
| 16.12.2025<br>To<br>31.03.2026 |         |            |           | Winter Vacations/ Winter Camp For Board Classes  |

### Marks/Weightage for a Specific Theme/Unit

| نمبرات میں تناسب | حاصلات تعلم میں تناسب | حاصلات تعلم کی تعداد | عنوان / سبق              | نمبر شمار |
|------------------|-----------------------|----------------------|--------------------------|-----------|
| 4.64             | 4.64%                 | 07                   | حرباری تعالیٰ            | 1         |
| 4.64             | 4.64%                 | 07                   | نعت ﷺ                    | 2         |
| 3.97             | 3.97%                 | 06                   | مثال معلم                | 3         |
| 4.64             | 4.64%                 | 07                   | ہم بنے گے اچھے شہری      | 4         |
| 1.99             | 1.99%                 | 03                   | نخاہاتی                  | 5         |
| 4.64             | 4.64%                 | 07                   | صحت و صفائی              | 6         |
| 3.97             | 3.97%                 | 06                   | ہم پاکستان بچ بیں۔       | 7         |
| 1.99             | 1.99%                 | 03                   | گلدستہ۔                  | 8         |
| 5.30             | 5.30%                 | 08                   | آتے ہیں جو کام دوسروں کے | 9         |
| 4.64             | 4.64%                 | 07                   | پہاڑ اور گلہری           | 10        |
| 5.30             | 5.30%                 | 08                   | نیا کمپیوٹر              | 11        |

| نمبرات میں تناسب | حاصلات تعلم میں تناسب | حاصلات تعلم کی تعداد | عنوان / سبق                | نمبر شمار |
|------------------|-----------------------|----------------------|----------------------------|-----------|
| 5.30             | 5.30%                 | 08                   | ہمارے قوی شاعر             | 12        |
| 4.64             | 4.64%                 | 07                   | زیبائک پڑوی                | 13        |
| 4.64             | 4.64%                 | 07                   | جب ہر چیز سونے کی بن گئی   | 14        |
| 4.64             | 4.64%                 | 07                   | صحیح کی آمد                | 15        |
| 5.30             | 5.30%                 | 08                   | حضرت فاطمۃ الزہرا          | 16        |
| 4.64             | 4.64%                 | 07                   | گری                        | 17        |
| 5.30             | 5.30%                 | 08                   | پاکستانی زبانیں            | 18        |
| 4.64             | 4.64%                 | 07                   | رائے کا احترام             | 19        |
| 4.64             | 4.64%                 | 07                   | یہ بات سمجھ میں آئی نہیں   | 20        |
| 1.99             | 1.99%                 | 03                   | شاندار فیصلے               | 21        |
| 4.64             | 4.64%                 | 07                   | تاریخی عمارتیں             | 22        |
| 4.64             | 4.64%                 | 07                   | لانس نائیک محمد محفوظ شہید | 23        |

### Number of SLOs By Cognitive Level(Term-I)

| سابق کے گل حاصلات تعلم | سطح   |        |        | عنوان                  | نمبر شمار |
|------------------------|-------|--------|--------|------------------------|-----------|
|                        | اطلاق | سمجھنا | جانانا |                        |           |
| 7                      | 3     | 2      | 2      | ۱. حمد                 | .۱        |
| 7                      | 2     | 4      | 1      | ۲. نعمت                | .۲        |
| 6                      | 3     | 2      | 1      | ۳. مثالی معلم          | .۳        |
| 7                      | 4     | 2      | 1      | ۴. ہم بنے گے اچھے شہری | .۴        |
| 3                      | 0     | 1      | 2      | ۵. تھاہاڑی             | .۵        |
| 7                      | 2     | 4      | 1      | ۶. صحت و صفائی         | .۶        |
| 6                      | 3     | 1      | 2      | ۷. ہم پاکستانی چیزیں۔  | .۷        |
| 3                      | 0     | 1      | 2      | ۸. گلدرستہ۔            | .۸        |
|                        | 17    | 17     | 12     |                        |           |

## Number of SLOs By Cognitive Level(Term-II)

| اساق کے گل حاصلات تعلم | سطح   |        |       | عنوان                     | نمبر شمار |
|------------------------|-------|--------|-------|---------------------------|-----------|
|                        | اطلاق | سمجھنا | جاننا |                           |           |
| 8                      | 3     | 5      | 0     | آتے ہیں جو کام دوسروں کے  | 9         |
| 7                      | 1     | 4      | 2     | پھر اور گلہری             | 10        |
| 8                      | 6     | 1      | 1     | نیا کپیوٹر                | 11        |
| 8                      | 4     | 4      | 0     | ہمارے قومی شاعر           | 12        |
| 7                      | 3     | 4      | 0     | زیبائکے پڑوںی             | 13        |
| 7                      | 4     | 3      | 0     | جب ہر چیز سونے کی بن گئی  | 14        |
| 7                      | 2     | 4      | 1     | صحیح کی آمد               | 15        |
|                        | 23    | 25     | 04    | گل حاصلات تعلم سینئنڈ ڈرم |           |

### Number of SLOs By Cognitive Level(Term-III)

| اسبق کے گل حاصلات تعلم | سُلْطَن |        |      | عنوان                      | نمبر شمار |
|------------------------|---------|--------|------|----------------------------|-----------|
|                        | اطلاق   | سمجھنا | جانا |                            |           |
| 8                      | 4       | 4      | 0    | حضرت فاطمۃ الزہرا          | 16        |
| 7                      | 3       | 3      | 1    | گرمی                       | 17        |
| 8                      | 4       | 4      | 0    | پاکستانی زبانیں            | 18        |
| 7                      | 3       | 3      | 1    | رائے کا احترام             | 19        |
| 71                     | 3       | 4      | 0    | بی بات سمجھ میں آئی نہیں   | 20        |
| 3                      | 1       | 1      | 1    | شاندار فیصلہ               | 21        |
| 7                      | 2       | 4      | 1    | تاریخی عمارتیں             | 22        |
| 8                      | 5       | 2      | 1    | لاؤس نائیک محمد محفوظ شہید | 23        |
|                        | 25      | 25     | 05   | گل حاصلات تعلم تھرڈ ڈرام   |           |



**SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN**  
**SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS-BREAK-UP**  
**GRADE 4-EXTREME WINTER ZONE**



**Subject: Mathematics**

**Class: Four (4)**

| <b>Unit/ Theme</b>              | <b>Sub Topics</b>                   | <b>Students Learning Outcomes</b>  | <b>Cognitive Levels</b> |          |          | <b>Duration/<br/>No. of<br/>Days</b> | <b>Zones</b>             |
|---------------------------------|-------------------------------------|--|-------------------------|----------|----------|--------------------------------------|--------------------------|
|                                 |                                     |  | <b>K</b>                | <b>U</b> | <b>A</b> |                                      |                          |
| <b>Whole numbers</b>            | 1. Number up to 5-digits<br>2. Ex 1 | 1. Count up to 99,999  | ✓                       |          |          | 04                                   | 03-04-2025 to 07-04-2025 |
|                                 |                                     | 2. Identify place value of digits up to 5-digit number                                     |                         | ✓        |          |                                      |                          |
|                                 |                                     | 3. Read and write numbers up to 99,999 in numerals and words                               | ✓                       |          |          |                                      |                          |
|                                 | 1. Roman numbers<br>2. Ex 2         | 4. Read and write Roman numbers up to 100  | ✓                       |          |          | 04                                   | 08-04-2025 to 11-04-2025 |
|                                 |                                     | 5. Compare and order numbers up to 100   |                         |          | ✓        | 08                                   | 12-04-2025 to 21-04-2025 |
|                                 |                                     | 6. Round off a whole number to the nearest 10, 100, 1000 and 10,000                        |                         | ✓        |          |                                      |                          |
| <b>Addition and subtraction</b> | 1. Addition<br>2. Ex 1              | 7. Add numbers mentally and in written form up to 5-digits                                 |                         | ✓        |          | 03                                   | 22-04-2025 to 24-04-2025 |
|                                 |                                     | 8. Solve real life numbers stories involving the addition of numbers up to 5-digits.       |                         |          | ✓        |                                      |                          |
|                                 | 1. Subtraction<br>2. Ex 2           | 9. Subtract numbers mentally and in written form up to 5-digits                            | ✓                       |          |          | 03                                   | 25-04-2025 to 28-04-2025 |
|                                 |                                     | 10. Solve real life numbers situation involving the subtraction of numbers up to 5-digits. |                         |          | ✓        |                                      |                          |

| Unit/ Theme           | Sub Topics   | Students Learning Outcomes   | Cognitive Levels |   |   | Duration/<br>No. of Days | Zones                    |
|-----------------------|--|--|------------------|---|---|--------------------------|--------------------------|
|                       |  |  | K                | U | A |                          |                          |
|                       |  | Students will be able to:  |                  |   |   |                          | Extreme Winter           |
|                       | 1. Estimation in Addition and Subtraction<br>2. Ex 3<br>3. Review Ex | 11. Estimate sum and difference of numbers up to 5-digits.   |                  | ✓ |   | 06                       | 29-04-2025 to 06-05-2025 |
|                       | 1. Multiplication<br>2. Ex 1   | 12. Multiply numbers up to 5-digits by numbers up to 3-digits.<br>13. Solve real life situation involving multiplication of numbers up to 4 digits by a number up to 2-digits. |                  | ✓ |   | 04                       | 07-05-2025 to 10-05-2025 |
|                       | 1. Division<br>2. Ex 2   | 14. Divides numbers up to 5-digits by a number up to 2-digits.<br>15. Solve real life situation involving multiplication of numbers up to 4 digits by a number up to 2-digits. | ✓                |   |   | 04                       | 11-05-2025 to 15-05-2025 |
| Factors and multiples | 1. Divisibility Rules<br>2. Ex 1                                     | 16. Identify divisibility rules for 2,3,5, and 10.<br>17. Use divisibility tests for 2, 3, 5 and 10 on numbers up to 5 digits.   |                  | ✓ |   | 03                       | 16-05-2025 to 19-05-2025 |
|                       | 1. Factors and Multiples<br>2. Ex 2                                  | 18. Find factors of a number up to 50.<br>19. List the first 10 multiples of a 1-digit number.   | ✓                |   |   | 03                       | 20-05-2025 to 22-05-2025 |
|                       |  | 20. Differentiate between factors and multiples.   |                  | ✓ |   |                          |                          |

| Unit/ Theme | Sub Topics   | Students Learning Outcomes   | Cognitive Levels |   |   | Duration/ No. of Days | Zones                    |
|-------------|--|--|------------------|---|---|-----------------------|--------------------------|
|             |  |  | K                | U | A |                       |                          |
|             | 1. Prime factorization<br>2. Ex. 3<br>3. Review Ex               | Students will be able to:  |                  |   |   |                       | Extreme Winter           |
|             |  | 21. Factorize a number by using prime factors.   | ✓                |   |   | 06                    | 23-05-2025 to 29-05-2025 |
|             |  | 22. Find the multiples of two or more numbers.   |                  | ✓ |   |                       |                          |
|             |  | 23. Determine common factors of two or more 2-digit numbers.   |                  | ✓ |   |                       |                          |
| Algebra     | 1. Patterns<br>2. Ex. 1  | 24. Determine common multiples of two or more 2-digit numbers.   |                  | ✓ |   |                       |                          |
|             |  | 25. Recognize a given increasing and decreasing pattern by stating a pattern rule.                     | ✓                |   |   | 04                    | 30-05-2025 to 03-06-2025 |
|             |  | 26. Describe the pattern found in a given table or chart.  | ✓                |   |   |                       |                          |
|             |  | 27. Complete the given increasing and decreasing number sequence.                                      |                  | ✓ |   |                       |                          |
|             |  | Revision   |                  |   |   | 02                    | 04-06-2025 to 05-06-2025 |
|             |  | Term-I-Examinations  |                  |   |   | 08                    | 09-06-2025 to 17-06-2025 |
|             | Total Working Days   |  |                  |   |   | 60                    |                          |
|             | 1. Identifying and writing expression<br>2. Ex. 2                | 28. Identifying and write expression of numbers sentences represent problems that may involve unknown. |                  |   | ✓ | 03                    | 18-06-2025 to 20-06-2025 |
|             | 1. Identifying and using relationship<br>2. Ex 3<br>3. Review Ex | 29. Identify and use relationship in a well-defined pattern.   | ✓                |   |   | 06                    | 21-06-2025 to 27-06-2025 |
|             |  | 30. Use rule to generate pair of whole numbers   |                  | ✓ |   |                       |                          |

| Unit/ Theme | Sub Topics   | Students Learning Outcomes   | Cognitive Levels |   |   | Duration/<br>No. of Days | Zones  |
|-------------|--|--|------------------|---|---|--------------------------|--|
|             |  |  | K                | U | A |                          |  |
| Fractions   | 1. Like and unlike fraction<br>2. Ex 1   | 31. Recognize like and unlike fraction   | ✓                |   |   | 09                       | Extreme Winter<br><br>28-06-2025 to 07-07-2025 |
|             |  | 32.  |                  |   |   |                          |  |
|             |  | 33.  |                  |   |   |                          |  |
|             |  | 34.  |                  |   |   |                          |  |
|             |  | 35. Compare two unlike fractions by converting them to equivalent fraction                         |                  | ✓ |   |                          |  |
|             |  | 36. Simplify the fraction to the lowest form   |                  | ✓ |   |                          |  |
|             |  | 37. Identify the proper, improper and mixed fractions.   | ✓                |   |   |                          |  |
|             |  | 38. Convert improper fraction to mixed fraction and vice versa.                                    |                  |   | ✓ |                          |  |
|             |  | 39. Arrange fractions into ascending and descending order.   | ✓                |   |   |                          |  |
|             |  | 40. Add and subtract fractions with like and unlike denominators.                                  | ✓                |   |   | 06                       | 08-07-2025 to 14-07-2025                       |
| Fractions   | 1. Addition and subtraction of like and unlike fraction<br>2. Ex 2<br>3. Ex. 3 | 41. Multiply two fractions and/or mixed numbers.   |                  | ✓ |   | 08                       | 15-07-2025 to 23-07-2025                       |
|             |  | 42. Recognize the percentage symbol and understand that percent is the number of parts of hundred. | ✓                |   |   |                          |  |

| Unit/ Theme     | Sub Topics  | Students Learning Outcomes  | Cognitive Levels |   |   | Duration/<br>No. of Days | Zones                    |  |
|-----------------|---|---|------------------|---|---|--------------------------|--------------------------|--|
|                 |   |   | K                | U | A |                          |                          |  |
| <b>Decimals</b> | 1. Decimal Numbers<br>2. Place Value of Digits in Decimals<br>3. Ex 1 | 43. Recognize a decimal number as an alternative way of writing a fraction.   | ✓                |   |   | 03                       | Extreme Winter           |  |
|                 |   | 44. Express a decimal number as a fraction whose denominator is 10, 100, 1000.  |                  | ✓ |   |                          |                          |  |
|                 |   | 45. Identify and recognize the place value of a digit in decimals.  | ✓                |   |   |                          |                          |  |
|                 | 1. Conversion of Fraction and Decimals<br>2. Ex. 2                    | 46. Convert a given fraction to a decimal if <ul style="list-style-type: none"> <li>▪ Denominator of the fraction is 10, 100, 1000</li> </ul> |                  | ✓ |   | 03                       |                          |  |
|                 |   | 43. Denominator of the fraction is not 10, 100, 1000 but can be converted into 10, 100, 1000.   |                  |   |   |                          |                          |  |
|                 |   | 44. Convert a decimal to fraction.  |                  | ✓ |   |                          |                          |  |
|                 | 1. Addition and Subtraction of Decimals<br>2. Ex. 3                   | 45. Add and subtract 3-digit number   | ✓                |   |   | 02                       | 31-07-2025 to 01-08-2025 |  |
|                 |   | 46. Multiply a 2 digits number by 10 and 100.   | ✓                |   |   |                          |                          |  |
|                 | 1. Multiplication and Division of Decimals<br>2. 2. Ex 4              | 47. Multiply a 2-digit with 1 decimal place by a 1-digit number and a 2-digit number.   |                  | ✓ |   | 04                       | 02-08-2025 to 06-08-2025 |  |
|                 |   | 48. Divide a 2-digit number with 1 decimal place  |                  | ✓ |   |                          |                          |  |
|                 |   | 49. Solve real life situations involving 2-digit numbers with 1-decimal place using appropriate   |                  |   | ✓ |                          |                          |  |

| Unit/ Theme | Sub Topics  | Students Learning Outcomes  | Cognitive Levels |   |   | Duration/<br>No. of<br>Days | Zones                    |
|-------------|---|---|------------------|---|---|-----------------------------|--------------------------|
|             |   |   | K                | U | A |                             |                          |
|             |   | Students will be able to:<br><br>operations.  |                  |   |   |                             | Extreme Winter           |
| Measurement | 1. Comparing and Ordering Decimal Numbers<br>2. Order of Operations<br>3. Ex. 5 | 50. Compare and order decimal number with up to two decimal places.   |                  | ✓ |   | 04                          | 07-08-2025 to 11-08-2025 |
|             |   | 51. Recognize the order of operation and use it to solve mathematical expressions.  | ✓                |   |   |                             |                          |
|             | 1. Rounding Decimal Numbers<br>2. Ex. 6<br>3. Review Ex                         | 52. Round decimal number to the nearest:<br><ul style="list-style-type: none"><li>▪ Whole number</li><li>▪ One decimal place</li><li>▪ Two decimal place</li></ul>                          |                  | ✓ |   | 04                          | 12-08-2025 to 16-08-2025 |
|             |   | <b>REVISION</b>   |                  |   |   |                             |                          |
|             |   | <b>Term-II-Examinations</b>   |                  |   |   | 08                          | 22-08-2025 to 30-08-2025 |
|             |   | <b>Total Working Days</b>   |                  |   |   | 64                          |                          |
| Measurement | 1. Length<br>2. Ex 1  | 53. Use standard metric to measure the length of different objects.   |                  | ✓ |   | 04                          | 01-09-2025 to 04-09-2025 |
|             |   | 54. Convert larger to smaller metric units<br><ul style="list-style-type: none"><li>▪ Kilometers into meters</li><li>▪ Meter into centimeter</li><li>▪ Centimeter into millimeter</li></ul> |                  | ✓ |   |                             |                          |
|             | 1. Addition and subtraction in units of length<br>2. Ex 2                       | 55. Add and subtract measure of length in same units  | ✓                |   |   | 04                          | 06-09-2025 to 10-09-2025 |
|             |   | 56. Use standard metric units to measure the mass of different  |                  |   | ✓ |                             |                          |

| Unit/ Theme | Sub Topics  | Students Learning Outcomes   | Cognitive Levels |   |   | Duration/<br>No. of Days | Zones                    |
|-------------|---|--|------------------|---|---|--------------------------|--------------------------|
|             |   |  | K                | U | A |                          |                          |
|             |   | Students will be able to:<br>objects.  |                  |   |   |                          | Extreme Winter           |
|             |   | 57. Convert larger to smaller metric units<br>▪ Kilogram into grams<br>▪ Grams into milligram  |                  | ✓ |   |                          |                          |
|             | 1. Mass<br>2. Ex 3  | 58. Add and subtract measure of mass in same unitslitres into millilitres.   | ✓                |   |   | 03                       | 11-09-2025 to 13-09-2025 |
|             | 1. Capacity<br>2. Ex 4<br>3. Ex 5   | 59. Add and subtract measure of capacity in same units   | ✓                |   |   | 06                       | 15-09-2025 to 20-09-2025 |
|             | 1. Real word problems involving Length, Mass, Capacity<br>2. Ex 6<br>3. Review Ex | 60. Solve real life situations involving conversion, addition and subtraction of measures of length, mass and capacity.  |                  |   | ✓ | 06                       | 22-09-2025 to 27-09-2025 |
| Time        | 1. Time<br>2. Ex. 1   | 61. Read and write the time using digital and analogue clocks on 12-hour and 24-hour format  | ✓                |   |   | 03                       | 28-09-2025 to 01-10-2025 |
|             | 1. Conversion of Years, Months and Days<br>2. Ex 3                                | 62. Convert years to month, months to days and weeks to days   |                  | ✓ |   | 03                       | 02-10-2025 to 04-10-2025 |
|             | 1. Addition and Subtraction of Measures of Time<br>2. Ex 4                        | 63. Add and subtract measures of time without carrying and borrowing.<br>64. Solve simple real life situation involving conversion, addition, and subtraction of measure of time | ✓                |   |   | 06                       | 06-10-2025 to 11-10-2025 |

| <b>Unit/ Theme</b> | <b>Sub Topics</b>                             | <b>Students Learning Outcomes</b>   | <b>Cognitive Levels</b> |          |          | <b>Duration/ No. of Days</b> | <b>Zones</b>             |
|--------------------|---|---|-------------------------|----------|----------|------------------------------|--------------------------|
|                    |   | <b>Students will be able to:</b>  | <b>K</b>                | <b>U</b> | <b>A</b> |                              |                          |
|                    | 3. Review Ex                                  | 65. Recognize temperature measuring scales: Kelvin, Celsius and Fahrenheit                | ✓                       |          |          |                              | Extreme Winter           |
|                    |   | 66. Calculate duration of different events using start time and end time.                 |                         | ✓        |          |                              |                          |
|                    |   | <b>Sports Gala</b>  |                         |          |          | 06                           | 13-10-2025 to 18-10-2025 |
| <b>Geometry</b>    | 1. Parallel and Non-parallel lines<br>2. Ex 1 | 67. Recognize and identify parallel and non-parallel lines                                | ✓                       |          |          | 01                           | 20-10-2025               |
|                    | 1. Angle<br>2. Ex 2                           | 68. Recognize an angle formed by the intersection of two rays.                            | ✓                       |          |          | 03                           | 21-10-2025 to 23-10-2025 |
|                    |   | 69. Measure angles in degree by using a protractor.                                       |                         | ✓        |          |                              |                          |
|                    |   | 70. Differentiate acute, obtuse and right angles.   |                         | ✓        |          |                              |                          |
|                    |   | 71. Measure angle by using a protractor.  | ✓                       |          |          |                              |                          |
|                    | 1. Circle<br>2. Ex 3                          | 72. Identify right angles in 2-d shapes   | ✓                       |          |          |                              |                          |
|                    |   | 73. Describe the radius, diameter and circumference of a circle.                          | ✓                       |          |          | 02                           | 24-10-2025 to 25-10-2025 |
|                    | 1. Perimeter and Area<br>2. Ex 4              | 74. Find the perimeter of a 2-D figure on a square grid.                                  |                         | ✓        |          | 03                           | 27-10-2025 to 29-10-2025 |
|                    |   | 75. Recognize that the area of a square is measured in meter square and centimeter square | ✓                       |          |          |                              |                          |
|                    | 1. Symmetry                                   | 76. Recognize the line of symmetry in two-dimensional (2-D) shape                         | ✓                       |          |          | 03                           | 30-10-2025 to 01-11-2025 |

| Unit/ Theme                   | Sub Topics  | Students Learning Outcomes   | Cognitive Levels |   |   | Duration/ No. of Days | Zones                                     |
|-------------------------------|---|--|------------------|---|---|-----------------------|---|
|                               |   |  | K                | U | A |                       |   |
|                               | 2. Ex 5   | Students will be able to:  |                  | ✓ |   |                       | Extreme Winter                            |
|                               |   | 77. Complete a symmetrical figure with respect to a given line of symmetry on square grid. |                  | ✓ |   |                       |   |
|                               | 1. 3-D Shapes<br>2. Ex 6<br>3. Review Ex                                  | 78. Compare and sort 3-D objects.  |                  | ✓ |   | 02                    | 03-11-2025 to 04-11-2025                  |
| Data Handling and Probability | 1. Bar graph<br>2. Ex 1   | 79. Read a bar graph given in horizontal and vertical form                                 | ✓                |   |   | 03                    | 05-11-2025 to 07-11-2025                  |
|                               |   | 80. Interpret real life situations using data presented in bar graph.                      |                  |   | ✓ |                       |   |
|                               | 1. Probability<br>2. Ex 2<br>3. Review Ex                                 | 81. Describe the outcomes of a simple probability experiment using mathematical language   | ✓                |   |   | 03                    | 08-11-2025 to 11-11-2025                  |
|                               | Revision  |  |                  |   |   | 04                    | 12-11-2025 to 15-11-2025                  |
|                               | Term-III / Annual Examinations  |  |                  |   |   | 21                    | 17-11-2025 to 10-12-2025                  |
|                               | Total Working Days  |  |                  |   |   | 86                    |   |
|                               | In -house trainings / New Session Planning / Assessment of Answer Scripts |  |                  |   |   | 08                    | 11-12-2025 to 13-12-2025                  |
|                               | Result Announcement Day   |  |                  |   |   | 01                    | 15-12-2025                                |
|                               | Winter Vacations/ Winter Camp For Board Classes                           |  |                  |   |   | 90                    | 16-12-2025 to 31 <sup>st</sup> March 2026 |



**SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN**  
**SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS-BREAK-UP**  
**GRADE 4-EXTREME WINTER ZONE**



**Subject: Islamiyat**

**Class: Four (4)**

| نمبر شمار | عنوانات                               | ذیلی عنوانات        | حاصلات تعلم  | تفصیلی سطحیں | دورانیہ | انہائی سر د علاقے    |
|-----------|---------------------------------------|---------------------|--|--------------|---------|----------------------|
|           |                                       |                     |  | تجھنا        | اطلاق   | تاریخ                |
| ۰۱        | باب اول<br>قرآن مجید و حدیث<br>نبوی ﷺ | (۱) ناظرہ قرآن مجید | نچے اس قابل ہوں کہ:<br><br>۱: رموز اور قاف اور درست تلفظ سے آگاہ ہوں، ایک چارٹ رموز اور قاف کا بورڈ کے ساتھ لگائیں۔<br>ناظرہ کے گھنٹے میں بچوں کے ساتھ تکرار کر کے جانے کا موقع دیا جائیں۔ |              | ۷۰ دن   | ۳۰ اپریل تا ۱۰ اپریل |
| ۰۲        |                                       |                     | نچے اس قابل ہوں کہ:  |              |         |                      |

| نمبر شمار            | عنوانات | ذیلی عنوانات | حاصلات تعمیم   | تفصیلی سطحیں   | دورانیہ              | اپتہائی سر دعا لے |                   |
|----------------------|---------|--------------|----------------|--|----------------------|-------------------|-------------------|
|                      |         |              |                | اطلاق  | سمجھنا               | جاننا             | تاریخ             |
| ۱۱ اپریل تا ۱۶ اپریل | ۵۰۵ دن  | (ب)          | حافظ قرآن مجید | ۱: سورۃ الماعون اور سورۃ الکافرون کے تجویدی قواعد سے واقفیت حاصل کر سکیں۔<br>۲: مذکورہ بالاحصائر توں کی اہمیت و فضیلت گلگران سے سمجھنے کی کوشش کریں۔<br>۳: ان سورتوں کو تجوید کے ساتھ حفظ کر کے معلم / معلمہ سنائیں۔                         | ۱۱ اپریل تا ۱۶ اپریل | ۵۰۵ دن            | اپتہائی سر دعا لے |
|                      |         |              |                |  |                      |                   |                   |
|                      |         |              |                |  |                      |                   |                   |
| ۷ اپریل تا ۱۲ اپریل  | ۵۰۵ دن  | (ج)          | حافظ و ترجمہ   | ۱: رکوع، قومه، سجدے اور تشهد کی تسبیحات کے معانی و مفہومیں سے آگاہ ہو سکیں۔<br>۲: سورہ الکوثر کے پس منظر یعنی شان نزول کو معلم سے سمجھیں۔<br>۳: کلمات نماز اور سورہ الکوثر مع ترجمہ یاد کر کے اپنی روزمرہ زندگی میں پڑھنے کا اہتمام کر سکیں۔ | ۷ اپریل تا ۱۲ اپریل  | ۵۰۵ دن            | اپتہائی سر دعا لے |
|                      |         |              |                |  |                      |                   |                   |
|                      |         |              |                |  |                      |                   |                   |
|                      |         |              |                |  |                      |                   |                   |
|                      |         | (د)          | باب اول        | ۱: احادیث کی اہمیت سے واقف ہوں اور حدیث کا معنی و مطلب جان سکیں۔   |                      |                   | ۰۳                |
|                      |         |              |                |  |                      |                   |                   |

| نمبر شمار             | عنوانات | ذیلی عنوانات       | حاصلات تعمیم                          | تفصیلی سطحیں  | دورانیہ | اپنائی سر دعا لاء |       |
|-----------------------|---------|--------------------|---------------------------------------|---|---------|-------------------|-------|
|                       |         |                    |                                       | اطلاق   | سمجھنا  | جاننا             | تاریخ |
| ١٣٠ اپریل تا ٢٣ اپریل | ٧٠ دن   | حدیث نبوی ﷺ        | قرآن مجید و حدیث نبوی                 | ٢: احادیث مبارکہ کے معانی و مفہوم کو سمجھانے میں بچوں کی خوب رہنمائی کی جائیں۔                  | ✓       |                   |       |
|                       |         |                    |                                       | ٣: روز مرہ زندگی میں ان احادیث کی تعلیمات پر عمل کا کوئی طریقہ کار و ضع کر کے بچوں سے کروائیں۔  | ✓       |                   |       |
|                       |         |                    |                                       | ٤: پانچ مختصر صحیح احادیث مبارکہ کو زبانی یاد کرنے کا طریقہ کمرہ جماعت میں ہی سمجھائیں۔         | ✓       |                   |       |
| ٠٩ مئی تا ٠٢ مئی      | ٧٠ دن   | (٦) دعائیں (زبانی) | باب اول<br>قرآن مجید و حدیث<br>نبوی ﷺ | پچھے اس قابل ہوں کہ:  |         |                   |       |
|                       |         |                    |                                       | ١: دعاؤں کو پڑھنے کی اہمیت و فضیلت سے آگاہ ہو سکیں اور قرآن عملی دعائیں کر بتائیں۔              | ✓       |                   |       |
|                       |         |                    |                                       | ٢: دعاؤں کے معانی و مفہوم اور درست تلفظ کے ساتھ یاد کرنے کا انداز سمجھائیں۔                     | ✓       |                   |       |
|                       |         |                    |                                       | ٣: چھے اسماعیل حسنی کو معانی کے ساتھ یاد کر کے کلاس میں سنائیں۔                                 | ✓       |                   |       |
|                       |         |                    |                                       | ٤: دعاؤں کو اپنی روز مرہ زندگی میں پڑھنے اور مانگنے کے عادی بنیں۔ اس کا عملی مشق کلاس میں کریں۔ | ✓       |                   |       |

| نمبر شمار | عنوانات                                       | ذیلی عنوانات           | حاصلات قائم   | تفہیمی سطحیں |        |       | دورانیہ | اپتہائی سر دعا لے |
|-----------|---|------------------------|---|--------------|--------|-------|---------|-------------------|
|           |   |                        |   | اطلاق        | سمجھنا | جاننا |         |                   |
| ۰۶        | باب دوم<br>ایمانیات و عبادات<br>(اف) ایمانیات | (۱)<br>فرشتوں پر ایمان | پچے اس قابل ہوں کہ:   |              |        |       | ۷۰ دن   | ۱۰ امیٰ تا ۷ امیٰ |
|           |   |                        | ۱: تمام معصوم فرشتوں پر ایمان لانے کے حکم سے آگاہ ہو سکیں۔ (بچوں کو ایمان اور فرشتوں کے بارے میں خوب جان پہچان کی بتیں سنائیں تاکہ ان کو مکمل جان کاری ہو سکیں)       | ✓            |        |       |         |                   |
|           |   |                        | ۲: فرشتوں کو اللہ تعالیٰ کی نوری مخلوق سمجھ لیں کہ وہ گناہوں سے پاک ہیں۔ بچوں کے ساتھ سوال و جواب کا ایک سیشن رکھا جائے اور ان کے خوب صورت سوالوں کے جوابات دے جائیں۔ | ✓            |        |       |         |                   |
|           |   |                        | ۳: چند مشہور فرشتوں کے ناموں اور ذمہ داریوں کے متعلق گفتگو کر سکیں۔   | ✓            |        |       |         |                   |
|           |   |                        | ۴: یہ بتا سکیں کہ فرشتے اللہ تعالیٰ کے حکم کے پابند ہیں اور نورانی مخلوق ہیں اور دیگر ضروریات زندگی سے بھی پاک ہیں۔   | ✓            |        |       |         | ۷                 |
|           |   |                        | پچے اس قابل ہوں کہ:   |              |        |       |         |                   |

| نمبر شمار        | عنوانات | ذیلی عنوانات                         | حاصلات قائم  | تفصیلی سطحیں | دورانیہ | اہمیتی سر دعا لے |       |
|------------------|---------|--------------------------------------|--|--------------|---------|------------------|-------|
|                  |         |                                      |  | اطلاق        | سمجھنا  | جاننا            | تاریخ |
| ۱۹ مئی تا ۲۶ مئی | ۷۰ دن   | (۲) آسمانی کتابوں اور صحائف پر ایمان | <p>۱:- آسمانی کتابوں پر ایمان کی اہمیت اور حکم سے آگاہ ہو سکیں۔ یعنی انبیاء کرام پر کتابوں کے نزول کا مقصد اور ان پر ایمان لانے کے مطلب کے حوالے سے گفتگو کی جائیں۔</p> <p>۲:- آسمانی کتابوں میں سے قرآن مجید کی فضیلت و انسانی زندگی میں اس کی اہمیت سمجھائیں اور پھر کو دلائل سے مطمئن کرائیں۔</p> <p>۳:- پھر کے ساتھ بحث و مباحثہ کر کے ان کا آسمانی کتابوں پر ایمان کی چیختگی کا جائزہ لیا جائیں۔</p> <p>۴:- قرآن مجید کی فضیلت اپنے الفاظ میں مختصر اس ب کے سامنے بیان کر سکیں اور اس پر ایک مضمون بھی لکھ کر دیکھائیں۔</p> | ✓            |         | ✓                |       |
|                  |         |                                      |  | ✓            |         |                  |       |
|                  |         |                                      |  | ✓            |         |                  |       |
|                  |         |                                      |  |              |         |                  |       |
| ۲۷ مئی تا        | ۷۰ دن   | (۱) روزہ (صوم)                       | <p>نچے اس قابل ہوں کہ:</p> <p>۱:- ارکان اسلام کا تعارف حاصل کر سکیں اور اسلام کے بنیادی احکام کے متعلق جان سکیں۔</p> <p>۲:- روزے کا معنی و مفہوم، فرضیت، اہمیت اور فضیلت کے متعلق سمجھائیں اور بہتر انداز میں ان کو ترغیب دیا جائے تاکہ نچے ان کا خوب احترام و اہتمام کریں۔</p>  |              |         |                  |       |
|                  |         |                                      |  |              |         |                  |       |
|                  |         |                                      |  |              |         |                  |       |

| عنوانات          | عنوانات | نمبر شمار   |
|------------------|---------|---|
| ذیلی عنوانات     | عنوانات | عنوانات   |
| اپنائی سر دعا لے | دورانیہ | تقوییی سطحیں  |
| تاریخ            |         | اطلاق سمجھنا جانا   |
| ۰۲ جون           | ✓       | سازروزے کے حقیقی مقاصد اور فوائد کے متعلق گفتگو کر سکیں۔  |
|                  |         | ناظرہ قرآن مجید کا جائزہ (۵۰) نمبرز   |
| ۰۳ جون تا ۰۵ جون | ۳ دن    | اعادہ اور تیاری   |
| ۰۹ جون تا ۱۷ جون | ۸ دن    | پہلا جائزہ  |
| ۱۸ جون تا ۲۳ جون | ۶ دن    | <p>نچے اس قابل ہوں کہ:</p> <p>۱: اللہ تعالیٰ کے حقوق کی اہمیت سے واقف ہو سکیں کہ کس طرح ایک بندہ اپنے اللہ کا حق ادا کرتا ہے۔</p> <p>۲: دعا کی اہمیت و فضیلت سے آگاہ ہو سکیں کہ انسان اپنی ہر ضرورت کے لئے کس کے سامنے ہاتھ پھیلائے اور کس سے دعائیگتے رہے۔</p> <p>۳: اللہ تعالیٰ کو خالق، مالک، رازق اور معبود سمجھ کر توکل کا مظاہرہ کرنے والے بن سکیں۔</p> <p>۴: اللہ تعالیٰ کی نعمتوں کو پہچان کر شکردا کرنے کے عادی بن سکیں۔ نعمتوں پر شکردا کرنے کا آسان طریقہ کلاس میں بتایا جائے۔</p> |

| عنوانات                     | عنبر شمار | عنوانات                 | عنبر شمار                                    | ذیلی عنوانات  | حائلات قائم | تفصیلی سطحیں | دورانیہ | اپنائی سر دعا لئے |
|-----------------------------|-----------|-------------------------|--|---|-------------|--------------|---------|-------------------|
| عنوانات                     | عنبر شمار | ذیلی عنوانات            | عنوانات                                      | ذیلی عنوانات  | حائلات قائم | تفصیلی سطحیں | دورانیہ | تاریخ             |
| تا<br>کیم جو لائی<br>جون ۲۵ | ۰۶ دن     | (۳)<br>تلاوتِ قرآن مجید | باب دوم<br>ایمانیات و عبادات<br>(الف) عبادات | پچھے اس قابل ہوں کہ:  |             |              |         | ۱۰                |
|                             |           |                         |  | ۱: آخری آسمانی کتاب کے طور پر قرآن مجید کا تعارف جان سکیں کہ قرآن پاک ہر قسم کی تحریف سے پاک ہے۔  |             |              |         |                   |
|                             |           |                         |  | ۲: دنیا و آخرت میں کامیابی کے لئے قرآن مجید کی اہمیت، عظمت اور فضائل کو سمجھ سکیں۔                |             |              |         |                   |
|                             |           |                         |  | ۳: تلاوت کے آداب پر عمل کر سکیں۔ (عملی مشق کمرہ جماعت میں کیا جائے)                               |             |              |         |                   |
|                             |           |                         |  | ۴: قرآن مجید پڑھنے اور سمجھنے کی ترغیب دے کر ان کو گھر، مسجد یا کسی سینٹر کی طرف رہنمائی کی جائے۔ |             |              |         |                   |
|                             |           | (۱)                     | باب سوم                                      | پچھے اس قابل ہوں کہ:  |             |              |         | ۱۱                |
|                             |           |                         |  | ۱: نزولِ وحی کے مختلف پہلوؤں سے آگاہی کے لئے اس وقت کی کیفیات بیان کی جائے۔                       |             |              |         |                   |

| نمبر شمار                | عنوانات | ذیلی عنوانات      | حاصلات قسم   | تفصیلی سطحیں   | دورانیہ | اپتہائی سر دعا لے |       |
|--------------------------|---------|-------------------|--|--|---------|-------------------|-------|
|                          |         |                   |  | اطلاق  | سمجھنا  | جاننا             | تاریخ |
| ٢٠٢ جولائی تا ٢٠٨ جولائی | ٢٠٦ دن  | نزول وحی کا واقعہ | سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم            | ۱: حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم کی حیات طیبہ کو سمجھ سکیں۔                                     | ✓       |                   |       |
|                          |         |                   |  | ۲: نزول وحی کے بعد حضرت خدیجہ الکبریٰ رضی اللہ عنہا کا کردار سے واقف ہو کر عملی زندگی میں ان سے سبق حاصل کر سکیں۔                  | ✓       |                   |       |
|                          |         |                   |  | ۳: سورہ العلق کی ابتدائی آیات کے مطابق علم کی اہمیت کو اجاگر کر سکیں۔  | ✓       |                   |       |
| ٢٠٩ جولائی تا ١٥ جولائی  | ٢٠٦ دن  | (۲) دعوت و تبلیغ  | باب سوم<br>سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم | ۱: حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم کی حیات طیبہ میں دعوت و تبلیغ کے مختلف پہلوؤں سے آگاہ ہو سکیں۔ |         |                   |       |
|                          |         |                   |  | ۲: دین اسلام کی تبلیغ کا مفہوم، ضرورت اور اہمیت کو سمجھ سکیں۔  | ✓       |                   |       |
|                          |         |                   |  | ۳: نبی کریم خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم ہونے کی وجہ سے امت پر دعوت و تبلیغ کی ذمہ داری کو بیان کر سکیں۔           | ✓       |                   |       |

| نمبر شمار | عنوانات                       | ذیلی عنوانات   | حاصلات تعمیم  | تفصیلی سطحیں | دورانیہ                | اپنائی سر دعا لے     |       |
|-----------|-------------------------------|--|---|--------------|------------------------|----------------------|-------|
|           |                               |  |   | اطلاق        | سمجھنا                 | جاننا                | تاریخ |
| ۱۳        | (۲) بحیرت جشہ (اولیٰ و ثانیہ) | بیت سوم<br>سیرت طیبہ صلی اللہ علیہ وآلہ<br>واصحابہ و سلم | ۳: نبی رحمت خاتم الانبیاء صلی اللہ علیہ وآلہ واصحابہ و سلم اور صحابہ کرام رضوان اللہ علیہم<br>کی مشکلات اور ثابت قدمی کا اپنی عملی زندگی میں نمونہ پیش کر سکیں۔ | ✓            | ۱۶ جولائی<br>۲۲ جولائی | پچھے اس قابل ہوں کہ: |       |
|           |                               |  |   |              |                        |                      |       |
|           |                               |  |   |              |                        |                      |       |
|           |                               |  |   |              |                        |                      |       |
|           |                               |  |   |              |                        |                      |       |
| ۱۴        | (۳)                           | بیت سوم  | ۱: بحیرت کا مفہوم اور بحیرت جشہ کے بارے میں جان سکیں۔   | ✓            | ۱۰ دن                  | پچھے اس قابل ہوں کہ: |       |
|           |                               |  |   |              |                        |                      |       |
| ۱۵        |                               | بیت سوم  | ۲: نجاشی اور اس کے کردار سے آگاہ ہو سکیں۔   | ✓            |                        | پچھے اس قابل ہوں کہ: |       |
|           |                               |  |   |              |                        |                      |       |
| ۱۶        |                               | بیت سوم  | ۳: حضرت جعفر طیار رضی اللہ عنہ کی نجاشی کے دربار تقریر کے اہم نکات سمجھ سکیں۔   | ✓            |                        | پچھے اس قابل ہوں کہ: |       |
|           |                               |  |   |              |                        |                      |       |
| ۱۷        |                               | بیت سوم  | ۴: مشکلات پر صبر کرنے کی عادت اور ان واقعات کو ترتیب کے لحاظ سے اپنے الفاظ میں<br>بیان کر سکیں۔   | ✓            |                        | پچھے اس قابل ہوں کہ: |       |
|           |                               |  |   |              |                        |                      |       |

| نمبر شمار              | عنوانات | ذیلی عنوانات  | حاصلات تعمیم                                      | تفصیلی سطحیں   | دورانیہ | اپتہائی سر دعا لے |       |
|------------------------|---------|---------------|---|--|---------|-------------------|-------|
|                        |         |               |   | اطلاق  | سمجھنا  | جاننا             | تاریخ |
| ٢٨ جولائی تا ٣٣ جولائی | ٥٠٥ دن  | شعب ابی طالب  | سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم         | ٢: حضرت ابو طالب کے کردار اور مخصوصین کے مشکلات سے آگاہ ہو سکیں۔   |         |                   |       |
|                        |         |               |   | ٣: ان واقعات کے مختلف پہلوؤں کو سمجھ سکیں۔   |         |                   |       |
|                        |         |               |   | ٤: اللہ تعالیٰ پر توکل کرنے کے عادی بن سکیں۔   |         |                   |       |
| ٢٩ جولائی تا ٠٢ اگست   | ٥٠٥ دن  | (٥) عام الحزن | باب سوم سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم | پچھے اس قابل ہوں کہ:   |         |                   | ١٥    |
|                        |         |               |   | ١: عام الحزن کے معانی و مفہوم جان سکیں۔  |         |                   |       |
|                        |         |               |   | ٢: بنی کریم خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم کی زندگی میں حضرت ابو طالب اور حضرت خدیجہ اکبری رضی اللہ عنہا کے کردار سے واقف ہو سکیں۔ |         |                   |       |
|                        |         |               |   | ٣: پریشانی اور غم کے موقع پر بنی کریم خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم کے طرز عمل کو اپنا سکیں۔                                      |         |                   |       |
|                        |         |               |   | پچھے اس قابل ہوں کہ:   |         |                   | ١٦    |

| نمبر شمار | عنوانات   | ذیلی عنوانات    | حاصلات قسم   | تفہیمی سطحیں | دورانیہ | اپنائی سر دعا لے     |       |
|-----------|---|-----------------|--|--------------|---------|----------------------|-------|
|           |   |                 |  | اطلاق        | سمجھنا  | جاننا                | تاریخ |
| ۱۷        | باب سوم<br>سیرت طیبہ صلی اللہ علیہ وآلہ<br>واصحابہ وسلم | (۲)<br>سفر طائف | ۱: سفر طائف کے لئے نبی کریم خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم کی دعا کے اثرات سے واقف ہو سکیں۔  |              | ۵ دن    | ۱۰۷ اگست تا ۱۰۸ اگست |       |
|           |   |                 | ۲: اہل طائف کے لئے نبی کریم خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم کی دعا کے اثرات سے واقف ہو سکیں۔  | ✓            |         |                      |       |
|           |   |                 | ۳: سفر طائف کے واقعات جان کر صبر و تحمل اور برداشت جیسی خصوصیات کو اپنا سکیں۔  | ✓            |         |                      |       |
| ۱۸        | باب چہارم<br>اخلاق و آداب                               | (۱)<br>سادگی    | ۱: سادگی کا مطلب اور مفہوم جان سکیں۔<br>۲: سادگی اور بناوٹ و تکلف میں فرق سمجھ سکیں۔<br>۳: نبی کریم ﷺ کی زندگی میں سادگی کی مثالوں کا جائزہ لے سکیں۔<br>۴: عملی زندگی میں سادگی اپنا سکیں اور نمود و نمائش سے دور رہ سکیں۔ |              | ۵ دن    | ۱۰۹ اگست تا ۱۱۵ اگست |       |
|           |   |                 |  | ✓            |         |                      |       |
|           |   |                 |  | ✓            |         |                      |       |
|           |   |                 |  | ✓            |         |                      |       |
|           |   |                 |  | ✓            |         |                      |       |

| نمبر شمار           | عنوانات | ذیلی عنوانات    | حاصلات قائم                         | تفصیلی سطحیں |  |       | دورانیہ | اپتہائی سر دعا لے |                              |              |  |  |
|---------------------|---------|-----------------|-------------------------------------|--------------|--|-------|---------|-------------------|------------------------------|--------------|--|--|
|                     |         |                 |                                     | اطلاق        | سمجھنا   | جاننا |         |                   |                              |              |  |  |
|                     |         |                 | ناظرہ قرآن مجید کا جائزہ (۵۰) نمبرز |              |  |       |         |                   |                              |              |  |  |
| ۱۶ اگست ۲۱۲۱        | ۰۳ دن   | اعادہ اور تیاری |                                     |              |  |       |         |                   |                              | Revision     |  |  |
| ۲۲ اگست ۱۲۹         | ۰۸ دن   | دوسرہ جائزہ     |                                     |              |  |       |         |                   |                              | Term II Exam |  |  |
| ۳۰ اگست تا ۰۶ ستمبر | ۰۶ دن   |                 |                                     |              | پچے اس قابل ہوں کہ:  |       |         | (۲) آداب مجلس     | ۱۸ باب چہارم<br>اخلاق و آداب |              |  |  |
|                     |         |                 | ✓                                   |              | ۱: مجلس کا مفہوم جان سکیں۔   |       |         |                   |                              |              |  |  |
|                     |         | ✓               |                                     |              | ۲: سیرت نبوی ﷺ کی روشنی میں مجلس کے آداب کو سمجھ سکیں۔                             |       |         |                   |                              |              |  |  |
|                     |         | ✓               |                                     |              | ۳: مجلس کے مقاصد اور ان کی اقسام (دینی، خوشی، غنی) کے پیش نظر ان میں شرکت کر سکیں۔ |       |         |                   |                              |              |  |  |
|                     |         |                 |                                     |              | پچے اس قابل ہوں کہ:  |       |         | (۳)               | ۱۹ باب چہارم                 |              |  |  |
|                     |         |                 | ✓                                   |              | ۱: وقت کی پابندی کے فائدے جان سکیں۔  |       |         |                   |                              |              |  |  |

| عنوانات              | عنبر شمار | ذیلی عنوانات   | حائلات قائم  | تفصیلی سطحیں | دورانیہ | اپنے ای سر دعا لے    |
|----------------------|-----------|----------------|--|--------------|---------|----------------------|
| اخلاق و آداب         |           | وقت کی پابندی  |  |              | ۰۶۰ دن  | تاریخ                |
|                      | ۲۰        | (۱) دیانت داری | نچے اس قابل ہوں کہ:  |              | ۰۶۰ دن  | ۱۳ ستمبر تا ۱۵ ستمبر |
| باب پنجم             |           |                | ۱: تمام معاملات میں دیانت داری کی ضرورت و اہمیت سے آگاہ ہو سکیں۔                         | ✓            | ۷۰ دن   |                      |
| حسن معاشرت و معاملات | ۲۱        |                | ۲: دیانت داری کا مفہوم سمجھ سکیں۔  | ✓            |         |                      |
|                      |           |                | ۳: دیانت داری اور بد دیانتی میں فرق کو سمجھیں۔   | ✓            |         |                      |
|                      |           |                | ۴: دیانت داری کے معاشرتی اور معاشی ثمرات سے آگاہ ہو کر ان کے اصولوں پر عمل پیرا ہو سکیں۔ | ✓            |         |                      |
|                      |           |                | نچے اس قابل ہوں کہ:  |              |         |                      |

| نمبر شمار             | عنوانات | ذیلی عنوانات                   | حاصلات قائم  | تفصیلی سطحیں | دورانیہ | اپنے ایجاد کی سر دعا لے |                       |
|-----------------------|---------|--------------------------------|--|--------------|---------|-------------------------|-----------------------|
|                       |         |                                |  | اطلاق        | سمجھنا  | جاننا                   | تاریخ                 |
| ٢٣ ستمبر تا ٢٩ ستمبر  | ٠٤٠ دن  | (٢) حقوق العباد (خدمتِ خلق)    | ا: خدمتِ خلق کے مفہوم سے آگاہ ہو سکیں۔<br>٢: خدمتِ خلق کی ضرورت و اہمیت سمجھ سکیں۔<br>٣: دورِ حاضر کے مسائل کا دراک کرتے ہوئے خدمتِ خلق کے لئے اپنے آپ کو تیار کر سکیں۔  | ✓            | ✓       | ✓                       | ٢٣ ستمبر تا ٢٩ ستمبر  |
|                       |         |                                |  |              |         |                         |                       |
|                       |         |                                |  |              |         |                         |                       |
| ٣٠ ستمبر تا ٠٤ اکتوبر | ٠٧ دن   | (٣) وطن سے محبت (ذمہ دار شہری) | بچے اس قابل ہوں کہ:<br>ا: وطن کے معانی اور مفہوم سے آگاہ ہو سکیں۔<br>٢: نظریہ پاکستان کی روشنی میں وطن کی اہمیت اور قدر سمجھ سکیں۔<br>٣: اپنے آپ کو ملکی سلامتی اور ترقی کے لئے تیار کر سکیں۔<br>٤: اپنے شہری کی ملکی اور بین الاقوامی ذمہ داریوں کو سمجھتے ہوئے اس پر عمل کریں۔ | ✓            | ✓       | ✓                       | ٣٠ ستمبر تا ٠٤ اکتوبر |
|                       |         |                                |  |              |         |                         |                       |
|                       |         |                                |  |              |         |                         |                       |
|                       |         |                                |  |              |         |                         |                       |

| عنوانات | عنوانات  | نمبر شمار                        | ذیلی عنوانات         | حصہ | تاریخ                       | دورانیہ | انہائی سر دعا لے |
|---------|--|----------------------------------|----------------------|-----|-----------------------------|---------|------------------|
| ۲۳      | باب ششم<br>ہدایت کے سرچشمے<br>اور مشاہیر اسلام | (۱)<br>حضرت داؤد<br>علیہ السلام  | پچھے اس قابل ہوں کہ: | حصہ | ۷ اکتوبر<br>تا<br>۱۱ اکتوبر | ۰۶ دن   | تفہیمی سطحیں     |
|         |  |                                  |                      |     |                             |         | اطلاق            |
|         |  |                                  |                      |     |                             |         | سمجھنا           |
|         |  |                                  |                      |     |                             |         | جانا             |
|         |  |                                  |                      |     |                             |         |                  |
| ۲۴      | باب ششم<br>ہدایت کے سرچشمے<br>اور مشاہیر اسلام | (۲)<br>حضرت موسیٰ<br>علیہ السلام | پچھے اس قابل ہوں کہ: | حصہ | ۱۳ اکتوبر<br>تا             | ۰۵ دن   | تفہیمی سطحیں     |
|         |  |                                  |                      |     |                             |         | اطلاق            |
|         |  |                                  |                      |     |                             |         | سمجھنا           |
|         |  |                                  |                      |     |                             |         | جانا             |
|         |  |                                  |                      |     |                             |         |                  |

| نمبر شمار | عنوانات  | ذیلی عنوانات                                 | حاصلات تعلم  | تفصیلی سطحیں | دورانیہ | انہائی سر دعا لئے              |            |
|-----------|--|--|--|--------------|---------|--------------------------------|------------|
|           |  |  |  | جاننا        | سمجھنا  | اطلاق                          | تاریخ      |
| ۲۵        | باب ششم<br>ہدایت کے سرچشمہ<br>اور مشاہیر اسلام | (۳)<br>حضرت عمر فاروق<br>رضی اللہ تعالیٰ عنہ | ۳: حضرت موسیٰ علیہ السلام کی صفات کے متعلق جان کر اپنی عملی زندگی میں انہیں اپنا سکیں۔   | ✓            |         |                                | ۱۲۰ اکتوبر |
| ۲۶        | باب ششم  | (۴)<br>حضرت عمر فاروق<br>رضی اللہ تعالیٰ عنہ | پچھے اس قابل ہوں کہ:<br>۱: امیر المؤمنین حضرت عمر فاروق رضی اللہ عنہ کے حالات زندگی کے بارے میں جان سکیں۔<br>۲: امیر المؤمنین حضرت عمر فاروق رضی اللہ عنہ کو فاروق کا لقب ملنے کی وجہ سمجھ سکیں۔<br>۳: حضرت عمر فاروق رضی اللہ عنہ کی سیرت سے رہنمائی حاصل کرتے ہوئے اپنی عملی زندگی میں اس کا اطلاق سکیں۔ | ✓            | ۵۰ دن   | ۱۲۱ اکتوبر<br>تا<br>۱۲۵ اکتوبر |            |
| ۲۷        |  |  | پچھے اس قابل ہوں کہ:<br>۱: امیر المؤمنین حضرت عثمان غنی رضی اللہ عنہ کے حالات زندگی اور خدمات اجمیعی طور پر جان سکیں۔  | ✓            | ۵۰ دن   | ۱۲ اکتوبر                      |            |

| نمبر شمار           | عنوانات                              | ذیلی عنوانات | حاصلات قائم  | تفصیلی سطحیں | دورانیہ | اپتہائی سر دعا لے |                      |
|---------------------|--------------------------------------|--------------|--|--------------|---------|-------------------|----------------------|
|                     |                                      |              |  | اطلاق        | سمجھنا  | جاننا             | تاریخ                |
| ۱۳۱<br>اکتوبر<br>تا | ۰۵ دن<br>کیم نومبر<br>تا<br>۰۶ نومبر |              | ۲: امیر المؤمنین حضرت عثمان غنی رضی اللہ عنہ کو ذوالنورین کا لقب ملنے کی وجہ سمجھ سکیں۔<br>۳: اپنی زندگیوں میں حضرت عثمان غنی رضی اللہ عنہ کی سیرت سے رہنمائی حاصل کر کے عملی نمونہ پیش کر سکیں۔ | ✓            |         |                   |                      |
|                     |                                      |              |  | ✓            |         |                   |                      |
| ۲۷                  | ۰۵ دن<br>کیم نومبر<br>تا<br>۰۶ نومبر |              | ۱: صفائی کی ضرورت و اہمیت کو جان سکیں۔<br>۲: اپنے ماحول میں صفائی کے مسائل سے آگاہی حاصل کر سکیں۔<br>۳: اپنے ارد گرد کے ماحول کو صاف رکھنے میں بطور مسلمان اپنا کردار ادا کر سکیں۔               |              |         |                   | پچھے اس قابل ہوں کہ: |
|                     |                                      |              |  |              | ✓       |                   |                      |
|                     |                                      |              |  |              | ✓       |                   |                      |
|                     |                                      |              |  | ✓            |         |                   |                      |
| ۲۸                  |                                      |              | ۱: پانی کی اہمیت اور اس کے استعمال سے متعلق آگاہ ہو سکیں۔  |              |         |                   | پچھے اس قابل ہوں کہ: |
|                     |                                      |              |  |              | ✓       |                   |                      |

| عنوانات  | عنوانات                                 | نمبر شمار                  |
|--|---|----------------------------|
| پانی کی اہمیت  | اسلامی تعلیمات اور<br>عصر حاضر کے تقاضے |                            |
| حاصلات قائم  | حاصلات قائم                             |                            |
| تاریخ  | دورانیہ                                 | تاریخ                      |
| ۷ نومبر تا ۱۲ نومبر  | ۵۰۵ دن                                  | ۷ نومبر تا ۱۲ نومبر        |
| تغییبی سطحیں   | اطلاق سمجھنا جانا                       | تغییبی سطحیں               |
| ۲: عصر حاضر میں پانی کے مسائل کے متعلق آگاہی حاصل کر سکیں۔                       | ✓                                       | اطلاق سمجھنا جانا          |
| ۳: پانی کے ضیاع کے نقصانات جان کر روزمرہ زندگی میں پانی کا درست استعمال کر سکیں۔ | ✓                                       | اطلاق سمجھنا جانا          |
| ناظرہ قرآن مجید کا جائزہ (۱۰) نمبرز  |   |                            |
| اعادہ اور تیاری  | ۳۰ دن                                   | ۱۳ تا ۱۵ نومبر             |
| تیسرا جائزہ  | ۲۱ دن                                   | ۷ نومبر تا ۱۰ دسمبر (۲۰۲۵) |
| Winter Vacations/ Winter Camp For Board Examination                              | 16.12.2025<br>To<br>31.03.2026          |                            |

## Number of Student Learning Outcomes by Cognitive level

| S#           | Theme/Units                               | No. of Sub-Topics | SLOs      |           |           | Total SLOs |
|--------------|---|-------------------|-----------|-----------|-----------|------------|
|              |   |                   | K         | U         | A         |            |
| 1            | قرآن مجید و حدیث نبوی ﷺ                   | 05                | 5         | 6         | 7         | 18         |
| 2            | ایمانیات و عبادات                         | 05                | 6         | 6         | 7         | 19         |
| 3            | سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم | 06                | 8         | 6         | 8         | 22         |
| 4            | اخلاق و آداب                              | 03                | 3         | 3         | 4         | 10         |
| 5            | حسنی معاشرت و معاملات                     | 03                | 3         | 4         | 5         | 12         |
| 6            | ہدایت کے سرچشمے اور مشاہیر اسلام          | 04                | 5         | 4         | 4         | 13         |
| 7            | اسلامی تعلیمیات اور عصر حاضر کے تقاضے     | 02                | 2         | 2         | 2         | 06         |
| 8            |   |                   |           |           |           |            |
| <b>Total</b> |   | <b>28</b>         | <b>32</b> | <b>31</b> | <b>37</b> | <b>100</b> |



**SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN**  
**SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS-BREAK-UP**  
**GRADE 4-EXTREME WINTER ZONE**



**Subject: General Science**

**Class: Four (4)**

| Unit/<br>Theme                 | Unit   | Sub Topics                                      | Students Learning Outcomes   | Cognitive<br>Levels |   |   | Duration/<br>No. of<br>Days | Time line                    |                              |
|--------------------------------|--|---|--|---------------------|---|---|-----------------------------|------------------------------|------------------------------|
|                                |  |   |  | K                   | U | A |                             | From                         | To                           |
| <b>Domain A: #Life Science</b> | <b>Unit 1 Organisms - Characteristics and Life Processes of Living Things</b>                                  | 1. Characteristics of Living Things             | 1. State that living things grow, take in nutrients, breathe, reproduce eliminate waste and die.   | ✓                   |   |   | 2                           | 3 <sup>rd</sup> April, 2025  | 4 <sup>th</sup> April, 2025  |
|                                |  | 2. Living Things Need Energy                    | 2. Discuss that living things need energy to grow, live and be healthy, and plants get their energy from light (photosynthesis) while animals get their energy from eating plants and other animals. |                     | ✓ |   | 3                           | 5 <sup>th</sup> April, 2025  | 8 <sup>th</sup> April, 2025  |
|                                |  | 3. Needs of Plants for Life                     | 3. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow).  |                     |   | ✓ | 3                           | 9 <sup>th</sup> April, 2025  | 11 <sup>th</sup> April, 2025 |
|                                | <b>Unit 2. Organisms - Structure and Functions (Plants) - How plants use their body structures to survive?</b> | 4. Classification of Plants                     | 4. Classify the plants into two major groups (flowering, non flowering), and give examples of each group.  |                     | ✓ |   | 3                           | 12 <sup>th</sup> April, 2025 | 15 <sup>th</sup> April, 2025 |
|                                |  | 5. Parts of Flowering Plant and Their Functions | 5. Describe the functions of different parts of flowering plants: Roots, stem/ trunk, leaves and flowers.  | ✓                   |   |   | 3                           | 16 <sup>th</sup> April, 2025 | 18 <sup>th</sup> April, 2025 |
|                                |  | 6. Transportation of Water in Plants            | 6. Investigate the way in which water is transported within plants.  |                     |   | ✓ | 3                           | 19 <sup>th</sup> April, 2025 | 22 <sup>nd</sup> April, 2025 |
|                                |  | 7.  | 7. Identify the parts of the plant transport system and describe their functions   | ✓                   |   |   | 3                           | 23 <sup>rd</sup> April, 2025 | 25 <sup>th</sup> April, 2025 |

| Unit/<br>Theme   | Unit | Sub Topics  | Students Learning Outcomes  | Cognitive<br>Levels |   |   | Duration/<br>No. of<br>Days | Time line                    |                              |
|--|------|---|---|---------------------|---|---|-----------------------------|------------------------------|------------------------------|
|  |      |   |   | K                   | U | A |                             | From                         | To                           |
|  |      |   | (stem, -leaf, -root).<br>Note:<br>- Recall of the relative positions of water and food carrying tubes is not required.<br>- The use of specific terms ('xylem' and 'phloem') is not required. |                     |   |   |                             |                              |                              |
|  |      | 8. Structure of a FlowerT                         | 8. Identify the parts of a flower and describe their functions (limited to petals, sepals, anthers, filaments, stamens, stigma, style, carpel, and ovary).                                    |                     | ✓ |   | 3                           | 26 <sup>th</sup> April, 2025 | 29 <sup>th</sup> April, 2025 |
|  |      | 9. Pollination and its Types                      | 9. Explore the role of flowers in the life cycle of flowering plants, including pollination, fruit and seed formation and seed dispersal.   |                     |   | ✓ | 2                           | 30 <sup>th</sup> April, 2025 | 2 <sup>nd</sup> May, 2025    |
|  |      | 10. Sexual Reproduction in Plants                 | 10. Describe seed germination and know that seeds require water and an appropriate temperature to germinate.  | ✓                   |   |   | 2                           | 3 <sup>rd</sup> May, 2025    | 5 <sup>th</sup> May, 2025    |
|  |      | 11. Stages in the Life Cycle of a Flowering Plant | 11. Identify stages in the life cycles of common flowering plants.  |                     | ✓ |   | 2                           | 6 <sup>th</sup> May, 2025    | 7 <sup>th</sup> May, 2025    |
|  |      | 12. Plants are Vital to Sustaining Life on Earth  | 12. Relate that why plants are vital to sustaining life on Earth.   |                     |   | ✓ | 2                           | 8 <sup>th</sup> May, 2025    | 9 <sup>th</sup> May, 2025    |
|  |      | 13. Professions Associated with Plants            | 13. Identify various professions associated with this unit of science. E.g., botanists, farmers, gardeners, florists, etc.  |                     | ✓ |   | 2                           | 10 <sup>th</sup> May, 2025   | 12 <sup>th</sup> May, 2025   |
| <b>Unit 3. Organisms - Structure and Functions (Animals)</b> |      | 14. Classification and Characteristics of Animals | 14. Distinguish between major groups of animals with backbones (vertebrates: Fish, amphibians, reptiles, birds and mammals) and without backbones (invertebrates: Insects, snails,            |                     | ✓ |   | 3                           | 13 <sup>th</sup> May, 2025   | 15 <sup>th</sup> May, 2025   |

| Unit/<br>Theme       | Unit  | Sub Topics  | Students Learning Outcomes  | Cognitive<br>Levels |   |   | Duration/<br>No. of<br>Days | Time line                   |                             |
|----------------------|---|---|---|---------------------|---|---|-----------------------------|-----------------------------|-----------------------------|
|                      |   |   |   | K                   | U | A |                             | From                        | To                          |
|                      |   |   | earthworm, jellyfish and corals) on the basis of their characteristics.   |                     |   |   |                             |                             |                             |
|                      | 15. Exoskeleton   | 15. Exoskeleton   | 15. Identify that some animals (spider, crab, beetles) have an exoskeleton.   |                     | ✓ |   | 3                           | 16 <sup>th</sup> May, 2025  | 19 <sup>th</sup> May, 2025  |
|                      | 16. Important Functions of the Skeleton                         | 16. Important Functions of the Skeleton                         | 16. Describe some of the important functions of the skeleton  | ✓                   |   |   | 3                           | 20 <sup>th</sup> May, 2025  | 22 <sup>nd</sup> May, 2025  |
|                      | 17. Human Digestive System                                      | 17. Human Digestive System                                      | 17. Describe the Human Digestive System including the simple functions of the organs involved (mouth, esophagus, stomach, small and large intestine). | ✓                   |   |   | 2                           | 23 <sup>rd</sup> May, 2025  | 24 <sup>th</sup> May, 2025  |
|                      | 18. Human Teeth   | 18. Human Teeth   | 18. Recognize that humans have different types of teeth (molar, premolar, incisors, canine) and know their functions in digestion of food.            |                     | ✓ |   | 2                           | 26 <sup>th</sup> May, 2025  | 27 <sup>th</sup> May, 2025  |
|                      | 19. Tooth Decay and Gum Diseases                                | 19. Tooth Decay and Gum Diseases                                | 19. Investigate the causes and prevention of tooth decay and gum diseases.  |                     |   | ✓ | 2                           | 28 <sup>th</sup> May, 2025  | 29 <sup>th</sup> May, 2025  |
|                      | 20. Many Vertebrates have a Digestive Systems similar to Humans | 20. Many Vertebrates have a Digestive Systems similar to Humans | 20. Identify that many vertebrates have a digestive system similar to humans.   |                     | ✓ |   | 2                           | 30 <sup>th</sup> May, 2025  | 31 <sup>st</sup> May, 2025  |
|                      | 21. The First Aid Box   | 21. The First Aid Box   | 21. Recognize the items of the first aid box.   |                     | ✓ |   | 3                           | 2 <sup>nd</sup> June, 2025  | 4 <sup>th</sup> June, 2025  |
|                      | Revision/Recap  | Revision/Recap  | Revision/Recap  |                     |   |   | 1                           | 5 <sup>th</sup> June, 2025  | -----                       |
| Term I Examination   |   |   |   |                     |   |   |                             | 9 <sup>th</sup> June        | 17 <sup>th</sup> June       |
| Unit 4. Ecosystems – | 22. Ecosystem   | 22. Ecosystem   | 22. Recognize that ecosystems (e.g., forests, ponds, rivers, grasslands and deserts)  |                     | ✓ |   | 2                           | 18 <sup>th</sup> June, 2025 | 19 <sup>th</sup> June, 2025 |

| Unit/<br>Theme  | Unit   | Sub Topics   | Students Learning Outcomes  | Cognitive<br>Levels |   |   | Duration/<br>No. of<br>Days | Time line                   |                             |
|---|--|--|---|---------------------|---|---|-----------------------------|-----------------------------|-----------------------------|
|   |  |  |   | K                   | U | A |                             | From                        | To                          |
| <b>Conditions for life on Earth/<br/>Biodiversity and Interdependence</b> |  |  | consist of habitats that provide living things with what they need.   |                     |   |   |                             |                             |                             |
|   | 23. Living Things responds to Environmental Conditions | 23. Recognize and explain that living things respond to environmental conditions.  |   |                     | ✓ |   | 2                           | 20 <sup>th</sup> June, 2025 | 21 <sup>st</sup> June, 2025 |
|   | 24. Adaptation of Plants and Animals to Environment    | 24. Describe how plants and animals adapt to environments that are hot, cold, wet and/or dry and describe common physical adaptations of plants (e.g., a thick stem, a waxy coating helps it survive with less water) and animals e.g., Colours of animals help in camouflage. | ✓   |                     |   |   | 2                           | 23 <sup>rd</sup> June, 2025 | 24 <sup>th</sup> June, 2025 |
|   | 25. Migration and Hibernation                          | 25. Associate behaviors of animals with the environments in which they live,, and describe how these behaviors help them to survive (e.g., migration and hibernation).   |   |                     | ✓ |   | 2                           | 25 <sup>th</sup> June, 2025 | 26 <sup>th</sup> June, 2025 |
|   | 26. Effects of Human activities on Habitat             | 26. Explore how human actions such as urbanization and population growth can affect a habitat.   |   |                     | ✓ |   | 3                           | 27 <sup>th</sup> June, 2025 | 30 <sup>th</sup> June, 2025 |
| <b>Domain B:<br/>Physical Science</b>                                     | <b>Unit 5. Matter and its Characteristics</b>          | 27. Changes in a Habitat Affect the Organisms Living There   | 27. Explain that when a habitat changes, organisms living in it are affected as well.                               | ✓                   |   |   | 3                           | 1 <sup>st</sup> July, 2025  | 3 <sup>rd</sup> July, 2025  |
|   |  | 28. Activity 1   | 28. Design models of sphere, cube, prism, cylinder and cone with clay or playdough/ environment friendly materials. |                     | ✓ |   | 2                           | 4 <sup>th</sup> July, 2025  | 7 <sup>th</sup> July, 2025  |
|   |  | 29. States of Matter   | 29. Identify and describe three states of   |                     | ✓ |   | 2                           | 8 <sup>th</sup> July, 2025  | 9 <sup>th</sup> July, 2025  |

| Unit/<br>Theme                                    | Unit | Sub Topics  | Students Learning Outcomes  | Cognitive<br>Levels |   |   | Duration/<br>No. of<br>Days | Time line                   |                             |
|---|------|---|---|---------------------|---|---|-----------------------------|-----------------------------|-----------------------------|
|   |      |   |   | K                   | U | A |                             | From                        | To                          |
|   |      | and its Characteristics   | matter i.e., a solid has a definite shape and volume, a liquid has a definite volume but not a definite shape, and a gas has neither a definite shape nor a definite volume). |                     |   |   |                             | 2025                        | 2025                        |
|   |      | 30. Classification of objects on the Basis of Physical Properties | 30. Compare and sort the materials on physical properties (mass, volume, density, states of matter, conduction of heat and electricity).                                      |                     | ✓ |   | 3                           | 10 <sup>th</sup> July, 2025 | 12 <sup>th</sup> July, 2025 |
|   |      | 31. Physical Properties of Metals                                 | 31. Properties of metals (appearance, texture, color, density, conduction of heat and electricity using daily life examples).   |                     | ✓ |   | 2                           | 14 <sup>th</sup> July, 2025 | 15 <sup>th</sup> July, 2025 |
|   |      | 32. Metal as Conductor  | 32. Investigate the conditions that cause matter to change states (heating or cooling), and explain the processes associated with it (i.e., melting, freezing, and boiling).  |                     |   | ✓ | 3                           | 16 <sup>th</sup> July, 2025 | 18 <sup>th</sup> July, 2025 |
| <b>Unit 6. Form of Energy and Energy Transfer</b> |      | 33. Energy and its Forms  | 33. Recognize the basic forms of energy (light, sound, heat, electrical, and magnetic) as the ability to cause motion or create change.                                       |                     | ✓ |   | 3                           | 19 <sup>th</sup> July, 2025 | 22 <sup>nd</sup> July, 2025 |
|   |      | 34. Light   | 34. Describe the properties of light (travels in a straight line, travels very fast and in all directions).   | ✓                   |   |   | 2                           | 23 <sup>rd</sup> July, 2025 | 24 <sup>th</sup> July, 2025 |
|   |      | 35. Formation of Shadow   | 35. Relate familiar physical phenomena (shadow, Describe the reflection, rainbow) to the behavior of light.   |                     | ✓ |   | 2                           | 25 <sup>th</sup> July, 2025 | 26 <sup>th</sup> July, 2025 |
|   |      | 36. Sound Energy  | 36. Demonstrate the production of sound.  |                     | ✓ |   | 3                           | 28 <sup>th</sup> July, 2025 | 30 <sup>th</sup> July, 2025 |

| Unit/<br>Theme | Unit    | Sub Topics   | Students Learning Outcomes   | Cognitive<br>Levels |   |   | Duration/<br>No. of<br>Days | Time line                    |                              |
|----------------|---------|--|--|---------------------|---|---|-----------------------------|------------------------------|------------------------------|
|                |         |  |  | K                   | U | A |                             | From                         | To                           |
| Science        | Grade 3 | 37. Sound and Vibrating Objects                    | 37. Relate familiar physical phenomena (vibrating objects) to the behavior of sound.   |                     | ✓ |   | 3                           | 31 <sup>st</sup> July, 2025  | 2 <sup>nd</sup> Aug, 2025    |
|                |         | 38. Soft and Loud Sounds                           | 38. Identify the different sounds on the basis of softness and loudness.   |                     | ✓ |   | 3                           | 4 <sup>th</sup> Aug, 2025    | 6 <sup>th</sup> Aug, 2025    |
|                |         | 39. Thermometer and Different Units of Temperature | 39. Understand temperature as the degree of hotness or coldness of an object or place.   |                     | ✓ |   | 3                           | 7 <sup>th</sup> Aug, 2025    | 9 <sup>th</sup> Aug, 2025    |
|                |         | 40. Bodies and their Temperature                   | 40. Demonstrate that the warmer objects have higher temperature than cooler objects.   |                     | ✓ |   | 3                           | 11 <sup>th</sup> Aug, 2025   | 13 <sup>th</sup> Aug, 2025   |
|                |         | 41. Heat Flows from Hot Body to Cold Body          | 41. Demonstrate changes occur when hotter objects are brought closer to the cooler objects.  |                     | ✓ |   | 3                           | 15 <sup>th</sup> Aug, 2025   | 18 <sup>th</sup> Aug, 2025   |
|                |         | 42. Different Temperature Measuring Instrument     | 42. Describe the ways to measure the temperature and its units.  | ✓                   |   |   | 2                           | 19 <sup>th</sup> Aug, 2025   | 20 <sup>th</sup> Aug, 2025   |
|                |         |  | Revision/recap   |                     |   |   | 1                           | 21 <sup>st</sup> Aug, 2025   | -----                        |
|                |         | Term II Examination                                |  |                     |   |   |                             | 22 <sup>nd</sup> August 2025 | 30 <sup>th</sup> August 2025 |
|                |         | 43. Activity 6.5                                   | 43. Use various instruments (room thermometers, anemometer, clinical thermometer, etc.) and measure and record temperature using different scales. |                     |   | ✓ | 3                           | 1 <sup>st</sup> Sep, 2025    | 3 <sup>rd</sup> Sep, 2025    |
|                |         | 44. Electrical Energy                              | 44. Recognize that electrical energy in a circuit can be transformed into other forms of energy (light, heat, sound).                              |                     | ✓ |   | 3                           | 4 <sup>th</sup> Sep, 2025    | 8 <sup>th</sup> Sep, 2025    |

| Unit/<br>Theme                           | Unit   | Sub Topics   | Students Learning Outcomes | Cognitive<br>Levels |   |   | Duration/<br>No. of<br>Days | Time line                  |                            |
|--|--|--|----------------------------|---------------------|---|---|-----------------------------|----------------------------|----------------------------|
|  |  |  |                            | K                   | U | A |                             | From                       | To                         |
| <b>Unit 7. Force and Simple Machines</b> | 45. Simple Electric Circuit                      | 45. Demonstrate that simple electrical systems (e.g., a flashlight) require a complete (unbroken) electrical pathway.  |                            | ✓                   |   |   | 3                           | 9 <sup>th</sup> Sep, 2025  | 11 <sup>th</sup> Sep, 2025 |
|  | 46. Force and its Types                          | 46. Describe different types of force (friction, resistance, muscular forces, applied, gravitational, magnetic, electric).   |                            | ✓                   |   |   | 3                           | 12 <sup>th</sup> Sep, 2025 | 15 <sup>th</sup> Sep, 2025 |
|  | 47. Friction                                     | 47. Investigate that friction can either be detrimental or useful under different circumstances (ways to reduce friction).   |                            |                     | ✓ |   | 3                           | 16 <sup>th</sup> Sep, 2025 | 18 <sup>th</sup> Sep, 2025 |
|  | 48. Magnetic Force and Electric Force            | 48. List uses of different types of force in our daily life.   |                            | ✓                   |   |   | 2                           | 19 <sup>th</sup> Sep, 2025 | 20 <sup>th</sup> Sep, 2025 |
|  |  | 49. Explore how force can move or stop objects, change direction, shape, & speed.  |                            |                     | ✓ |   | 3                           | 22 <sup>nd</sup> Sep, 2025 | 24 <sup>th</sup> Sep, 2025 |
|  | 49. Multiple Forces acting on an Object          | 50. Describe that an object may have multiple forces acting on it, even when at rest.  |                            | ✓                   |   |   | 3                           | 25 <sup>th</sup> Sep, 2025 | 27 <sup>th</sup> Sep, 2025 |
|  | 50. Effect of Forces of Different strengths      | 51. Compare the effects of force of different strengths in the same or opposite directions acting on an object.  |                            |                     | ✓ |   | 3                           | 29 <sup>th</sup> Sep, 2025 | 1 <sup>st</sup> Oct, 2025  |
|  | 51. In Same and Opposite Directions on an Object | 52. Recognize that simple machines, (e.g., levers, pulleys, gears, ramps) help make motion easier (e.g., make lifting things easier, reduce the amount of force required, change the distance, change the direction of the force). |                            | ✓                   |   |   | 3                           | 2 <sup>nd</sup> Oct, 2025  | 4 <sup>th</sup> Oct, 2025  |

| Unit/<br>Theme                                   | Unit   | Sub Topics                                   | Students Learning Outcomes  | Cognitive<br>Levels |   |   | Duration/<br>No. of<br>Days | Time line                     |                               |
|--|--|--|---|---------------------|---|---|-----------------------------|-------------------------------|-------------------------------|
|  |  |  |   | K                   | U | A |                             | From                          | To                            |
| Domain<br>C:<br>Earth<br>and<br>Space<br>Science | Unit 8. Earth and<br>its resources and<br>atmosphere | 53. Activity                                 | 53. Design hammer, wheels, rollers and gears using clay or playdough/ cardboard/ environment friendly material.   |                     |   | ✓ | 3                           | 6 <sup>th</sup> Oct,<br>2025  | 8 <sup>th</sup> Oct,<br>2025  |
|  |  | 54. Natural Resource                         | 54. Define natural resources.   | ✓                   |   |   | 2                           | 9 <sup>th</sup> Oct,<br>2025  | 10 <sup>th</sup> Oct,<br>2025 |
|  |  | 55.  | 55. Recognize that the Earth's surface is made up of land and water and is surrounded by a layer of air called the atmosphere which is a mixture of different gases (nitrogen, carbon dioxide, and oxygen, etc.). |                     | ✓ |   | 3                           | 11 <sup>th</sup> Oct,<br>2025 | 14 <sup>th</sup> Oct,<br>2025 |
|  |  | 56. Distribution of Water on Earth's Surface | 56. Describe the sources of water on earth.   | ✓                   |   |   | 2                           | 15 <sup>th</sup> Oct,<br>2025 | 16 <sup>th</sup> Oct,<br>2025 |
|  |  | 57. States of Water and Water Cycle on Earth | 57. Apply knowledge of changes f state of water to common weather events (e.g., cloud formation, dew formation, the evaporation of puddles, snow, and rain) and understand the Water Cycle.                       |                     |   | ✓ | 3                           | 17 <sup>th</sup> Oct,<br>2025 | 20 <sup>th</sup> Oct,<br>2025 |
|  |  | 58. Water on Earth is Not Pure               | 58. Recognize that most water on Earth is not pure and has dissolved substances in it.  |                     | ✓ |   | 2                           | 21 <sup>st</sup> Oct,<br>2025 | 22 <sup>nd</sup> Oct,<br>2025 |
| Unit 9. Solar System and our Earth               | Unit 9. Solar System and our Earth                   | 59. The Solar System                         | 59. Describe the Solar System with the Sun at the center and the planets revolving around the Sun.  | ✓                   |   |   | 3                           | 23 <sup>rd</sup> Oct,<br>2025 | 25 <sup>th</sup> Oct,<br>2025 |
|  |  | 60. Planetary System                         | 60. Understand that planetary systems can contain stars, planets, asteroids, and comets.  | ✓                   |   |   | 3                           | 27 <sup>th</sup> Oct,<br>2025 | 29 <sup>th</sup> Oct,<br>2025 |
|  |  | 61. The Moon                                 | 61. Recognize that the Earth has a Moon that revolves around it, and from the Earth the Moon looks different at   |                     | ✓ |   | 3                           | 30 <sup>th</sup> Oct,<br>2025 | 1 <sup>st</sup> Nov,<br>2025  |

| Unit/<br>Theme  | Unit | Sub Topics  | Students Learning Outcomes   | Cognitive<br>Levels |   |   | Duration/<br>No. of<br>Days | Time line                  |                             |
|---|------|---|--|---------------------|---|---|-----------------------------|----------------------------|-----------------------------|
|   |      |   |  | K                   | U | A |                             | From                       | To                          |
|   |      |   | different times of the month<br>(Phases of the Moon).  |                     |   |   |                             |                            |                             |
|   |      | 62. Rotational Movement of The Earth              | 62. Investigate and describe how day and night are related to Earth's daily rotation about its axis, and provide evidence of this rotation from the changing appearance of shadows during the day. |                     |   | ✓ | 3                           | 3 <sup>rd</sup> Nov, 2025  | 5 <sup>th</sup> Nov, 2025   |
|   |      | 63. Solar and Lunar Eclipse                       | 63. Illustrate and explain how Solar and Lunar Eclipses occur  |                     |   | ✓ | 2                           | 6 <sup>th</sup> Nov, 2025  | 7 <sup>th</sup> Nov, 2025   |
|   |      | 64. Use of Scientific Apparatus in Every Day Life | 64. Use scientific instruments/ apparatus in everyday life (e.g. thermometer, blood pressure apparatus, digital balance, stop watch, calculator, and available digital devices).                   |                     |   | ✓ | 3                           | 8 <sup>th</sup> Nov, 2025  | 11 <sup>th</sup> Nov, 2025  |
|   |      | 65. Plumb Line                                    | 65. Use a plumb line to install a flagpole vertically.   |                     |   | ✓ | 3                           | 12 <sup>th</sup> Nov, 2025 | 14 <sup>th</sup> Nov, 2025  |
|   |      |   | Revision/recap   |                     |   |   | 1                           | 15 <sup>th</sup> Nov, 2025 | -----                       |
| <b>Term III Examination</b>   |      |   |  |                     |   |   |                             | 17 <sup>th</sup> Nov 2025  | 10 <sup>th</sup> Dec 2025   |
| <b>In -house trainings / New Session Planning / Assessment of Answer Scripts/ Result/ PTM</b> |      |   |  |                     |   |   |                             | 11 <sup>th</sup> Dec 2025  | 15 <sup>th</sup> Dec 2025   |
| <b>Winter Vacations/ Winter Camp For Board Classes</b>  |      |   |  |                     |   |   |                             | 16 <sup>th</sup> Dec 2025  | 31 <sup>st</sup> March 2026 |

### Number of SLOs by Cognitive Level (TERM –I)

| Unit No. | Theme/ Unit  | No. Sub- Topics | SLOs     |           |          | Total SLOs |
|----------|--|-----------------|----------|-----------|----------|------------|
|          |  |                 | K        | U         | A        |            |
| 1        | Organisms- Characteristics and Life Processes of Living Things | 3               | 0        | 2         | 1        | 3          |
| 2        | Organisms- Structure and Function (Plants)                     | 9               | 2        | 5         | 2        | 9          |
| 3        | Organisms- Structure and Function (Animals)                    | 8               | 2        | 5         | 1        | 8          |
|          | <b>Total</b>   | <b>20</b>       | <b>4</b> | <b>12</b> | <b>4</b> | <b>20</b>  |

### Number of SLOs by Cognitive Level (TERM –II)

| Unit No. | Theme/ Unit                        | No. Sub- Topics | SLOs     |           |          | Total SLOs |
|----------|------------------------------------|-----------------|----------|-----------|----------|------------|
|          |                                    |                 | K        | U         | A        |            |
| 4        | Ecosystem                          | 6               | 1        | 4         | 1        | 6          |
| 5        | Matter and its Characteristics     | 5               | 0        | 3         | 2        | 5          |
| 6        | Form of Energy and Energy Transfer | 10              | 2        | 8         | 0        | 10         |
|          | <b>Total</b>                       | <b>21</b>       | <b>3</b> | <b>15</b> | <b>3</b> | <b>21</b>  |

### Number of SLOs by Cognitive Level (TERM –III)

| Unit No. | Theme/ Unit                                   | No. Sub- Topics | SLOs |    |   | Total SLOs |
|----------|---|-----------------|------|----|---|------------|
|          |   |                 | K    | U  | A |            |
| 6        | <b>Form of Energy and Energy Transfer</b>     | 3               | 0    | 2  | 1 | 3          |
| 7        | <b>Force and Simple Machines</b>              | 8               | 3    | 3  | 2 | 8          |
| 8        | <b>Earth and its resources and atmosphere</b> | 4               | 2    | 2  | 1 | 5          |
| 9        | <b>Solar System and our Earth</b>             | 5               | 2    | 1  | 2 | 5          |
| 10       | <b>Technology in Everyday Life</b>            | 2               | 0    | 2  | 0 | 2          |
|          | <b>Total</b>                                  | 22              | 7    | 10 | 6 | 23         |



**SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN**  
**SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS-BREAK-UP**  
**GRADE 4-EXTREME WINTER ZONE**



**Subject: Social Studies**

**Class: Four (4)**

| Unit No, | Theme/Reference Unit | Sub Topics   | Student Learning Outcomes<br>(Student will be able to)   | Cognitive Level |   |   | No. of Days Required | Dates                 |
|----------|----------------------|--|--|-----------------|---|---|----------------------|-----------------------|
|          |                      |  |  | K               | U | A |                      |                       |
| 1.       | Citizenship          | <b>*** Winter Vacations ***</b>                          |  |                 |   |   |                      | <b>Jan 1 – Mar 31</b> |
|          |                      | Global citizen, Digital/Cyber Citizen                    | Define and differentiate between the terms/concept citizen, global citizen, and digital/cyber citizenship    |                 | ✓ |   | 3                    | Apr 3-5               |
|          |                      | Human Rights, Responsibilities                           | Define the term 'Human Rights'.  | ✓               |   |   | 4                    | Apr 7-10              |
|          |                      |  | Differentiate between rights and responsibilities.   |                 | ✓ |   |                      |                       |
|          |                      | Tolerance;<br>Peace and Conflict,<br>Resolving Conflicts | Describe the term 'Tolerance'.   |                 | ✓ |   | 6                    | Apr 11-12,<br>14-17   |
|          |                      |  | Explain that attitudes affect and create conflict and peace.   |                 | ✓ |   |                      |                       |
|          |                      |  | Resolve conflicts through discussions.   |                 |   | ✓ |                      |                       |
|          |                      | Living in Harmony,<br>Importance of Living in Harmony    | Describe the importance of living in harmony with each other by accepting differences (social and cultural). |                 | ✓ |   | 6                    | Apr 18-19,<br>21-24   |
|          |                      |  | Recognize the causes of disagreements at the personal and peer-level, household and neighborhood level.      | ✓               |   |   |                      |                       |
|          |                      | Civic Sense, Wash Common Etiquettes                      | Describe the concept of 'civic sense' with examples (traffic rules, keep the environment clean, WASH).       |                 | ✓ |   | 5                    | Apr 25-26,            |

| Unit No, | Theme/Reference Unit  | Sub Topics   | Student Learning Outcomes<br>(Student will be able to)  | Cognitive Level |   |   | No. of Days Required | Dates                        |
|----------|-----------------------|--|---|-----------------|---|---|----------------------|------------------------------|
|          |                       |  |   | K               | U | A |                      |                              |
|          |                       |  | Identify common etiquettes for example good manners, politeness, respect for elders, helping others, the dignity of labor, and discipline                   | ✓               |   |   |                      | Extreme Winter Zone<br>28-30 |
|          |                       | Communication; Art, Language, letter and Post Card, E-Mail, Radio, Television, Mobile Phone and Computer | List and describe forms of communication.   |                 | ✓ |   |                      |                              |
|          |                       |  | Investigate how forms of communication have evolved with time.  |                 |   | ✓ | 6                    | May 2-3, 5-8                 |
| 2.       | Culture and Diversity | Nation,<br>Nationalism   | Describe the concept of 'nation' and 'nationalism'.   |                 | ✓ |   | 4                    | May 9-10, 12-13              |
|          |                       |  | Relate with being a proud part of a nation.   |                 |   | ✓ |                      |                              |
|          |                       | Culture  | Describe culture and its components.  |                 | ✓ |   | 5                    | May 14-17, 19                |
|          |                       |  | Describe the term 'diversity'.  |                 | ✓ |   |                      |                              |
|          |                       | Festivals and Fairs,<br>The role of Diversity in Society's Prosperity,                                   | Illustrate the cultural diversity of Pakistan with examples (religion, crafts, languages, festivals, clothing, popular events, folk songs, foods, and art). |                 |   | ✓ | 7                    | May 20-24, 26-27             |
|          |                       |  | Explain how diversity aids society to prosper.  |                 | ✓ |   |                      |                              |
|          |                       | Festival of Minorities,  | Recognize how different minorities celebrate their festivals.   | ✓               |   |   | 4                    | 28-31                        |
|          |                       | Revision/Catch-up/Preparation of 1 <sup>st</sup> Term Exams  |   |                 |   |   |                      | 4 days                       |
|          |                       | Term-I Examinations  |   |                 |   |   |                      | 8 days                       |
|          |                       | Divers Culture of Pakistan,  | Recall the diverse cultural groups living in Pakistan.  | ✓               |   |   | 3                    | Jun 18-20                    |

| Unit No, | Theme/Reference Unit | Sub Topics  | Student Learning Outcomes<br>(Student will be able to)   | Cognitive Level |   |   | No. of Days Required | Dates             |
|----------|----------------------|---|--|-----------------|---|---|----------------------|-------------------|
|          |                      |   |  | K               | U | A |                      |                   |
|          |                      | Divers Group of Pakistani Society   | Identify the major diverse groups and their key characteristics in Pakistani society: gender, religions, ethnicities, mixed abilities — physical and mental. | ✓               |   |   | 4                    | Jun 21, 23-25     |
| 3.       | State and Government | State, Government, The difference between State and Government  | Define and differentiate between 'state' and 'government'.   |                 | ✓ |   | 3                    | Jun 26-28         |
|          |                      | Constitution  | Describe the concept of a constitution.  |                 | ✓ |   | 3                    | Jun 30, July 1-2  |
|          |                      | Leader, Quality of a Leader   | Describe the term 'leader'.  |                 | ✓ |   | 4                    | July 3-4, 7-8     |
|          |                      |   | Discuss the qualities of a good leader.  |                 |   | ✓ |                      |                   |
|          |                      | General Elections   | Define the term 'General Elections'.   | ✓               |   |   | 5                    | July 9-12, 14     |
|          |                      |   | Demonstrate the voting process and how the government is formed.   |                 | ✓ |   |                      |                   |
|          | History              | History, Importance of History  | Define 'history' and recognize the importance of history.  | ✓               |   |   | 3                    | July 15-17        |
|          |                      | Beginning of Civilization, Early Civilization; Timeline of Mesopotamia, Egypt, Indus Valley Indus Valley Civilization | Illustrate ancient civilizations such as Mesopotamia/Egyptian/ Indus valley/ on a timeline   |                 |   | ✓ | 5                    | July 18-19, 21-23 |
|          |                      |   | Describe significant aspects of daily life, society and culture of the Indus Valley Civilization   |                 | ✓ |   |                      |                   |
|          |                      | Important social and political events during the life of Hazrat Muhammad ~ 54047h Caliphate                           | Describe key events (social and political) during life of Hazrat Muhammad ~ 54047h and Khalafate-Rashida   |                 | ✓ |   | 5                    | July 24-26, 28-29 |
|          |                      | Important Historical Personalities  | Analyze and discuss the role of the following  |                 |   | ✓ | 3                    | July 30-31,       |

| Unit No, | Theme/Reference Unit | Sub Topics  | Student Learning Outcomes<br>(Student will be able to)   | Cognitive Level |   |   | No. of Days Required | Dates            |  |
|----------|----------------------|---|--|-----------------|---|---|----------------------|------------------|--|
|          |                      |   |  | K               | U | A |                      |                  |  |
|          |                      | of Pakistan   | key personalities in the creation of Pakistan: Quaid e Azam Muhammad Ali Jinnah, Allama Muhammad Iqbal, Mohtarma Fatima Jinnah.                    |                 |   |   |                      | Aug 1            |  |
| 5.       | Geography            | Globe and Maps Skills                                       | Describe the terms maps and globes.  |                 | ✓ |   | 4                    | Aug 2, 4-6       |  |
|          |                      |   | Enlist the uses of maps and globes.  | ✓               |   |   |                      |                  |  |
|          |                      |   | Identify the key elements in a map/globe.  | ✓               |   |   |                      |                  |  |
|          |                      |   | Describe and label borders, orientation, legend, title, scale and source or BOLTSS with the help of a map.   |                 | ✓ |   | 4                    | Aug 7-9, 11      |  |
|          |                      |   | Recognize the concept of directions with the help of cardinal points and compass.  | ✓               |   |   | 4                    | Aug 12-13, 15-16 |  |
|          |                      |   | Locate all continents and major oceans/seas.   |                 | ✓ |   |                      |                  |  |
|          |                      | Revision/Catch-up/Preparation of 2 <sup>nd</sup> Term Exams |  |                 |   |   |                      | 4 days           |  |
|          |                      | Term-II Examinations  |  |                 |   |   |                      | 8 days           |  |
|          |                      | Major landforms of Pakistan                                 | Identify major landforms and their types in Pakistan.  | ✓               |   |   | 4                    | Sep 1-4          |  |
|          |                      | Weather and Climate,  | Define and distinguish between weather and climate.  | ✓               |   |   | 3                    | Sep 6, 8-9       |  |
|          |                      | Effect of Environment on Human lifestyle                    | Explain the effect of the physical environment on the lifestyle of people in Pakistan.   |                 | ✓ |   | 5                    | Sep 10-13, 15    |  |
|          |                      | Impact of Human activities,                                 | Explain how human activities have changed the natural environment e.g. deforestation, building dams, industry, etc. (Positive and negative impact) |                 | ✓ |   | 4                    | Sep 16-19        |  |
|          |                      | WASH (see textbook page no.10 and page no, 92)              | Identify the importance and interconnectedness of Water Sanitation and Hygiene (WASH).   | ✓               |   |   | 3                    | Sep 20, 22-23    |  |

| Unit No,       | Theme/Reference Unit   | Sub Topics  | Student Learning Outcomes<br>(Student will be able to)   | Cognitive Level   |   |   | No. of Days Required | Dates            |
|----------------|--|---|--|---|---|---|----------------------|------------------|
|                |  |   |  | K   | U | A |                      |                  |
| Social Studies | Population and Census  | Population and Census, Population Growth Rate, and Population Density,                  | Define the terms 'Population' and 'Census'.  | ✓   |   |   | 5                    | Sep 24-27, 29    |
|                |  |   | Define the terms 'Growth Rate' and 'Population Density'  | ✓   |   |   |                      |                  |
|                |  | Importance of Census, Distribution of Population in Pakistan,                           | Explain the importance of 'Census'.  |   | ✓ |   | 5                    | Sep 30, Oct 1-4  |
|                |  |   | Survey the distribution of population in the region and give a map of the region/province.   |   |   | ✓ |                      |                  |
|                |  | Problems caused by overpopulation, Effects of Population Growth on Students Performance | Enlist the major problems caused by overpopulation.  |   | ✓ |   | 4                    | Oct 6-9          |
|                |  |   | Determine the impact of population increase on the quality of daily life in the students' community.   |   |   | ✓ |                      |                  |
|                |  |   | Goods, Services, Public/Private Goods and Services   | Define the terms 'goods' and 'services' and list some examples. | ✓ |   | 3                    | Oct 10-11, 13    |
| Economics      | Consumer and Producer, Goods, Services, Producer and Consumer, | Consumer and Producer, Goods, Services, Producer and Consumer,                          | Identify the function of consumers and producers.  | ✓   |   |   | 5                    | Oct 14-18        |
|                |  |   | Differentiate between producers and consumers.   |   | ✓ |   |                      |                  |
|                |  |   | Demonstrate the interdependence of consumers and producers.  |   | ✓ |   |                      |                  |
|                |  | Economic Choice, Scarcity   | Recognize how choices are made according to one's personal needs and resources.  | ✓   |   |   | 4                    | Oct 20-23        |
|                |  |   | Recall the concept of scarcity.  | ✓   |   |   |                      |                  |
|                | Entrepreneurship, Types of Entrepreneurial Businesses,         | Entrepreneurship, Types of Entrepreneurial Businesses,                                  | Define and differentiate between different types of entrepreneurship (production, trade, services, manufacturing) with examples of businesses from Pakistan. | ✓   |   |   | 5                    | Oct 24-25, 27-29 |
|                |  |   | Read stories of at least one male and one female entrepreneur from Pakistan.   |   | ✓ |   |                      |                  |

| Unit No,   | Theme/Reference Unit | Sub Topics                             | Student Learning Outcomes<br>(Student will be able to)  | Cognitive Level |   |   | No. of Days Required | Dates            |
|--|----------------------|--|---|-----------------|---|---|----------------------|------------------|
|  |                      |  |   | K               | U | A |                      |                  |
|  |                      | (Dr. Amjad Saqib, -- Muneeba Mazari)   |   |                 |   |   |                      | Nov 1            |
|  |                      | Role and Importance of money, Banking, | Describe the role and importance of money in peoples' lives.                                    |                 | ✓ |   | 4                    | Nov 3-6          |
|  |                      |  | Describe 'banking'.   |                 | ✓ |   |                      |                  |
|  |                      | Services provided by banks             | State the services provided by banks.   | ✓               |   |   | 4                    | Nov 7-8<br>10-11 |
|  |                      |  | Apply economics and money management in personal life (pocket money, expenditure, and savings). |                 |   | ✓ |                      |                  |
| Revision/Catch-up/Preparation of Final Term Exams              |                      |  |   |                 |   |   | 4 days               | Nov 12-15        |
| Term-III/Final Term Examinations                               |                      |  |   |                 |   |   | 21 days              | Nov 17 – Dec 10  |
| Assessment of Answer scripts/Result preparation/Result day/PTM |                      |  |   |                 |   |   | Dec 11 – Dec 15      |                  |
| Winter Vacations/Winter Camp for Board Classes                 |                      |  |   |                 |   |   | Dec 16 – Dec 31      |                  |

## Number of Student Learning Outcomes by Cognitive Level

| S. #         | Theme/ Units                | Name of Sub-Topics  | SLOs      |           |           | Total SLOs |
|--------------|-----------------------------|---|-----------|-----------|-----------|------------|
|              |                             |   | K         | U         | A         |            |
| 1            | <b>Citizenship</b>          | Global citizen, Digital/Cyber Citizen, Human Rights, Responsibilities, Tolerance; Peace and Conflict, Resolving Conflicts, Living in Harmony, Importance of Living in Harmony, Civic Sense, Wash, Common Etiquettes, Communication; Art, Language, letter and Post Card, E-Mail, Radio, Television, Mobile Phone and Computer   | 3         | 7         | 2         | 12         |
| 2            | <b>Culture</b>              | Nation, Nationalism, Culture, Festivals and Fairs, The role of Diversity in Society's Prosperity, Festival of Minorities, Divers Culture of Pakistan, Divers Group of Pakistani Society   | 3         | 4         | 2         | 9          |
| 3            | <b>State and Government</b> | State, Government, The difference between State and Government, Constitution, Leader, Quality of a Leader, General Elections  | 1         | 4         | 1         | 6          |
| 4            | <b>History</b>              | History, Importance of History, Beginning of Civilization, Early Civilization; Timeline of Mesopotamia, Egypt, Indus Valley Indus Valley Civilization, Important social and political events during the life of Hazrat Muhammad ~ “5#%4047h Caliphate, Important Historical Personalities of Pakistan   | 1         | 2         | 2         | 5          |
| 5            | <b>Geography</b>            | Globe and Maps Skills, Major landforms of Pakistan, Weather and Climate, Effect of Environment on Human lifestyle, Impact of Human activities, WASH (see textbook page no.10 and page no, 92), Population and Census, Population Growth Rate, and Population Density, Importance of Census, Distribution of Population in Pakistan, Problems caused by overpopulation, Effects of Population Growth on Students Performance | 8         | 7         | 2         | 17         |
| 6            | <b>Economics</b>            | Goods, Services, Public/Private Goods and Services, Consumer and Producer, Goods, Services, Producer and Consumer, Economic Choice, Scarcity, Entrepreneurship, Types of Entrepreneurial Businesses, Successful Pakistani Entrepreneurs; (Dr. Amjad Saqib, -- Muneeba Mazari), Role and Importance of money, Banking, Services provided by banks  | 6         | 5         | 1         | 12         |
| <b>Total</b> |                             |   | <b>22</b> | <b>29</b> | <b>10</b> | <b>61</b>  |

## Number of Student Learning Outcomes by Cognitive Level (Term-I)

| S. #         | Theme/ Units       | Name of Sub-Topics  | SLOs |    |   | Total SLOs |
|--------------|--------------------|---|------|----|---|------------|
|              |                    |   | K    | U  | A |            |
| 1            | <b>Citizenship</b> | Global citizen, Digital/Cyber Citizen, Human Rights, Responsibilities, Tolerance; Peace and Conflict, Resolving Conflicts, Living in Harmony, Importance of Living in Harmony, Civic Sense, Wash, Common Etiquettes, Communication; Art, Language, letter and Post Card, E-Mail, Radio, Television, Mobile Phone and Computer | 3    | 7  | 2 | 12         |
| 2            | <b>Culture</b>     | Nation, Nationalism, Culture, Festivals and Fairs, The role of Diversity in Society's Prosperity, Festival of Minorities  | 1    | 4  | 2 | 7          |
| <b>Total</b> |                    |   | 4    | 11 | 4 | <b>19</b>  |

### Number of Student Learning Outcomes by Cognitive Level (Term-II)

| S. #         | Theme/ Units                | Name of Sub-Topics  | SLOs |   |   | Total SLOs |
|--------------|-----------------------------|---|------|---|---|------------|
|              |                             |   | K    | U | A |            |
| 2            | <b>Culture</b>              | Divers Culture of Pakistan, Divers Group of Pakistani Society   | 2    | 0 | 0 | 2          |
| 3            | <b>State and Government</b> | State, Government, The difference between State and Government, Constitution, Leader, Quality of a Leader, General Elections  | 1    | 4 | 1 | 6          |
| 4            | <b>History</b>              | History, Importance of History, Beginning of Civilization, Early Civilization; Timeline of Mesopotamia, Egypt, Indus Valley Indus Valley Civilization, Important social and political events during the life of Hazrat Muhammad ~ “5#%4047h Caliphate, Important Historical Personalities of Pakistan | 1    | 2 | 2 | 5          |
| 5            | <b>Geography</b>            | Globe and Maps Skills   | 3    | 3 | 0 | 6          |
| <b>Total</b> |                             |   | 7    | 9 | 3 | <b>19</b>  |

### Number of Student Learning Outcomes by Cognitive Level (Term-III)

| S. #         | Theme/ Units | Name of Sub-Topics   | SLOs      |          |          | Total SLOs |
|--------------|--------------|--|-----------|----------|----------|------------|
|              |              |  | K         | U        | A        |            |
| 5            | Geography    | Major landforms of Pakistan, Weather and Climate, Effect of Environment on Human lifestyle, Impact of Human activities, WASH (see textbook page no.10 and page no. 92), Population and Census, Population Growth Rate, and Population Density, Importance of Census, Distribution of Population in Pakistan, Problems caused by overpopulation, Effects of Population Growth on Students Performance | 5         | 4        | 2        | 11         |
| 6            | Economics    | Goods, Services, Public/Private Goods and Services, Consumer and Producer, Goods, Services, Producer and Consumer, Economic Choice, Scarcity, Entrepreneurship, Types of Entrepreneurial Businesses, Successful Pakistani Entrepreneurs; (Dr. Amjad Saqib, -- Muneeba Mazari), Role and Importance of money, Banking, Services provided by banks   | 6         | 5        | 1        | 12         |
| <b>Total</b> |              |  | <b>11</b> | <b>9</b> | <b>3</b> | <b>23</b>  |

## Determining Marks/Weightage for a Specific Theme/Unit

| S. #         | Theme/Unit                         | No of SLOs in the Unit | Weightage in % = No of SLOs in the Unit / Total No of SLOs of the Subject × 100 | Weightage in Marks = Calculated Percentage in previous column × Total Marks ÷ 100 |
|--------------|------------------------------------|------------------------|---|---|
| 1            | <b>Unit 1 Citizenship</b>          | 12                     | 19.67   | 19.67   |
| 2            | <b>Unit 2 Culture</b>              | 9                      | 14.76   | 14.76   |
| 3            | <b>Unit 3 State and Government</b> | 6                      | 9.84  | 9.84  |
| 4            | <b>Unit 4 History</b>              | 5                      | 8.20  | 8.20  |
| 5            | <b>Unit 5 Geography</b>            | 17                     | 27.86   | 27.86   |
| 6            | <b>Unit 6 Economics</b>            | 12                     | 19.67   | 19.67   |
| <b>Total</b> |                                    | <b>61</b>              | <b>100</b>  | <b>100</b>  |



**SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS  
BREAK-UP  
GRADE 5 – EXTREME WINTER ZONE**



**Subject: English**

**Class: 5**

| <b>Unit /Competencies</b>     | <b>Student Learning Outcomes</b>  | <b>Cognitive levels</b> |          |          | <b>Duration/<br/>No of<br/>Days</b> | <b>Extreme<br/>Winter<br/>Zone</b>              |
|-------------------------------|---|-------------------------|----------|----------|-------------------------------------|---|
|                               |   | <b>K</b>                | <b>U</b> | <b>A</b> |                                     |   |
| <b>Unit 1:<br/>Patience</b>   | Students will be able to:   |                         |          | ✓        | <b>Total<br/>days: 20</b>           |   |
| Listening and Speaking        | 1 Introduce themselves or their fellow friends to the whole class using different adjectives.   |                         |          | ✓        | 2 days                              | 3 <sup>rd</sup> and 4 <sup>th</sup> April, 2025 |
| Reading and Critical Thinking | 2 Share personal experiences or anecdotes that highlight the significance of tolerance, patience or honesty in life, discussing how these qualities have impacted or influenced students' relationships or decisions. |                         |          | ✓        | 2 days                              | 5 <sup>th</sup> and 7 <sup>th</sup> April, 2025 |
| Vocabulary and Grammar        | 3 Exhibit values such as tolerance, patience, honesty, empathy, equality etc. through discussion or actions.  |                         |          | ✓        | 2 days                              | 8 <sup>th</sup> and 9 <sup>th</sup> April,      |
| Writing Skills                | 4 Apply reading strategies such as skimming, scanning, inferring, predicting etc.   |                         | ✓        |          | 3 days                              | 10 <sup>th</sup> to 12 <sup>th</sup> April      |
|                               | 5 Read the text with correct pronunciation, stress and intonation.  |                         | ✓        |          |                                     |   |
|                               | 6 Locate/ scan specific information to answer the short questions related to the text by using while reading strategies.  |                         |          | ✓        |                                     |   |

| Unit /Competencies | Student Learning Outcomes  | Cognitive levels |   |   | Duration/<br>No of<br>Days | Extreme<br>Winter<br>Zone                   |
|--------------------|--|------------------|---|---|----------------------------|---|
|                    |  | K                | U | A |                            |   |
|                    | 7   Recognize meaning of unfamiliar words using contextual clues.  |                  |   | ✓ |                            |   |
|                    | 8   Discuss different parts of the text and identify topic sentence and supporting details.  |                  |   | ✓ |                            |   |
|                    | 9   Write answers of given questions related to the text in post reading strategy.   |                  |   | ✓ | 1 day                      | 14 <sup>th</sup> April                      |
|                    | 10   Write a short paragraph how to handle the incidents related to themes of the topic (tolerance, patience and honesty).                             |                  |   | ✓ | 1 day                      | 15 <sup>th</sup> April                      |
|                    | 11   Read the sentences and notice the use of diagraphs, tri-graphs and silent letters.  |                  |   | ✓ | 1 day                      | 16 <sup>th</sup> April                      |
|                    | 12   Recognize silent letters in words and match sounds to their corresponding letter patterns.  |                  |   | ✓ |                            |   |
|                    | 13   Identify and categorize different types of nouns, including countable nouns, uncountable nouns, proper nouns, common nouns, and collective nouns. |                  | ✓ |   | 2 days                     | 17 <sup>th</sup> and 18 <sup>th</sup> April |
|                    | 14   Write the types of nouns while listening to a pre-recorded listening exercise or listening to the narrator.                                       |                  | ✓ |   | 2 days                     | 19 <sup>th</sup> and 21 <sup>st</sup> April |
|                    | 15   Identify and analyze the use of articles, including definite (the) and indefinite (a/an) articles, in the context of the text.                    |                  |   | ✓ | 1 day                      | 22 <sup>nd</sup> April                      |
|                    | 16   Use writing strategies for organizing ideas in writing such as pre-writing, brain-storming, mind-mapping, drafting, revising and editing          |                  | ✓ |   | 2 days                     | 23 <sup>rd</sup> and 24 <sup>th</sup> April |

| Unit /Competencies   | Student Learning Outcomes   | Cognitive levels |   |   | Duration/<br>No of<br>Days | Extreme<br>Winter<br>Zone                   |
|--|---|------------------|---|---|----------------------------|---|
|  |   | K                | U | A |                            |   |
|  | 17   Compose paragraphs that include a clear topic sentence and relevant supporting details to effectively describe a given subject or topic. |                  |   | ✓ |                            |   |
|  | 18   Write a paragraph describing the positive qualities of a good student.   |                  |   | ✓ |                            |   |
|  | 19   Define and differentiate between different types of adjectives.  |                  |   | ✓ | 1 day                      | 25 <sup>th</sup> April                      |
|  | 20   Construct simple sentences using the new vocabulary words from the passage of “Patience”.  |                  |   | ✓ |                            |   |
| Unit / Competencies  | Student Learning Outcomes.  | K                | U | A | Total Days: 15             |   |
| Unit 2:<br><b>Be Grateful (Poem)</b><br><br>•Listening Skill<br><br>Speaking Skills<br><br>Reading and Critical Thinking<br><br>• Vocabulary and Grammar | 1   Take turns to speak on a range of topics of their own choices.  |                  |   | ✓ | 1 day                      | 26 <sup>th</sup> April                      |
|  | 2   Ask questions to obtain information and explain ideas clearly, making meaning explicit.   |                  |   |   | 1 day                      | 28 <sup>th</sup> April                      |
|  | 3   Recite the poem with rhythm and correct pronunciation.  |                  |   | ✓ |                            |   |
|  | 4   Identify rhyme and rhythm, repetition, similes, and sensory images in the poem.   |                  |   | ✓ | 2 days                     | 29 <sup>th</sup> and 30 <sup>th</sup> April |
|  | 5   Identify the narrator of the poem.  |                  |   | ✓ |                            |   |
|  | 6   Recognize meaning of unfamiliar words using contextual clues.   |                  |   | ✓ |                            |   |
|  | 7   Pronounce different words with silent letters such as “switch, “high” and “know”  |                  |   | ✓ | 1 day                      | 2 <sup>nd</sup> May                         |

| Unit /Competencies | Student Learning Outcomes  | Cognitive levels |   |   | Duration/<br>No of<br>Days | Extreme<br>Winter<br>Zone                  |
|--------------------|--|------------------|---|---|----------------------------|--|
|                    |  | K                | U | A |                            |  |
| • Writing Skills   | 8 Classify words based on their initial vowel sound.   |                  | ✓ |   | Total<br>days: 20          | 3 <sup>rd</sup> and 5 <sup>th</sup><br>May |
|                    | 9 Differentiate between short and long vowel sounds  |                  |   |   |                            |  |
|                    | 10 Practice using appropriate expressions in their conversation to express responses and opinions as well as offer and accept apology. |                  |   | ✓ |                            |  |
|                    | 11 Distinguish between regular and irregular nouns   |                  |   | ✓ |                            | 6 <sup>th</sup> and 7 <sup>th</sup><br>May |
|                    | 12 Form plurals of regular and irregular nouns   |                  |   | ✓ |                            |  |
|                    | 13 Identify and use different degrees of adjectives.   |                  |   | ✓ | 1 day                      | 8 <sup>th</sup> May                        |
|                    | 14 Identify different forms of conjunction and understand usage of conjunctions in connecting words, phrases, or sentences.            |                  |   | ✓ |                            |  |
|                    | 15 Write sentences / paragraphs using conjunctions and transitional words.   |                  |   | ✓ | 1 day                      | 9 <sup>th</sup> May                        |
|                    | 16 Recall and write an event from personal experiences of students (what happened, their feelings, emotions).                          |                  |   | ✓ |                            |  |
|                    | 17 Define masculine and feminine genders and give examples.  |                  |   | ✓ |                            |  |
|                    | 18 Identify common and proper nouns  |                  |   | ✓ | 1 day                      | 12 <sup>th</sup> May                       |
|                    | 19 Create a short poem using different rhyming words.  |                  |   | ✓ |                            |  |
|                    | 20 Relate tasks performed by male members and female members of the family.  |                  |   | ✓ |                            | 2 days                                     |
|                    | 21 Demonstrate role of brother, sister, father, mother, grandfather and grandmother in role play.                                      |                  |   | ✓ |                            |  |

| Unit /Competencies  | Student Learning Outcomes  | Cognitive levels |   |   | Duration/<br>No of Days | Extreme Winter Zone                       |
|---|--|------------------|---|---|-------------------------|---|
|   |  | K                | U | A |                         |   |
|   | 22 Demonstrate greeting, respect, care, help, and taking turn  |                  |   | ✓ | Total days: 20          |   |
| Unit/ Competencies  | Student Learning Outcomes  | K                | U | A | Total Days: 07          |   |
| Unit3:<br><b>Women as Role Models</b><br><br>• Listening Skills<br><br>Speaking Skills<br><br>• Reading and Critical Thinking<br><br>• Vocabulary and Grammar<br><br>• Writing Skills | Students will be able to;<br><br>1 Enact a short drama/play script showing different roles and scenarios through deliberate choice of dialogues/speech, gestures, and movements.<br>2 Apply reading strategies such as skimming, scanning, inferring, predicting etc. to locate specific information.<br>3 Read the text with correct pronunciation, stress and intonation.<br>4 Locate/ scan specific information to answer the short questions related to the text by using while reading strategies.<br>5 Recognize meaning of unfamiliar words using contextual clues.<br>6 Pronounce and practice short and long vowel sounds.<br>7 Form questions using WH words like who, what, which, where and why.<br>8 Spell three syllable words like beautiful, remarkable, and important.<br>9 Make anagrams from /three /four syllable words. (e.g., ed/u/ca/tion). |                  |   | ✓ | 2 days                  | 15 <sup>th</sup> and 16 <sup>th</sup> May |
|   |  |                  |   | ✓ | 1 day                   | 17 <sup>th</sup> May                      |
|   |  |                  |   | ✓ | 1 days                  | 19 <sup>th</sup> May                      |
|   |  |                  |   | ✓ | 1 day                   | 20 <sup>th</sup> May                      |

| Unit /Competencies  | Student Learning Outcomes   | Cognitive levels |   |   | Duration/<br>No of Days | Extreme Winter Zone                       |
|---|---|------------------|---|---|-------------------------|---|
|   |   | K                | U | A |                         |   |
| Unit/ Competencies  | 10 Write words beginning with vowel sounds.   |                  |   | ✓ | 2 days                  | 21 <sup>st</sup> and 22 <sup>nd</sup> May |
|   | 11 Answer the reading comprehension questions.  |                  |   | ✓ |                         |   |
|   | 12 Recognize and use action verbs in sentences, paragraphs  |                  |   | ✓ |                         |   |
|   | 13 Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.   |                  |   | ✓ |                         |   |
| Unit/ Competencies  | Student Learning Outcomes   | K                | U | A | Total Days: 07          |   |
| Unit 4: Unforgettable Moments of my Life<br><br>•Listening Skills Speaking Skills<br>• Reading and Critical Thinking<br>• Vocabulary and Grammar<br>• Writing | 1 Describe the picture in four to six sentences.  |                  |   | ✓ | 1 day                   | 23 <sup>rd</sup> May                      |
|   | 2 Use expression in speaking to respond to simple instructions and directions.  |                  |   | ✓ |                         |   |
|   | 3 Use pre-reading strategies to predict the type of content/vocabulary/questions about the text from pictures title etc., by using prior knowledge (identify the type of text, purpose and intended audience) | ✓                |   | ✓ | 1 day                   | 24 <sup>th</sup> May                      |
|   | 4 Discuss the meaning of unfamiliar words encountered in reading.   |                  |   | ✓ |                         |   |
|   | 5 Read and evaluate a variety of texts for purpose, style, clarity and organization   |                  |   | ✓ | 1 days                  | 26 <sup>th</sup> May                      |
|   | 6 Explore the different processes of reading silently and reading aloud   | ✓                |   |   |                         |   |
|   | 7 Pronounce and practice diphthongs in reading and in speech.   |                  | ✓ |   | 2 days                  | 27 <sup>th</sup> and 29 <sup>th</sup> May |
|   |   |                  |   |   |                         |   |

| Unit /Competencies  | Student Learning Outcomes   |  |   | Cognitive levels |   | Duration/<br>No of Days | Extreme Winter Zone                       |
|---|---|--|---|------------------|---|-------------------------|---|
|   | K   | U  | A | Total days: 20   |   |                         |   |
| 8   | Classify gender related nouns such as masculine, feminine, and neuter.  | ✓  |   |                  |   |                         | 30 <sup>th</sup> and 31 <sup>st</sup> May |
| 9   | Write simple descriptive paragraphs (giving physical description and characteristics/traits of a person/object/place, using correct capitalization, punctuation and spelling, |  |   | ✓                |   |                         |   |
| 10  | Engage in and practice a dialogue.  |  |   | ✓                |   |                         |   |
| Unit/ Competencies  | Student Learning Outcomes   |  |   | K                | U | A                       | Total Days: 09                            |
| <b>Unit5:</b><br><b>Amazing Planet</b><br><br>•Listening Skill<br><br>•Speaking Skill<br><br>•Reading and Critical Thinking skills<br><br>•Vocabulary and Grammar<br><br>•Writing Skill | 1   | Speak confidently using varied vocabulary and tone to express, persuade, instruct, or offer advice to engage the listener.   |   |                  | ✓ | 1 days                  | 2 <sup>nd</sup> June                      |
|   | 2   | Use pre-reading strategies to predict the type of content/ vocabulary/questions about the text from pictures title etc., by using prior knowledge (identify the type of text, purpose and intended audience) |   |                  | ✓ | 1 day                   | 3 <sup>rd</sup> June                      |
|   | 3   | Discuss the meaning of unfamiliar words encountered in reading.  |   | ✓                |   | 2 days                  | 4 <sup>th</sup> and 5 <sup>th</sup> June  |
|   | 4   | Read and evaluate a variety of texts for purpose, style, clarity and organization  |   |                  | ✓ |                         |   |
|   | 5   | Explore the different processes of reading silently and reading aloud  |   | ✓                |   |                         |   |
|   | First Term Exams 9 <sup>th</sup> June to 17 <sup>th</sup> June  |  |   |                  |   |                         |   |

| Unit /Competencies | Student Learning Outcomes  | Cognitive levels |   |   | Duration/<br>No of<br>Days | Extreme<br>Winter<br>Zone |
|--------------------|--|------------------|---|---|----------------------------|---------------------------|
|                    |  | K                | U | A |                            |                           |
|                    | 6 Locate, connect and use words similar and apposite in meaning.   |                  |   | ✓ | 1 day                      | 18 <sup>th</sup> June     |
|                    | 7 Distinguish between common and proper noun with examples.  |                  | ✓ |   |                            |                           |
|                    | 8 Recognize common genders and use them in sentences.  |                  |   | ✓ |                            |                           |
|                    | 9 Apply rules of punctuation in writing sentences/ paragraphs.   |                  |   | ✓ | 1 day                      | 19 <sup>th</sup> June     |
|                    | 10 Complete a single paragraph using your own words, phrases and complex sentences.  |                  |   | ✓ |                            |                           |
|                    | 11 Identify the difference between base words and new words by adding suffixes and use in different contexts according to the grammatical status of the words. (e.g., act is a verb and active is an adjective.  |                  |   | ✓ | 1 day                      | 20 <sup>th</sup> June     |
|                    | 12 Write paragraphs on a single topic (on the given text types like climate change), using correct capitalization, punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing the first draft, seeking peer feedback, developing a final draft. |                  |   | ✓ | 1 day                      | 21 <sup>st</sup> June     |
|                    | 13 Participate in class discussion in climate friendly activities like, sanitization, cleanliness tasks, and pollution reduction campaigns.  |                  |   | ✓ | 1 day                      | 23 <sup>rd</sup> June     |
|                    | 14 Use guide words, dictionary entries, dictionary definitions to check spelling, and meaning of words   |                  |   | ✓ |                            |                           |

| Unit /Competencies  | Student Learning Outcomes  | Cognitive levels |          |          | Duration/<br>No of Days | Extreme Winter Zone                        |
|---|--|------------------|----------|----------|-------------------------|--|
|   |  | K                | U        | A        |                         |  |
|   |  |                  |          |          | <b>Total days: 20</b>   |  |
| <b>Unit/Competencies</b>  | <b>Student Learning Outcomes</b>   | <b>K</b>         | <b>U</b> | <b>A</b> | <b>10 Days</b>          |  |
| <b>Unit 6:<br/>A fit and Healthy Life</b>   | 1 Recognize and respond to direct questions used frequently in the class.                    |                  | ✓        |          | 1 day                   | 24 <sup>th</sup> June                      |
| <ul style="list-style-type: none"> <li>•Listening Skill</li> <li>•Speaking Skill</li> <li>•Reading and Critical Thinking Skills</li> <li>•Vocabulary and Grammar</li> <li>•Writing Skill</li> </ul> | 2 Explore different processes of reading silently and reading aloud for comprehension.       |                  | ✓        |          | 2 days                  | 25 <sup>th</sup> and 26 <sup>th</sup> June |
|   | 3 Read the paragraph with correct pronunciation and intonation.                              |                  | ✓        |          |                         |  |
|   | 4 Surf internet/library/newspaper and read about sports activities.                          |                  | ✓        |          | 2 days                  | 27 <sup>th</sup> June                      |
|   | 5 Engage in debate on healthy and unhealthy food in the class.                               |                  |          | ✓        |                         |  |
|   | 6 Differentiate among subject pronouns, object pronouns and possessive pronouns              |                  | ✓        |          |                         |  |
|   | 7 Identify, differentiate between and use some simple pairs of words including homophones.   |                  | ✓        |          | 1 day                   | 28 <sup>th</sup> and 30 <sup>th</sup> June |
|   | 8 Write sentences using types of pronouns.   |                  |          | ✓        |                         |  |
|   | 9 Pronounce and practice three-consonant clusters in initial and final positions.            |                  | ✓        |          |                         |  |
|   | 10 Use a simple thesaurus to locate synonyms/ antonyms and other functions definitions, etc. |                  |          | ✓        | 1 day                   | 1 <sup>st</sup> July                       |
|   | 11 Provide the missing letter in simple multi-syllable three/four syllable words.            |                  |          | ✓        |                         |  |

| Unit /Competencies  | Student Learning Outcomes   | Cognitive levels |   |   | Duration/<br>No of Days | Extreme Winter Zone                        |
|---|---|------------------|---|---|-------------------------|--|
|   |   | K                | U | A |                         |  |
|   | 12 Use suffixes to make nouns, adjectives (e.g., ion, ay, ship, ance, ence, able, le, ful, ent)   |                  |   | ✓ | 2 days                  | 3 <sup>rd</sup> and 4 <sup>th</sup> July   |
|   | 13 Write narrative paragraphs to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. |                  |   | ✓ |                         |  |
| Unit/ Competencies  | Student Learning Outcome  | K                | U | A | Total Days: 10          |  |
| <b>Unit 7:</b><br><b>What Goes Around Comes Around</b><br><br>•Listening Skill<br>Speaking Skill<br><br>•Reading and Critical Thinking Skill<br><br>•Vocabulary and Grammar<br>•Writing Skill | 1 Participate in group discussions, presentations and debates.  |                  |   | ✓ | 1 day                   | 7 <sup>th</sup> July                       |
|   | 2 Differentiate between vowel and consonant sounds.   |                  | ✓ |   | 1 day                   | 8 <sup>th</sup> July                       |
|   | 3 Practice vowel and consonant sounds.  | ✓                |   |   |                         |  |
|   | 4 Locate information in different parts of the text, collect the information and list the major points.   |                  |   | ✓ | 1 day                   | 9 <sup>th</sup> July                       |
|   | 5 Read and identify type of the text (fictional including short stories, fables)  | ✓                |   |   |                         |  |
|   | 6 Discuss and compare characters of the story   |                  |   | ✓ |                         |  |
|   | 7 Describe themes occurring in the stories (fables)   | ✓                |   |   | 1 day                   | 10 <sup>th</sup> July                      |
|   | 8 Identify structural elements of a plot (beginning, rising action, climax, falling action, resolution) in the simple story.                                | ✓                |   |   | 1 day                   | 11 <sup>th</sup> July                      |
|   | 9 Retell the story briefly in simple sentences  |                  |   | ✓ | 2 days                  | 12 <sup>th</sup> and 14 <sup>th</sup> July |
|   | 10 Use knowledge of the meaning of individual words to predict the meaning of compound words  |                  |   | ✓ |                         |  |

| Unit /Competencies   | Student Learning Outcomes   | Cognitive levels |   |   | Duration/<br>No of Days | Extreme Winter Zone                        |
|--|---|------------------|---|---|-------------------------|--|
|  |   | K                | U | A |                         |  |
|  | 11 Write five words starting with consonant and vowel sounds.   |                  |   | ✓ | Total days: 20          | 15 <sup>th</sup> and 16 <sup>th</sup> July |
|  | 12 Identify homonyms and use the homonyms in sentences.   |                  | ✓ |   |                         |  |
|  | 13 Make interrogative sentences using with: be and do.  |                  |   | ✓ | 2 days                  |  |
|  | 14 Use punctuation marks like, full stop, question mark, exclamation mark and hyphen.   |                  |   | ✓ | 1 day                   | 18 <sup>th</sup> July                      |
|  | 15 Write a fable about any animal by using the process approach - brainstorm, mind mapping, writing the first draft, seeking peer feedback, developing a final draft. |                  |   | ✓ |                         |  |
| Unit/Competencies  | Student Learning Outcomes   | K                | U | A | Total Days: 12          |  |
| <b>Unit 8:</b><br><b>Do What's Right</b> <ul style="list-style-type: none"> <li>•Listening Skill</li> <li>•Speaking Skill</li> <li>•Reading and Critical Thinking Skills</li> <li>•Vocabulary and Grammar</li> </ul> | 1 Prepare and present an argument to persuade others to adopt a point of view.  |                  |   | ✓ | 1 day                   | 19 <sup>th</sup> July                      |
|  | 2 Use reading strategies to predict the content of the text, to locate information.   |                  |   | ✓ | 2 days                  | 21 <sup>st</sup> and 22 <sup>nd</sup> July |
|  | 3 Relate their thoughts, feelings and experiences to what they read.  |                  |   | ✓ |                         |  |
|  | 4 Answer the reading comprehension question.  |                  | ✓ |   | 1 day                   | 23 <sup>rd</sup> July                      |
|  | 5 Listen to a prerecorded audio or narrator and identify short and long vowel sounds.   |                  | ✓ |   |                         |  |
|  | 6 Use guide words, dictionary entries, dictionary definitions to check spelling, and meaning of words.  |                  |   | ✓ |                         |  |

| Unit /Competencies    | Student Learning Outcomes   | Cognitive levels |   |   | Duration/<br>No of<br>Days | Extreme<br>Winter<br>Zone                  |
|-----------------------|---|------------------|---|---|----------------------------|--|
|                       |   | K                | U | A |                            |  |
| •Writing Skill        | 7 Identify pair of words and write their meanings.  |                  | ✓ |   | 1 day                      | 24 <sup>th</sup> July                      |
|                       | 8 Arrange the given jumbled words.  |                  |   | ✓ |                            |  |
|                       | 9 Use paired adjectives in sentences.   |                  |   | ✓ | 1 day                      | 25 <sup>th</sup> July                      |
|                       | 10 Listen recoded lecture on environmental ethics and answer the questions.                             |                  | ✓ |   | 1 day                      | 26 <sup>th</sup> July                      |
|                       | 11 Interview elder family members about right and wrong things they observe.                            |                  |   | ✓ | 1 day                      | 28 <sup>th</sup> July                      |
|                       | 12 Think pair and share on what is wrong and what is right around us.                                   |                  |   | ✓ | 2 days                     | 29 <sup>th</sup> and 30 <sup>th</sup> July |
|                       | 13 Identify prepositions of position and time like, in, at, and on.                                     |                  | ✓ |   |                            |  |
|                       | 14 Understand and use adverb of manner in sentences.  |                  |   | ✓ |                            |  |
|                       | 15 Draft and write a short invitation.  |                  |   | ✓ | 2 days                     | 1 <sup>st</sup> and 2 <sup>nd</sup> Aug    |
|                       | 16 Write a short note accepting the invitation.   |                  |   | ✓ |                            |  |
|                       | 17 Write a narrative note of any incident in which student felt disappointed.                           |                  |   | ✓ |                            |  |
| Unit/Competencies     | Student Learning Outcomes   | K                | U | A | Total Days: 11             |  |
| Unit 9:<br>Patriotism | 1 Pronounce the “ed” sound with correct pronunciation in three different ways (/d/, /id/, /t/).         |                  | ✓ |   | 1 day                      | 4 <sup>th</sup> Aug                        |
|                       | 2 Discuss the picture in the class by using picture prediction strategy to guess the theme of the poem. |                  |   | ✓ |                            |  |
| •Listening Skill      |   |                  |   |   |                            |  |

| <b>Unit /Competencies</b>  | <b>Student Learning Outcomes</b> |   |          | <b>Cognitive levels</b>   |          | <b>Duration/<br/>No of<br/>Days</b> | <b>Extreme<br/>Winter<br/>Zone</b>       |
|--|----------------------------------|---|----------|---------------------------|----------|-------------------------------------|--|
|  | <b>K</b>                         | <b>U</b>  | <b>A</b> | <b>Total<br/>days: 20</b> |          |                                     |  |
| <ul style="list-style-type: none"> <li>•Speaking Skill</li> <li>•Reading and Critical Thinking Skill</li> <li>•Vocabulary and Grammar</li> <li>•Writing Skill</li> </ul> | 3                                | Read the poem with rhythm and correct pronunciation.  |          | ✓                         |          | 1 day                               | 5 <sup>th</sup> Aug                      |
|  | 4                                | Identify rhyme and rhythm, repetition, similes, and sensory images in poems.  |          |                           | ✓        | 1 day                               | 6 <sup>th</sup> Aug                      |
|  | 5                                | Read tables and charts in the text book.  |          | ✓                         |          | 1 day                               | 7 <sup>th</sup> Aug                      |
|  | 6                                | Read the map, identify directions and discuss in groups.  |          |                           | ✓        |                                     |  |
|  | 7                                | Incorporate the pronoun-antecedent-agreement in the sentences with examples.  |          |                           | ✓        | 1 day                               | 8 <sup>th</sup> Aug                      |
|  | 8                                | Use model verbs in the sentences of their own.  |          |                           | ✓        | 2 days                              | 9 <sup>th</sup> and 11 <sup>th</sup> Aug |
|  | 9                                | Understand and use adverbs of time and place in sentences.  |          |                           | ✓        | 1 day                               | 12 <sup>th</sup> Aug                     |
|  | 10                               | Exhibit patriotism by participating in girl guides/boy scout activities, organizing tutorial days on the theme of patriotism. |          |                           | ✓        | 1 day                               | 13 <sup>th</sup> Aug                     |
|  | 11                               | Recognize and use the full stop with abbreviation.  |          |                           | ✓        | 1 day                               | 15 <sup>th</sup> Aug                     |
|  | 12                               | Write the central idea of a given poem in simple words.   |          | ✓                         |          | 1 day                               | 16 <sup>th</sup> Aug                     |
|  | 13                               | Create a short poem using rhyming words on a given topic.   |          |                           | ✓        |                                     |  |
| <b>Unit/Competencies</b>   | <b>Student Learning Outcome</b>  |   |          | <b>K</b>                  | <b>U</b> | <b>A</b>                            | <b>Total<br/>Days: 11</b>                |
| <b>Unit 10: Eid-ulAzha</b>   | 1                                | Listen to a prerecorded audio or narrator about a recipe of any dessert and identify main ingredients.                        |          | ✓                         |          | 1 day                               | 18 <sup>th</sup> Aug                     |
| •Listening Skill   | 2                                | Discuss the main steps of the recipe in the class.  |          |                           | ✓        | 1 day                               | 19 <sup>th</sup> Aug                     |

| Unit /Competencies  | Student Learning Outcomes  | Cognitive levels |   |   | Duration/<br>No of<br>Days | Extreme<br>Winter<br>Zone                 |
|---|--|------------------|---|---|----------------------------|---|
|   |  | K                | U | A |                            |   |
| <ul style="list-style-type: none"> <li>•Speaking Skill</li> <li>•Reading and Critical Thinking Skills</li> <li>•Vocabulary and Grammar</li> <li>•Writing Skill</li> </ul>   | 3   Apply intensive reading strategies to distinguish fact from the opinion.                 |                  |   | ✓ | 2 days                     | 20 <sup>th</sup> and 21 <sup>st</sup> Aug |
|   | 4   Read the words with their syllable division also write their number of syllables.        |                  | ✓ |   |                            |   |
|   | 2 <sup>nd</sup> Term Exam from 22 <sup>nd</sup> August to 30 <sup>th</sup> August            |                  |   |   |                            |   |
|   | 5   Discuss in groups how students celebrate their religious festivals.                      |                  |   | ✓ | 2 days                     | 1 <sup>st</sup> and 2 <sup>nd</sup> Sep   |
|   | 6   Connect and use words similar and opposite in meaning.                                   |                  | ✓ |   | 1 day                      | 3 <sup>rd</sup> Sep                       |
|   | 7   Build vocabulary using demonstrative pronouns or pointing words.                         |                  | ✓ |   | 1 day                      | 4 <sup>th</sup> Sep                       |
|   | 8   Write correct sentences using ‘should’ and ‘should not’.                                 |                  |   | ✓ | 3 days                     | 6 <sup>th</sup> to 9 <sup>th</sup> Sep    |
|   | 9   Make contractions of words using the apostrophe correctly.                               |                  |   | ✓ |                            |   |
|   | 10   Write sentences with correct use of adverbs of frequency.                               |                  |   | ✓ |                            |   |
|   | 11   Identify adverbs of frequency from reading a text.                                      |                  | ✓ |   |                            |   |
|   | 12   Write steps of a recipe of your favourite dish.   |                  |   | ✓ |                            |   |
| Unit/ Competencies  | Student Learning Outcome   | K                | U | A | Total Days: 13             |   |
| <b>Unit 11: Let's Be Helpful</b> <ul style="list-style-type: none"> <li>•Listening Skill</li> <li>•Speaking Skill</li> <li>•Reading and Critical Thinking Skills</li> </ul> | 1   Describe a series of events or a sequence depicted in given pictures.                    |                  | ✓ |   | 1 day                      | 10 <sup>th</sup> Sep                      |
|   | 2   Use pre-reading strategies to guess the meanings of unfamiliar words in a given context. |                  | ✓ |   | 2 days                     | 11 <sup>th</sup> and 12 <sup>th</sup> Sep |
|   | 3   Apply post-reading strategy to express understanding of the story through a role play.   |                  |   | ✓ |                            |   |

| <b>Unit /Competencies</b>  | <b>Student Learning Outcomes</b> |  |          | <b>Cognitive levels</b>   |          | <b>Duration/<br/>No of<br/>Days</b> | <b>Extreme<br/>Winter<br/>Zone</b>        |
|--|----------------------------------|--|----------|---------------------------|----------|-------------------------------------|---|
|  | <b>K</b>                         | <b>U</b>   | <b>A</b> | <b>Total<br/>days: 20</b> |          |                                     |   |
| <ul style="list-style-type: none"> <li>•Vocabulary and Grammar</li> <li>•Writing Skills</li> </ul> | 4                                | Use dictionary and find the given words and write their meaning along with their number of syllables.  |          | ✓                         |          |                                     |   |
|  | 5                                | Discuss and debate about uses of internet.   |          |                           | ✓        | 1 day                               | 13 <sup>th</sup> Sep                      |
|  | 6                                | Model the dialogue by reading with correct pronunciation.  |          |                           | ✓        | 1 day                               | 15 <sup>th</sup> Sep                      |
|  | 7                                | Highlight important information by reading paragraphs and also summarize in 2-3 sentences.   |          |                           | ✓        | 3 days                              | 16 to 18 <sup>th</sup> Sep                |
|  | 8                                | Read the given lesson and identify parts of speech (nouns, pronouns, verbs, adverbs, adjectives, and prepositions).  |          | ✓                         |          |                                     |   |
|  | 9                                | Form questions using WH words.   |          |                           | ✓        |                                     |   |
|  | 10                               | Identify prepositions of moment and direction.   |          | ✓                         |          |                                     |   |
|  | 11                               | Write daily routines using simple present tense.   |          |                           | ✓        | 2 days                              | 19 <sup>th</sup> and 20 <sup>th</sup> Sep |
|  | 12                               | Make positive, negative and interrogative sentences in present simple tense.   |          |                           | ✓        | 2 days                              | 22 <sup>nd</sup> and 23 <sup>rd</sup> Sep |
|  | 13                               | Write words using hyphens with numbers and fractions.  |          |                           | ✓        |                                     |   |
|  | 14                               | Write simple descriptive paragraphs (giving physical description and characteristics/traits of a person/object/place, using correct capitalization, punctuation and spelling |          |                           | ✓        |                                     |   |
| <b>Unit/Competencies</b>   | <b>Student Learning Outcome</b>  |  |          | <b>K</b>                  | <b>U</b> | <b>A</b>                            | <b>Total<br/>Days: 14</b>                 |
| <b>Unit 12: Our National Animal</b>  | 1                                | Share feeling of joy, sadness and anger in pairs.  |          |                           | ✓        |                                     |   |

| Unit /Competencies  | Student Learning Outcomes  | Cognitive levels |   |   | Duration/<br>No of Days | Extreme Winter Zone                         |
|---|--|------------------|---|---|-------------------------|---|
|   |  | K                | U | A |                         |   |
| <ul style="list-style-type: none"> <li>•Listening Skill</li> <li>•Speaking Skill</li> <li>•Reading and Critical Thinking Skills</li> <li>•Vocabulary and Grammar</li> <li>•Writing Skill</li> </ul> | 2 Pronounce the weak forms of shall/will not in contraction.                                     |                  | ✓ |   | 3 days                  | 24 <sup>th</sup> to 26 <sup>th</sup> Sep    |
|   | 3 Express needs using will not and shall not.  |                  |   | ✓ |                         |   |
|   | 4 Locate specific information by using skim and scan strategies.                                 |                  | ✓ |   | 1 day                   | 27 <sup>th</sup> Sep                        |
|   | 5 Locate specific information in a calendar, a class timetable and a report card                 |                  |   | ✓ |                         |   |
|   | 6 Read the calendar by asking different questions in groups.                                     |                  |   | ✓ | 3 days                  | 29 <sup>th</sup> Sep to 1 <sup>st</sup> Oct |
|   | 7 Identify statement and question.   |                  | ✓ |   |                         |   |
|   | 8 Talk about their pet animals in the class.   |                  |   | ✓ |                         |   |
|   | 9 Listen to a recorded text on the national animal and answer the questions.                     |                  | ✓ |   |                         |   |
|   | 10 Join the sentences using the correct joining words.   |                  |   | ✓ | 7 days                  | 2 <sup>nd</sup> to 8 <sup>th</sup> Oct      |
|   | 11 Write their class activities using present continuous tense.                                  |                  |   | ✓ |                         |   |
|   | 12 Write down the dictated words by the teacher.   |                  |   | ✓ |                         |   |
|   | 13 Write a paragraph of any topic with correct use of capitalization and punctuation.            |                  |   | ✓ |                         |   |
| Unit/Competencies   | Student Learning Outcomes  | K                | U | A | Total Days: 12          |   |
| <b>Unit 13: When Something Went Wrong</b> <ul style="list-style-type: none"> <li>•Listening Skill</li> <li>Speaking Skill</li> </ul>  | 1 Make polite requests for taking leave for different reasons.                                   |                  |   | ✓ | 1 day                   | 9 <sup>th</sup> Oct                         |
|   | 2 Listen and respond appropriately to the sentences with rising and falling intonation patterns. |                  | ✓ |   | 2 days                  |   |

| Unit /Competencies  | Student Learning Outcomes  | Cognitive levels |   |   | Duration/<br>No of Days | Extreme Winter Zone                         |
|---|--|------------------|---|---|-------------------------|---|
|   |  | K                | U | A   |                         |   |
| <ul style="list-style-type: none"> <li>•Reading and Critical Thinking Skills</li> <li>•Vocabulary and Grammar</li> <li>•Writing Skill</li> </ul>                              | 3 Read samples of formal and informal letters from any source and differentiate between them.        |                  | ✓ |   |                         | 10 <sup>th</sup> and 11 <sup>th</sup> Oct   |
|   | <b>Sports Gala</b>   |                  |   | <b>12<sup>th</sup> Oct to 19<sup>th</sup> Oct</b> |                         |   |
|   | 4 Use reading strategies to locate specific information in the text.                                 |                  | ✓ |   | 1 day                   | 20 <sup>th</sup> Oct                        |
|   | 5 Identify regular and irregular verbs.  |                  | ✓ |   | 3 days                  | 21 <sup>st</sup> to 23 <sup>rd</sup> Oct    |
|   | 6 Distinguish between regular nouns and irregular nouns.   |                  | ✓ |   |                         |   |
|   | 7 Write plurals of nouns.  |                  | ✓ |   |                         |   |
|   | 8 Exercise a talk show or news broadcast in class.   |                  |   | ✓   | 1 day                   | 24 <sup>th</sup> Oct                        |
|   | 9 Write yesterday's activities using simple past tense.  |                  | ✓ |   | 4 days                  | 25 <sup>th</sup> to 29 <sup>th</sup> Oct    |
|   | 10 Make sentences using suitable transition devices such as for example, for instance, however, etc. |                  | ✓ |   |                         |   |
|   | 11 Distinguish among three types of sentences and write them in correct column.                      |                  | ✓ |   |                         |   |
|   | 12 Write a letter using required elements of letter writing.   |                  |   | ✓   |                         |   |
| Unit/Competencies   | Student Learning Outcome   | K                | U | A   | Total Days: 12          |   |
| <b>Unit 14: Together we live</b> <ul style="list-style-type: none"> <li>• Listening Skill</li> <li>• Speaking Skill</li> <li>•Reading and Critical Thinking Skills</li> </ul> | 1 Read the poem with correct pronunciation, rhythm and intonation.                                   |                  | ✓ |   | 3 days                  | 30 <sup>th</sup> Oct to 1 <sup>st</sup> Nov |
|   | 2 Relate the poem to their feelings and experiences and share with whole class.                      |                  |   | ✓   |                         |   |
|   | 3 Write down rhyming scheme of the poem.   |                  | ✓ |   |                         |   |

| <b>Unit /Competencies</b>   | <b>Student Learning Outcomes</b>   | <b>Cognitive levels</b> |          |          | <b>Duration/<br/>No of<br/>Days</b> | <b>Extreme<br/>Winter<br/>Zone</b>       |  |  |
|---|--|-------------------------|----------|----------|-------------------------------------|--|--|--|
|   |  | <b>K</b>                | <b>U</b> | <b>A</b> |                                     |  |  |  |
| <ul style="list-style-type: none"> <li>•Vocabulary and Grammar</li> <li>•Writing Skill</li> </ul> | 4 Summarize the poem “Together we live” in simple words.   |                         | ✓        |          | 3 days                              | 3 <sup>rd</sup> to 5 <sup>th</sup> Nov   |  |  |
|   | 5 Answer the reading comprehension questions.  |                         | ✓        |          |                                     |  |  |  |
|   | 6 Identify analogies and similes in the poem.  |                         |          | ✓        |                                     |  |  |  |
|   | 7 Deliver a speech on the topic of “the importance of peace” in the school assembly/school celebrations. |                         |          | ✓        |                                     | 6 <sup>th</sup> to 8 <sup>th</sup> Nov   |  |  |
|   | 8 Make sentences using future simple tense.  |                         |          | ✓        |                                     | 10 <sup>th</sup> to 12 <sup>th</sup> Nov |  |  |
|   | 9 Compose a creative poem using given rhyming words.   |                         |          | ✓        |                                     |  |  |  |
|   | 10 Write an application on the given topic by the teacher.   |                         |          | ✓        |                                     |  |  |  |
|   | The remaining days for the revision  |                         |          |          |                                     |  |  |  |
|   | The Final Term Exams: 17 <sup>th</sup> November to 10 <sup>th</sup> December                             |                         |          |          |                                     |  |  |  |
| <b>Revision</b>   |  |                         |          |          |                                     |  |  |  |

### **Language Components to be covered for Examination 2025 and Table of Specification**

| <b>Topics/Themes</b>  | <b>Marks</b>                       | <b>Total Marks</b> |
|---|------------------------------------|--------------------|
| <b>Section A</b>  |                                    |                    |
| <u>Parts of Speech:</u><br>Noun and its types-<br>Singular, plural, countable, uncountable , regular and irregular<br>Pronoun and its types; subjective, objective, possessive, demonstrative, indefinite, reflexive, intensive pronoun<br>Adjective and its types: numeral, proper, demonstrative, interrogative and descriptive<br>Form adjectives from nouns and verbs, use of adjective phrases, degrees of adjective<br>Verb: transitive and intransitive<br>Form of verbs, phrasal verbs<br>Conjunction: Conjunction and its types<br>Preposition: Preposition and its types<br>Vocabulary: Synonyms/ antonyms, | <b>MCQs</b><br><br><b>20 marks</b> | <b>20 marks</b>    |
| <b>Section B</b>  |                                    |                    |
| Reading Comprehension: An unseen passage will be provided, followed by 8 questions. Each question will carry 2 marks, except for Question 1, which will carry 1 mark for assigning a suitable title to the passage.   | <b>15 marks</b><br>( 1+ 7x2= 15)   | <b>B/ 50 marks</b> |
| Poetry: (Define, identify, and apply) Rhyming words/scheme, figures of speech such as similes , metaphor and sensory images<br>Vocabulary: homophones, homonyms, connotation, suffixes, prefixes ,syllables, compound words, long vowel and short vowel, correct spelling   | <b>15</b>                          |                    |

|   |           |                 |
|---|-----------|-----------------|
| Tense/ grammar: Indefinite, continuous, perfect & perfect-Continuous<br>Sentence structure , types of sentences                               | <b>15</b> |                 |
| Punctuation   | <b>05</b> |                 |
| <b>Section C</b>  |           |                 |
| Formal writing ( Letter, email, application, report writing ( Complain, acceptance/ rejection/ condolence)                                    | <b>10</b> | <b>30 Marks</b> |
| Narrative Writing (writing real or imagined experiences, events, stories and Descriptive writing<br>(Characters/ personalities places, things | <b>10</b> |                 |
| Translation OR Dialogue writing:  | <b>10</b> |                 |

**Total Number of Student Learning Outcomes by Cognitive level**

| S#  | Theme/Topic                             | Name of Sub-Topics               | SLOs |   |   | Total SLOs |
|-----|---|----------------------------------|------|---|---|------------|
|     |   |                                  | K    | U | A |            |
| 1.  | <b>Patience</b>                         | Listening and Speaking           | 0    | 0 | 3 | <b>3</b>   |
| 2.  |   | Reading and Critical Thinking    | 4    | 2 | 1 | <b>7</b>   |
| 3.  |   | Vocabulary and Grammar           | 1    | 0 | 3 | <b>4</b>   |
| 4.  |   | Writing Skills                   | 5    | 0 | 2 | <b>7</b>   |
| 5.  | <b>Be Grateful (Poem)</b>               | Listening Skill                  | 0    | 1 | 5 | <b>6</b>   |
| 6.  |   | Speaking Skills                  | 0    | 1 | 1 | <b>2</b>   |
| 7.  |   | Reading and Critical Thinking    | 0    | 1 | 2 | <b>3</b>   |
| 8.  |   | Vocabulary and Grammar           | 0    | 0 | 4 | <b>4</b>   |
| 9.  |   | Writing Skills                   | 0    | 0 | 9 | <b>9</b>   |
| 10. | <b>Women as Role Models</b>             | Listening Skills                 | 0    | 1 | 1 | <b>2</b>   |
| 11. |   | Speaking Skills                  | 0    | 0 | 2 | <b>2</b>   |
| 12. |   | Reading and Critical Thinking    | 0    | 1 | 1 | <b>2</b>   |
| 13. |   | Vocabulary and Grammar           | 0    | 0 | 2 | <b>2</b>   |
| 14. |   | Writing Skills                   | 0    | 0 | 4 | <b>4</b>   |
| 15. | <b>Unforgettable Moments of my Life</b> | Listening Skills Speaking Skills | 1    | 0 | 3 | <b>4</b>   |
|     |   | Reading and Critical Thinking    | 0    | 0 | 2 | <b>2</b>   |

| S# | Theme/Topic                   | Name of Sub-Topics               | SLOs |   |   | Total SLOs |
|----|-------------------------------|----------------------------------|------|---|---|------------|
|    |                               |                                  | K    | U | A |            |
| 16 |                               | Vocabulary and Grammar           | 1    | 1 | 0 | <b>2</b>   |
| 17 |                               | Writing                          | 1    | 1 | 2 | <b>4</b>   |
| 18 | Amazing Planet                | Listening Skills Speaking Skills | 1    | 0 | 1 | <b>2</b>   |
| 19 |                               | Reading and Critical Thinking    | 1    | 0 | 1 | <b>2</b>   |
| 20 |                               | Vocabulary and Grammar           | 0    | 1 | 1 | <b>2</b>   |
| 21 |                               | Writing                          | 1    | 0 | 1 | <b>2</b>   |
| 22 | A fit and Healthy Life        | Listening Skills Speaking Skills | 0    | 2 | 0 | <b>2</b>   |
| 23 |                               | Reading and Critical Thinking    | 0    | 1 | 0 | <b>1</b>   |
| 24 |                               | Vocabulary and Grammar           | 0    | 0 | 1 | <b>1</b>   |
| 25 |                               | Writing                          | 0    | 5 | 1 | <b>6</b>   |
| 26 | What Goes Around Comes Around | Listening Skills Speaking Skills | 0    | 2 | 2 | <b>4</b>   |
| 27 |                               | Reading and Critical Thinking    | 0    | 1 | 2 | <b>3</b>   |
| 28 |                               | Vocabulary and Grammar           | 0    | 1 | 1 | <b>2</b>   |
| 29 |                               | Writing                          | 0    | 1 | 5 | <b>6</b>   |

| S# | Theme/Topic             | Name of Sub-Topics               | SLOs |   |   | Total SLOs |
|----|-------------------------|----------------------------------|------|---|---|------------|
|    |                         |                                  | K    | U | A |            |
| 30 | <b>Do What's Right</b>  | Listening Skills Speaking Skills | 0    | 2 | 3 | <b>5</b>   |
| 31 |                         | Reading and Critical Thinking    | 2    | 0 | 3 | <b>5</b>   |
| 32 |                         | Vocabulary and Grammar           | 1    | 1 | 0 | <b>2</b>   |
| 33 |                         | Writing                          | 0    | 2 | 6 | <b>8</b>   |
| 34 | <b>Patriotism</b>       | Listening Skills Speaking Skills | 1    | 1 | 0 | <b>2</b>   |
| 35 |                         | Reading and Critical Thinking    | 0    | 1 | 5 | <b>6</b>   |
| 36 |                         | Vocabulary and Grammar           | 0    | 2 | 3 | <b>5</b>   |
| 37 |                         | Writing                          | 0    | 2 | 1 | <b>3</b>   |
| 38 | <b>Eid-ul-Azha</b>      | Listening Skills Speaking Skills | 1    | 1 | 0 | <b>2</b>   |
| 39 |                         | Reading and Critical Thinking    | 3    | 1 | 2 | <b>6</b>   |
| 40 |                         | Vocabulary and Grammar           | 0    | 2 | 2 | <b>4</b>   |
| 41 |                         | Writing                          | 0    | 2 | 0 | <b>2</b>   |
| 42 | <b>Let's Be Helpful</b> | Listening Skills Speaking Skills | 0    | 2 | 2 | <b>4</b>   |
| 43 |                         | Reading and Critical Thinking    | 0    | 1 | 1 | <b>2</b>   |

| S# | Theme/Topic                | Name of Sub-Topics               | SLOs |   |   | Total SLOs |
|----|----------------------------|----------------------------------|------|---|---|------------|
|    |                            |                                  | K    | U | A |            |
| 44 |                            | Vocabulary and Grammar           | 0    | 1 | 1 | <b>2</b>   |
| 45 |                            | Writing                          | 0    | 1 | 2 | <b>3</b>   |
| 46 | <b>Our National Animal</b> | Listening Skills Speaking Skills | 0    | 2 | 3 | <b>5</b>   |
| 47 |                            | Reading and Critical Thinking    | 0    | 2 | 1 | <b>3</b>   |
| 48 |                            | Vocabulary and Grammar           | 0    | 2 | 1 | <b>3</b>   |
| 49 |                            | Writing                          | 0    | 2 | 0 | <b>2</b>   |
| 50 | <b>When Something Went</b> | Listening Skills Speaking Skills | 0    | 3 | 0 | <b>3</b>   |
| 51 |                            | Reading and Critical Thinking    | 0    | 1 | 0 | <b>1</b>   |
| 52 |                            | Vocabulary and Grammar           | 2    | 0 | 1 | <b>3</b>   |
| 53 |                            | Writing                          | 2    | 0 | 1 | <b>3</b>   |
| 54 | <b>Together we live</b>    | Listening Skills Speaking Skills | 0    | 1 | 2 | <b>3</b>   |
| 55 |                            | Reading and Critical Thinking    | 0    | 1 | 1 | <b>2</b>   |
| 56 |                            | Vocabulary and Grammar           | 0    | 1 | 1 | <b>2</b>   |
| 57 |                            | Writing                          | 0    | 0 | 3 | <b>3</b>   |

| S# | Theme/Topic  | Name of Sub-Topics | SLOs      |           |            | Total SLOs |
|----|--------------|--------------------|-----------|-----------|------------|------------|
|    |              |                    | K         | U         | A          |            |
| 58 | <b>Total</b> |                    | <b>28</b> | <b>60</b> | <b>108</b> | <b>196</b> |

### **Number of Student Learning Outcomes by Cognitive level (TERM-I)**

| S# | Theme/Topic                             | Name of Sub-Topics               | SLOs |   |   | Total SLOs |
|----|---|----------------------------------|------|---|---|------------|
|    |   |                                  | K    | U | A |            |
| 1. | <b>Patience</b>                         | Listening and Speaking           | 0    | 0 | 3 | <b>3</b>   |
| 2. |   | Reading and Critical Thinking    | 4    | 2 | 1 | <b>7</b>   |
| 3. |   | Vocabulary and Grammar           | 1    | 0 | 3 | <b>4</b>   |
| 4. |   | Writing Skills                   | 5    | 0 | 2 | <b>7</b>   |
| 5  | <b>Be Grateful (Poem)</b>               | Listening Skill                  | 0    | 1 | 5 | <b>6</b>   |
| 6  |   | Speaking Skills                  | 0    | 1 | 1 | <b>2</b>   |
| 7  |   | Reading and Critical Thinking    | 0    | 1 | 2 | <b>3</b>   |
| 8  |   | Vocabulary and Grammar           | 0    | 0 | 4 | <b>4</b>   |
| 9  |   | Writing Skills                   | 0    | 0 | 9 | <b>9</b>   |
| 10 | <b>Women as Role Models</b>             | Listening Skills                 | 0    | 1 | 1 | <b>2</b>   |
| 11 |   | Speaking Skills                  | 0    | 0 | 2 | <b>2</b>   |
| 12 |   | Reading and Critical Thinking    | 0    | 1 | 1 | <b>2</b>   |
| 13 |   | Vocabulary and Grammar           | 0    | 0 | 2 | <b>2</b>   |
| 14 |   | Writing Skills                   | 0    | 0 | 4 | <b>4</b>   |
| 15 | <b>Unforgettable Moments of my Life</b> | Listening Skills Speaking Skills | 1    | 0 | 3 | <b>4</b>   |
| 16 |   | Reading and Critical Thinking    | 0    | 0 | 2 | <b>2</b>   |

| S# | Theme/Topic           | Name of Sub-Topics               | SLOs |    |    | Total SLOs |
|----|-----------------------|----------------------------------|------|----|----|------------|
|    |                       |                                  | K    | U  | A  |            |
|    |                       |                                  |      |    |    |            |
| 17 |                       | Vocabulary and Grammar           | 1    | 1  | 0  | <b>2</b>   |
| 18 |                       | Writing                          | 1    | 1  | 2  | <b>4</b>   |
| 19 | <b>Amazing Planet</b> | Listening Skills Speaking Skills | 1    | 0  | 1  | <b>2</b>   |
| 20 |                       | Reading and Critical Thinking    | 1    | 0  | 1  | <b>2</b>   |
|    |                       | Vocabulary and Grammar           | 1    | 1  | 1  | <b>3</b>   |
|    | <b>Total</b>          |                                  | 15   | 10 | 51 | <b>76</b>  |

### Number of Student Learning Outcomes by Cognitive level (TERM-II)

| S# | Theme/Topic                          | Name of Sub-Topics               | SLOs |   |   | Total SLOs |
|----|--------------------------------------|----------------------------------|------|---|---|------------|
|    |                                      |                                  | K    | U | A |            |
| 1  | <b>A fit and Healthy Life</b>        | Listening Skills Speaking Skills | 0    | 2 | 0 | <b>2</b>   |
| 2  |                                      | Reading and Critical Thinking    | 0    | 1 | 0 | <b>1</b>   |
| 3  |                                      | Vocabulary and Grammar           | 0    | 0 | 1 | <b>1</b>   |
| 4  |                                      | Writing                          | 0    | 5 | 1 | <b>6</b>   |
| 5  | <b>What Goes Around Comes Around</b> | Listening Skills Speaking Skills | 0    | 2 | 2 | <b>4</b>   |
| 6  |                                      | Reading and Critical Thinking    | 0    | 1 | 2 | <b>3</b>   |
| 7  |                                      | Vocabulary and Grammar           | 0    | 1 | 1 | <b>2</b>   |
| 8  |                                      | Writing                          | 0    | 1 | 5 | <b>6</b>   |
| 9  | <b>Do What's Right</b>               | Listening Skills Speaking Skills | 0    | 2 | 3 | <b>5</b>   |
| 10 |                                      | Reading and Critical Thinking    | 2    | 0 | 3 | <b>5</b>   |
| 11 |                                      | Vocabulary and Grammar           | 1    | 1 | 0 | <b>2</b>   |
| 12 |                                      | Writing                          | 0    | 2 | 6 | <b>8</b>   |

|    |                         |                                  |   |    |    |           |
|----|-------------------------|----------------------------------|---|----|----|-----------|
| 13 | <b>Patriotism</b>       | Listening Skills Speaking Skills | 1 | 1  | 0  | <b>2</b>  |
| 14 |                         | Reading and Critical Thinking    | 0 | 1  | 5  | <b>6</b>  |
| 15 |                         | Vocabulary and Grammar           | 0 | 2  | 3  | <b>5</b>  |
| 16 |                         | Writing                          | 0 | 2  | 1  | <b>3</b>  |
| 17 | <b>Eid-ul-Azha</b>      | Listening Skills Speaking Skills | 1 | 1  | 0  | <b>2</b>  |
| 18 |                         | Reading and Critical Thinking    | 3 | 1  | 2  | <b>5</b>  |
| 19 |                         | Vocabulary and Grammar           | 0 | 2  | 2  | <b>4</b>  |
| 20 |                         | Writing                          | 0 | 2  | 1  | <b>3</b>  |
| 21 | <b>Let's Be Helpful</b> | Listening Skills Speaking Skills | 0 | 2  | 2  | <b>4</b>  |
| 22 |                         | Reading and Critical Thinking    | 0 | 1  | 1  | <b>2</b>  |
| 23 |                         | Vocabulary and Grammar           | 0 | 1  | 1  | <b>2</b>  |
| 24 |                         | Writing                          | 0 | 1  | 2  | <b>3</b>  |
|    | <b>Total</b>            |                                  | 8 | 35 | 43 | <b>86</b> |

### **Number of Student Learning Outcomes by Cognitive level (TERM-III)**

| S# | Theme/Topic                | Name of Sub-Topics               | SLOs |    |    | Total SLOs |
|----|----------------------------|----------------------------------|------|----|----|------------|
|    |                            |                                  | K    | U  | A  |            |
| 1  | <b>Our National Animal</b> | Listening Skills Speaking Skills | 0    | 2  | 3  | <b>5</b>   |
| 2  |                            | Reading and Critical Thinking    | 0    | 2  | 1  | <b>3</b>   |
| 3  |                            | Vocabulary and Grammar           | 0    | 2  | 1  | <b>3</b>   |
| 4  |                            | Writing                          | 0    | 2  | 0  | <b>2</b>   |
| 5  | <b>When Something Went</b> | Listening Skills Speaking Skills | 0    | 3  | 0  | <b>3</b>   |
| 6  |                            | Reading and Critical Thinking    | 0    | 1  | 1  | <b>2</b>   |
| 7  |                            | Vocabulary and Grammar           | 2    | 0  | 1  | <b>3</b>   |
| 8  |                            | Writing                          | 2    | 0  | 1  | <b>3</b>   |
| 9  | <b>Together we live</b>    | Listening Skills Speaking Skills | 0    | 1  | 2  | <b>3</b>   |
| 10 |                            | Reading and Critical Thinking    | 0    | 1  | 1  | <b>2</b>   |
| 11 |                            | Vocabulary and Grammar           | 1    | 1  | 1  | <b>3</b>   |
| 12 |                            | Writing                          | 0    | 0  | 3  | <b>3</b>   |
|    | <b>Total</b>               |                                  | 4    | 15 | 15 | <b>34</b>  |



## اسکیم آف سیڈیز اور حاصلات تعلیم کی بنیاد پر سلیمیس کی تقسیم

### جماعت پنج شدید سرد علاقوں

سنٹر لائزڈ سلیمیس بریک اپ ۲۰۲۵



ضمون: اردو

جماعت: پنج

| تاریخ                | دورانیہ /<br>دن | تفہیی سطحیں |        |       | حاصلات تعلم   | عنوانات |
|----------------------|-----------------|-------------|--------|-------|---|---------|
|                      |                 | اطلاق       | سمجھنا | جاننا |   |         |
| 13 اپریل تا 12 اپریل | 9               |             |        | ✓     | ۱۔ نظم روانی، درست تلفظ اور ترجم کے ساتھ پڑھ سکیں۔                  | ۱۔ حمد  |
|                      |                 | ✓           |        |       | ۲۔ نظم میں موجود فطری مناظر پر اپنے جذبات اور احساسات بیان کر سکیں۔ |         |
|                      |                 |             | ✓      |       | ۳۔ حمد کے اشعار کی سادہ تشریح کر سکیں۔                              |         |
|                      |                 | ✓           |        |       | ۴۔ سبق میں موجود عام استعمال کے الفاظ کے معنی سمجھ کر جملے بنائیں۔  |         |
|                      |                 |             | ✓      |       | ۵۔ رموز و اوقاف (ختمه، استفہامیہ) کا درست استعمال کرنا سمجھ سکیں۔   |         |
| 14 اپریل تا 22 اپریل | 8               |             |        | ✓     | ۶۔ ہم آواز الفاظ لکھ سکیں۔  | ۲۔ نعت  |

| تاریخ             | دورانیہ /<br>دن | تحقیقی سطحیں |        |       | حائلات تعلم   | عنوانات      |
|-------------------|-----------------|--------------|--------|-------|---|--------------|
|                   |                 | اطلاق        | سمجھنا | جاننا |   |              |
|                   |                 |              |        | ✓     | ۲۔ ہم قافیہ الفاظ لکھ سکیں۔   |              |
|                   |                 |              | ✓      |       | ۳۔ بر قی ذرائع سے نظم سن کر مفہوم بیان کر سکیں۔                         |              |
|                   |                 |              | ✓      |       | ۴۔ اسم معرفہ اور اسم غیرہ میں فرق کرتے ہوئے ان کا درست استعمال کر سکیں۔ |              |
|                   |                 |              | ✓      |       | ۵۔ عبارت پڑھ کر سوالوں کے جواب دے سکیں۔                                 |              |
| 23 اپریل تا 2 مئی | 8               |              | ✓      |       | ۱۔ متن درست تلفظ اور روانی سے پڑھ کر سوالوں کے جواب دے سکیں۔            | 3۔ رحمت عالم |
|                   |                 |              |        | ✓     | ۲۔ کسی اہم موضوع پر بات چیت کر سکیں۔ رگلیٹ                              |              |
|                   |                 | ✓            |        |       | ۳۔ کسی واقعی یا سرگرمی پر اپنے رد عمل کا اظہار کر سکیں۔                 |              |
|                   |                 |              | ✓      |       | ۴۔ رموز و اوقاف کا استعمال کر سکیں۔ (واوین اور تو سین)                  |              |
|                   |                 | ✓            |        |       | ۵۔ کسی موضوع پر ۱۰۰ الفاظ پر مشتمل ترتیب وار پیر گراف لکھ سکیں۔         |              |
| 3 مئی تا 12 مئی   | 8               |              |        | ✓     | ۱۔ آڈیو ریکارڈ / بیان سن کر سوالات کا جواب دے سکیں۔                     |              |

| تاریخ            | دورانیہ /<br>دن | تفصیلی سطحیں |        |       | حائلات تعلم   | عنوانات                    |
|------------------|-----------------|--------------|--------|-------|---|----------------------------|
|                  |                 | اطلاق        | سمجھنا | جاننا |   |                            |
| 13 مئی تا 21 مئی | 8               |              | ✓      |       | ۲۔ اشعار کا مفہوم لکھ سکیں۔   | 4۔ اے وطن تو سلامت<br>رہے  |
|                  |                 |              | ✓      |       | ۳۔ عام استعمال کے الفاظ کے معنی سمجھ کر جملے بنائیں۔                        |                            |
|                  |                 |              |        | ✓     | ۴۔ واحد جو جمع اور جمع کو واحد لکھ سکیں۔                                    |                            |
|                  |                 |              |        | ✓     | ۵۔ جملوں میں حروف جاری کی تیاری کر سکیں۔                                    |                            |
|                  |                 |              | ✓      |       | ۱۔ متن / عبارت کو سن کر سوالات کے جوابات دے سکیں۔                           | 5۔ جو وعدہ کرو سو پورا کرو |
| 22 مئی تا 26 مئی | 4               |              |        |       | ۲۔ سبق میں موجود نئے الفاظ کے معنی لکھ سکیں۔                                |                            |
|                  |                 | ✓            |        |       | ۳۔ حروف عطف، جزا، شرط، علت، میں فرق سمجھنے ہوئے ان حروف کا استعمال کر سکیں۔ |                            |
|                  |                 | ✓            |        |       | ۴۔ ٹی وی یا موبائل پر نظمیں سن کر سوالوں کے جواب دے سکیں۔                   |                            |
|                  |                 |              |        | ✓     | ۵۔ تباہ الفاظ لکھ سکیں۔   |                            |
|                  |                 |              |        | ✓     | ۱۔ کم از کم ۱۰۰ الفاظ کی عبارت درست تلفظ اور روانی سے پڑھ سکیں۔             | 6۔ قوی تھوار               |

| تاریخ            | دورانیہ /<br>دن | تعمیی سطحیں |        |       | حائلات تعلم  | عنوانات             |
|------------------|-----------------|-------------|--------|-------|--|---------------------|
|                  |                 | اطلاق       | سبحانہ | جاننا |  |                     |
|                  |                 |             | ✓      |       |  |                     |
| 27 مئی تا 4 جون  | 8               |             | ✓      |       | ۲۔ مکالمہ نویسی کے اصولوں سے واقف ہو کر سادہ اور مختصر مکالے لکھ سکیں۔ |                     |
|                  |                 |             |        | ✓     | ۱۔ کہانی، نظم یا تقریر سن کر اپنے الفاظ میں بیان کر سکیں۔              | 7۔ ہو اچلی          |
|                  |                 |             |        | ✓     | ۲۔ نظم کی تشریح، خلاصہ اور مرکزی خیال لکھ سکیں۔                        |                     |
|                  |                 |             | ✓      |       | ۳۔ نظم روانی، درست تلفظ اور ترجم کے ساتھ پڑھ سکیں۔                     |                     |
|                  |                 |             | ✓      |       | ۴۔ لاحقے اور سابقے میں فرق کر کے نئے الفاظ بنائیں۔                     |                     |
| 5 جون            |                 |             | ✓      |       | ۵۔ متنازعہ الفاظ کا استعمال سیکھ اور کر سکیں۔                          |                     |
|                  |                 |             |        |       | اعادہ  |                     |
| 9 جون تا 17 جون  |                 |             |        |       | فرست ڈرم امتحانات  |                     |
| 18 جون تا 26 جون | 8               |             | ✓      |       | ۱۔ عبارت درست تلفظ اور روانی سے پڑھ سکیں۔                              | 8۔ میری پہچان ہے تو |
|                  |                 |             | ✓      |       | ۲۔ پہلیاں پڑھتے ہوئے ان میں پوشیدہ دانش سمجھ سکیں۔                     |                     |

| عنوانات               | حاصلات تعلم  | تفہیمی سطحیں |        |       | دورانیہ /<br>دن | تاریخ                 |
|-----------------------|--|--------------|--------|-------|-----------------|-----------------------|
|                       |  | اطلاق        | سمجھنا | جاننا |                 |                       |
| 9- عظیم لوگ           | ۳- حسب ضرورت درخواست لکھ سکیں۔                               | ✓            |        |       |                 | 27 جون تا 7 جولائی    |
|                       | ۴- کسی موضوع پر پندرہ جملوں کی مربوط عبارت لکھ سکیں۔         |              | ✓      |       |                 |                       |
|                       | ۵- علامت فاعل اور علامت مفعول کو پہچان سکیں۔                 |              |        | ✓     |                 |                       |
|                       | ۶- مترادف الفاظ لکھ سکیں۔                                    |              |        | ✓     |                 |                       |
| 10- ایک گائے اور بکری | ۷- سق ہوئی چیزوں کی تفہیم کر کے بتا سکیں۔                    |              |        | ✓     |                 | 8 جولائی تا 16 جولائی |
|                       | ۸- الفاظ کے ہجوں کی پہچان کر سکیں۔                           |              |        | ✓     |                 |                       |
|                       | ۹- پیراگراف کی تشریح لکھ کر مختصر سوالوں کے جوابات لکھ سکیں۔ |              | ✓      |       |                 |                       |
|                       | ۱۰- ماحول اور واقعہ دیکھ کر مربوط عبارت لکھ سکیں۔            | ✓            |        |       |                 |                       |
|                       | ۱۱- الفاظ کے متضاد / مترادفات لکھ سکیں۔                      |              |        | ✓     |                 |                       |
|                       | ۱- حسب ضرورت درخواست لکھ سکیں۔                               | ✓            |        |       |                 |                       |

| عنوانات                 | حاصلات تعلم  | تحقیقی سطحیں |        |       | دورانیہ /<br>دن | تاریخ |
|-------------------------|--|--------------|--------|-------|-----------------|-------|
|                         |  | اطلاق        | سمجھنا | جاننا |                 |       |
|                         | ۲۔ الفاظ کا ملاد رست کر سکیں۔                            |              | ✓      |       |                 |       |
|                         | ۳۔ نظم کو مکالے کی صورت میں پیش کر سکیں۔                 | ✓            |        |       |                 |       |
|                         | ۴۔ واحد کی جمع اور جمع کے واحد میں لکھ سکیں۔             |              | ✓      |       |                 |       |
|                         | ۵۔ غلط فقرات کو درست کر سکیں۔                            |              | ✓      |       |                 |       |
| 11۔ حضرت عثمان غنی      | ۱۔ متن درست تلفظ اور روانی کے ساتھ پڑھ سکیں۔             |              |        | ✓     |                 |       |
|                         | ۲۔ مختلف موضوعات پر مختصر تقاریر لکھ سکیں۔               | ✓            |        |       |                 |       |
|                         | ۳۔ فعل حال، ماضی اور مستقبل کے جملے بنائیں۔              |              | ✓      |       |                 |       |
|                         | ۴۔ اسم صفت اور اسم موصوف کا تصور سمجھ سکیں۔              |              | ✓      |       |                 |       |
| 12۔ دنیا آپ کی مٹھی میں | ۱۔ کسی بھی عنوان پر اپنی ثبت اور تغیری تجویز دے سکیں۔    | ✓            |        |       |                 |       |
|                         | ۲۔ خط کے اجزاء کا خیال رکھتے ہوئے رسمی خط تحریر کر سکیں۔ | ✓            |        |       |                 |       |

| تاریخ             | دورانیہ /<br>دن | تفصیلی سطحیں |        |       | حائلات تعلم   | عنوانات                |
|-------------------|-----------------|--------------|--------|-------|---|------------------------|
|                   |                 | اطلاق        | سمجھنا | جاننا |   |                        |
| 4 اگست تا 13 اگست | ۹               |              | ✓      |       | ۳۔ بھلی، ٹیلیفون کے بلوں کے مندرجات پڑھ سکیں۔                   | 13۔ ہم پہول ایک چجن کے |
|                   |                 |              | ✓      |       | ۴۔ اسم کی اقسام آله، صوت، فاعل اور مفعول کو سمجھ کر پہچان سکیں۔ |                        |
|                   |                 |              |        | ✓     | ۵۔ ماضی شکیہ اور ماضی تمنائی کے جملے بنائیں۔                    |                        |
|                   |                 |              |        | ✓     | ۱۔ نظم روانی، درست تلفظ اور ترجمہ کے ساتھ پڑھ سکیں۔             |                        |
|                   |                 | ✓            |        |       | ۲۔ طلباء سے ۱۵ اجملوں پر مشتمل آپ بیتی لکھ سکیں۔                |                        |
|                   |                 |              |        | ✓     | ۳۔ مصوتہ اور مصتے کا فرق جان سکیں۔                              |                        |
| 15 اگست           | ۶               |              | ✓      |       | ۴۔ الفاظ میں مصوتے اور مصتے الگ کر سکیں۔                        | 14۔ آڈیو سنو کہانی     |
|                   |                 |              | ✓      |       | ۵۔ علامت تو سین کا استعمال جان سکیں۔                            |                        |
|                   |                 |              | ✓      |       | ۶۔ ہم قافیہ الفاظ لکھ سکیں۔                                     |                        |
|                   |                 | ✓            |        |       | ۱۔ کسی موضوع پر مکالمہ لکھ سکیں۔                                |                        |

| تاریخ                | دورانیہ /<br>دن | تعمیی سطحیں |        |       | حائلات تعلم  | عنوانات             |  |
|----------------------|-----------------|-------------|--------|-------|--|---------------------|--|
|                      |                 | اطلاق       | سمجھنا | جاننا |  |                     |  |
| تا 21 اگست           | 8               |             | ✓      |       | ۲۔ الفاظ اور محاورات کو جملوں میں استعمال کر سکیں۔           | 15۔ آئیں مدد کریں   |  |
|                      |                 |             |        | ✓     | ۳۔ کم از کم تین سو الفاظ پر مبنی عبارت پڑھ سکیں۔             |                     |  |
| تا 30 اگست           |                 |             |        |       | سینڈر ڈرام ایگز امنیش  |                     |  |
| اگسٹ تا 10 ستمبر     | 8               | ✓           |        |       | ۱۔ حروف کی مختلف اقسام میں فرق کر سکیں۔۔۔                    | 16۔ رکھیں میر اخیال |  |
|                      |                 | ✓           |        |       | ۲۔ مختلف مسائل کے حوالے سے متن پڑھ کر ان حل پڑھ کر بتا سکیں۔ |                     |  |
|                      |                 |             | ✓      |       | ۳۔ درست املا کے ساتھ تباہ الفاظ لکھ سکیں۔                    |                     |  |
|                      |                 | ✓           |        |       | ۴۔ ترتیب وار مضمون لکھ سکیں۔                                 |                     |  |
|                      |                 |             | ✓      |       | ۵۔ اسم صفت اور اسم موصوف کا درست استعمال کر سکیں۔            |                     |  |
| 11 ستمبر تا 19 ستمبر | 8               |             | ✓      |       | ۱۔ واقعہ یا ماحول کا مشاہدہ کر کے زبانی اظہار کر سکیں۔۔۔     | 16۔ رکھیں میر اخیال |  |
|                      |                 | ✓           |        |       | ۲۔ اشارات اور تصاویر کی مدد سے کہانی تیار کر سکیں۔           |                     |  |

| تاریخ                 | دورانیہ /<br>دن | تفہیی سطحیں |        |       | حائلات تعلم  | عنوانات                 |
|-----------------------|-----------------|-------------|--------|-------|--|-------------------------|
|                       |                 | اطلاق       | سمجھنا | جاننا |  |                         |
| 20 ستمبر تا 29 ستمبر  | 8               |             | ✓      |       | ۳۔ اخبارات، رسائل اور جرائد سے عبارت پڑھ سکیں۔             |                         |
|                       |                 |             | ✓      |       | ۴۔ تذکیر تانیث کا فرق پہچان سکیں۔                          |                         |
|                       |                 |             | ✓      |       | ۵۔ رموز و اوقاف کا درست استعمال کر سکیں۔                   |                         |
|                       |                 |             | ✓      |       | ۱۔ سے ہوئے متن / آڈیو ریکارڈ کی تفہیم کر کے بتا سکیں۔      | 17۔ نیک بنوائیکی پھیلاؤ |
|                       |                 |             | ✓      |       | ۲۔ نظم پڑھ کر اس میں موجود معلومات اور تصورات اخذ کر سکیں۔ |                         |
|                       |                 |             | ✓      |       | ۳۔ نظم پڑھ کر سوالوں کے جوابات لکھ سکیں۔                   |                         |
|                       |                 | ✓           |        |       | ۴۔ داخلہ فارم پر کر سکیں۔                                  |                         |
|                       |                 |             | ✓      |       | ۵۔ فاعل اور مفعول کی پہچان اور اس کا درست استعمال کر سکیں۔ |                         |
|                       |                 |             | ✓      |       | ۶۔ فعل ماضی، حال اور مستقبل کے جملے تبدیل کر سکیں۔         |                         |
| 30 ستمبر تا 17 اکتوبر | 8               |             | ✓      |       | ۱۔ متن یا آڈیو ریکارڈ سن کر اہم نکات کی نشاندہی کر سکیں۔   | 18۔ ایک قدیم شہر        |

| عنوانات      | حاصلات تعلم  | تغییبی سطحیں | دو رانیہ /<br>دن | تاریخ                  | تغییبی سطحیں |        |       |
|--------------|--|--------------|------------------|------------------------|--------------|--------|-------|
|              |  |              |                  |                        | اطلاق        | سمجھنا | جاننا |
|              | ۲۔ متن درست تلفظ اور روانی سے پڑھ سکیں۔                          |              |                  |                        |              | ✓      |       |
|              | ۳۔ ترتیب وار جملوں پر مشتمل پیر اگراف لکھ سکیں۔                  |              |                  |                        | ✓            |        |       |
|              | ۴۔ سادہ و مرکب محاورات کی مدد سے جملے بنائیں۔                    |              |                  |                        |              | ✓      |       |
|              | ۵۔ اخبارات اور رسائل کی مدد سے خبریں تیار کر کے بنائیں۔          |              |                  |                        |              | ✓      |       |
|              | ۶۔ مترادف اور متضاد الفاظ لکھ سکیں۔                              |              |                  |                        |              | ✓      |       |
| 19۔ حسن سلوک | ۱۔ کسی بھی واقعے یا کہانی کو پڑھ کر اپنے الفاظ میں بیان کر سکیں۔ |              |                  | 16 اکتوبر تا 16 اکتوبر |              | ✓      |       |
|              | ۲۔ کسی بھی عنوان پر پیر اگراف لکھ سکیں۔                          |              |                  |                        | ✓            |        |       |
|              | ۳۔ سوال پڑھ کر درست جواب کا انتخاب کر سکیں۔                      |              |                  |                        |              | ✓      |       |
|              | ۴۔ اعراب کی تبدیلی سے الفاظ کے معانی کی تبدیلی کو سمجھ سکیں۔     |              |                  |                        |              | ✓      |       |
|              | ۵۔ فعل، فاعل اور مفعول کی پہچان کر سکیں۔                         |              |                  |                        |              | ✓      |       |

| تاریخ                  | دورانیہ /<br>دن | تعمیی سطحیں |        |       | حاصلات تعلم   | عنوانات                |
|------------------------|-----------------|-------------|--------|-------|---|------------------------|
|                        |                 | اطلاق       | سمجھنا | جاننا |   |                        |
|                        |                 |             |        | ✓     |   |                        |
| 17 اکتوبر تا 24 اکتوبر | ۷               |             | ✓      |       | ۶۔ حروف شرط اور حروف جزا کی پیچان کر سکیں۔                                | ۲۰۔ کہا اقبال نے (نظم) |
|                        |                 |             | ✓      |       | ۱۔ آڈیو ریکارڈنگ یا کسی کی زبانی متن / نظم سن کر اس کے اہم نکات بتا سکیں۔ |                        |
|                        |                 | ✓           |        |       | ۲۔ ایک سے سو تک گنتی لفظوں میں لکھ سکیں۔                                  |                        |
|                        |                 |             | ✓      |       | ۳۔ نظم کے اشعار کا مفہوم لکھ سکیں۔  |                        |
| 25 اکتوبر تا 1 نومبر   | ۷               |             | ✓      |       | ۴۔ شعر اور بند میں فرق کر سکیں۔   | ۲۱۔ بے مثل ہے نظام     |
|                        |                 |             | ✓      |       | ۱۔ متن کو تعمیم کے ساتھ پڑھ کر اس سے معنی اخذ کر سکیں۔                    |                        |
|                        |                 | ✓           |        |       | ۲۔ ماحول کا مشاہدہ کر کے ایک بامعنی اور با مقصد پیر گراف لکھ سکیں۔        |                        |
|                        |                 |             | ✓      |       | ۳۔ فعل، فاعل اور مفعول کا فہم کے ساتھ استعمال کر سکیں۔                    |                        |
| 3 نومبر تا 5 نومبر     | ۳               |             | ✓      |       | ۴۔ الفاظ کے جمع اور واحد بنانے سکیں۔                                      | ۲۲۔ اقوال زریں         |
|                        |                 |             |        |       | ۵۔ اقوال زریں پڑھ کر اپنی رائے کا زبانی اظہار کر سکیں۔                    |                        |

| تاریخ                | دورانیہ /<br>دن | تحقیقی سطحیں |        |       | حاصلات تعلم  | عنوانات             |
|----------------------|-----------------|--------------|--------|-------|--|---------------------|
|                      |                 | اطلاق        | سمجھنا | جاننا |  |                     |
|                      |                 |              |        | ✓     |  |                     |
| 6 نومبر تا 13 نومبر  | ۷               |              |        | ✓     | ۱۔ اشعار یاد کر کے کمروں جماعت میں سنا سکیں۔         | ۲۳۔ ٹوٹ ٹوٹ کے مرغے |
|                      |                 |              | ✓      |       | ۲۔ حروف ندا، افسوس، استجواب کا درست استعمال کر سکیں۔ |                     |
|                      |                 |              |        | ✓     | ۳۔ اشاروں کی مدد سے خالی چکھیں پڑ کر سکیں۔           |                     |
|                      |                 | ✓            |        |       | ۴۔ ضروری کام اور بیماری کی درخواست لکھ سکیں۔         |                     |
| 14 اور 15 نومبر      |                 |              |        |       | اعادہ  |                     |
| 17 نومبر تا 10 دسمبر |                 |              |        |       | فائل ٹرم ایگزامنیشن                                  |                     |
|                      | 173             | 25           | ۵۱     | 32    | کل حاصلات تعلم ۱۰۸                                   |                     |

حاصلات تعلّم کی درجہ بندی

| اباب نمبر | عنوانات                 | جانا | سمجھنا / تفہیم | اطلاق | حاصلات تعلّم |
|-----------|-------------------------|------|----------------|-------|--------------|
| ۱         | حمد                     | ۱    | ۲              | ۲     | ۵            |
| ۲         | نعت                     | ۲    | ۳              |       | ۵            |
| ۳         | رحمت عالم               | ۱    | ۲              | ۲     | ۵            |
| ۴         | اے وطن تو سلامت رہے     | ۳    | ۲              |       | ۵            |
| ۵         | جو وعدہ کرو سو پورا کرو | ۲    | ۲              | ۱     | ۵            |
| ۶         | قومی تھوار              | ۱    | ۱              |       | ۲            |
| ۷         | ہوا چلی                 | ۱    | ۲              | ۰     | ۵            |
| ۸         | میری بیچان ہے تو        | ۲    | ۳              | ۱     | ۶            |
| ۹         | عظمیم لوگ               | ۳    | ۱              | ۱     | ۵            |
| ۱۰        | ایک گائے اور بکری       |      | ۳              | ۲     | ۵            |

| ابواب نمبر | عنوانات             | جانا | سمجھنا / تفہیم | اطلاق | حاصلات تعلم |
|------------|---------------------|------|----------------|-------|-------------|
| ۱۱         | حضرت عثمان غنی      | ۱    | ۲              | ۱     | ۳           |
| ۱۲         | دنیا آپ کی مٹھی میں | ۱    | ۲              | ۲     | ۵           |
| ۱۳         | ہم پھول ایک چمن کے  | ۳    | ۱              | ۱     | ۶           |
| ۱۴         | آؤ پھر کہانی سنو    | ۱    | ۱              | ۱     | ۳           |
| ۱۵         | آئیں مدد کریں       | ۰    | ۲              | ۳     | ۵           |
| ۱۶         | رکھیں میرا خیال     | ۰    | ۳              | ۱     | ۳           |
| ۱۷         | نیک بنو نیکی پھیلاؤ | ۰    | ۲              | ۱     | ۵           |
| ۱۸         | ایک قدیم شہر        | ۲    | ۳              | ۱     | ۶           |
| ۱۹         | حسن سلوک            | ۲    | ۳              | ۱     | ۶           |
| ۲۰         | کہا اقبال نے (نظم)  | ۰    | ۳              | ۱     | ۳           |
| ۲۱         | بے مثل ہے نظام      | ۱    | ۲              | ۱     | ۳           |

| حاصلات تعلم | اطلاق | سمجنا / تفہیم | جاننا | عنوانات         | اباب نمبر |
|-------------|-------|---------------|-------|-----------------|-----------|
| ۲           | ۱     | •             | ۱     | اقوال زریں      | ۲۲        |
| ۲           | ۱     | ۱             | ۲     | ٹوٹ ٹوٹ کے مرغے | ۲۳        |
| 106         | 25    | 50            | 31    | کل              |           |

### Number of SLOs by Cognitive Level (Term-I)

| اسبق کے گل حاصلات تعلم | سطح   |        |       |  | عنوانات                 | نمبر شمار |
|------------------------|-------|--------|-------|--|-------------------------|-----------|
|                        | اطلاق | سمحتنا | جاتنا |  |                         |           |
| 5                      | 2     | 2      | 1     |  | حمد                     | ۱.        |
| 0                      | ۰     | ۳      | ۲     |  | نعت                     | ۲.        |
| 0                      | ۲     | ۲      | ۱     |  | رحمت عالم               | ۳.        |
| 5                      | 0     | ۲      | ۳     |  | اے وطن تو سلامت رہے     | ۴.        |
| 0                      | ۱     | ۲      | ۲     |  | جو وعدہ کرو سوپورا کرو  | ۵.        |
| ۲                      | ۰     | ۱      | ۱     |  | قوى تھوار               | ۶.        |
| 0                      | ۰     | ۴      | ۱     |  | ہوا چلی                 | ۷.        |
| 32                     | 5     | 16     | 11    |  | گل حاصلات تعلم فرست ٹرم |           |

### Number of SLOs by Cognitive Level (Term-II)

| اسبق کے گل حاصلات تعلم | سطح   |        |      | عنوان                    | نمبر شمار |
|------------------------|-------|--------|------|--------------------------|-----------|
|                        | اطلاق | سمجھنا | جانا |                          |           |
| ۶                      | ۱     | ۳      | ۲    | میری پہچان ہے تو         | ۱         |
| ۵                      | ۱     | ۱      | ۳    | عظمی لوگ                 | ۲         |
| ۵                      | ۲     | ۳      | ۰    | ایک گائے اور بکری        | ۳         |
| ۴                      | ۱     | ۲      | ۱    | حضرت عثمان غنی           | ۴         |
| ۵                      | ۲     | ۲      | ۱    | دنیا آپ کی مٹھی میں      | ۵         |
| ۶                      | ۱     | ۱      | ۴    | ہم پھول ایک چن کے        | ۶         |
| ۳                      | ۱     | ۱      | ۱    | آؤ پھو سنو کہانی         | ۷         |
| ۳۴                     | ۹     | ۱۳     | ۱۲   | گل حاصلات تعلم سینئر ٹرم |           |

### Number of SLOs by Cognitive Level (Term-III)

| اسبق کے گل حاصلات تعلم | سطح   |       |       | عنوان                   | نمبر شمار |
|------------------------|-------|-------|-------|-------------------------|-----------|
|                        | اطلاق | سمحنا | جاننا |                         |           |
| ۵                      | ۳     | ۲     | ۰     | آئیں مدد کریں           | ۱         |
| ۴                      | ۱     | ۳     | ۰     | رکھیں میرا خیال         | ۲         |
| ۵                      | ۱     | ۴     | ۰     | نیک بنوئیکی پھیلاو      | ۳         |
| ۶                      | ۱     | ۳     | ۲     | ایک قدیمی شہر           | ۴         |
| ۶                      | ۱     | ۳     | ۲     | حسن سلوک                | ۵         |
| ۴                      | ۱     | ۳     | ۰     | کہا اقبال نے (نظم)      | ۶         |
| ۴                      | ۱     | ۲     | ۱     | بے مثل ہے نظام          | ۷         |
| ۲                      | ۱     | ۰     | ۱     | اقوال زریں              | ۸         |
| ۴                      | ۱     | ۱     | ۲     | ٹوٹ ٹوٹ کے مرغے         | ۹         |
| ۴۲                     | 40    | 21    | 8     | گل حاصلات تعلم تھرڈ ٹرم |           |



**SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS  
BREAK-UP  
GRADE 5 – EXTREME WINTER ZONE**



**Subject: Mathematics**

**Class: 5th**

| <b>Themes/ Topics</b>                               | <b>Student Learning Outcomes</b> |  |          | <b>Cognitive Domains</b> | <b>Durations</b> | <b>Zones</b>             |  |  |  |
|---|----------------------------------|--|----------|--------------------------|------------------|--------------------------|--|--|--|
| <b>1.Whole Numbers and Operations</b>               | Students will be able to:        |  | <b>K</b> | <b>U</b>                 | <b>A</b>         | Days                     |  |  |  |
| 1.1 Numbers up to one Million                       | 1                                | Count, read and write numbers up to 9,999,999  |          | ✓                        | 3                | Extreme Winter           |  |  |  |
| 1.2 Comparing and<br>Ordering Whole<br>Numbers      |                                  |  |          |                          |                  |                          |  |  |  |
| 1.3 Addition and Subtraction                        |                                  | Recognize the place value of 6 and 7 digit<br>numbers and Compare and order Whole<br>numbers |          |                          |                  |                          |  |  |  |
| 1.4 Estimation in Sum and Difference of<br>Numbers. | 2                                |  |          | ✓                        | 3                | 07-04-2025 to 09-04-2025 |  |  |  |
|   | 3                                | Add and subtract numbers up to 6-digit<br>numbers mentally and in written form.              |          |                          |                  |                          |  |  |  |

|   |   |   |          |          |          |                 |                          |
|---|---|---|----------|----------|----------|-----------------|--------------------------|
| 1.5 Multiplication and Division<br>1.6 Number Pattern<br>1.7 Squared Numbers<br>1.8 Cubed Numbers | 4 | Solve real life problems involving addition / subtraction of numbers. Estimate the answer to an addition and subtraction question |          |          | ✓        | 3               | 14-04-2025 to 16-04-2025 |
|   | 5 | Identify and apply a pattern rule to determine missing elements for a given pattern   |          |          | ✓        | 3               | 17-04-2025 to 19-04-2025 |
|   | 6 | Multiply and divide numbers up to 5-digits by 1 digit and 2-digit numbers and solve real world problems involving division.       |          |          | ✓        | 4               | 21-04-2025 to 24-04-2025 |
|   | 7 | Use appropriate operations to solve real world problems involving addition, subtraction, multiplication and division.             |          |          | ✓        | 3               | 25-04-2025 to 28-04-2025 |
|   | 8 | Use a pattern rule, describe the pattern found in a given table or chart.<br><br>Recognize and use square and cube numbers.       |          |          | ✓        | 3               | 29-04-2025 to 02-05-2025 |
|   |   | <b>Student Learning Outcomes</b>  | <b>K</b> | <b>U</b> | <b>A</b> | <b>Duration</b> |                          |
| 2.HCF and LCM   |   | <b>Students will be able to:</b>  |          |          |          |                 |                          |
|   | 1 | Identify divisibility rules for 7 and 11 and use them on up to 5-digit numbers.   |          |          | ✓        | 3               | 03-05-2025 to 06-05-2025 |

| 2.1 Divisibility Rules for 7<br><br>11.<br><br>2.2 Prime Numbers<br><br>2.3 Composite Numbers<br><br>2.4 H.C.F<br><br>2.5 L.C.M<br><br>2.6 Word Problem | 2 | Identify and differentiate between 2 digit prime and 2-digit composite numbers up to 100.         |   | ✓ | 3 | 07-05-2025 to 09-05-2025 |
|---|---|---|---|---|---|--------------------------|
|   | 3 | Find HCF and LCM of two numbers (up to 2 digits) using various methods                            |   | ✓ | 3 | 10-05-2025 to 13-05-2025 |
|   | 4 | Solve real life problems involving HCF & LCM.   |   | ✓ | 3 | 14-05-2025 to 16-05-2025 |
|   |   |   |   |   |   |                          |
|   |   |   |   |   |   |                          |
|   |   |   |   |   |   |                          |
| Themes/ Topics  |   | Student Learning Outcomes   | K | U | A | Duration                 |
| 3.Fractions   |   | Students will be able to:   |   |   |   |                          |
| 3.1 Comparing and Ordering Fractions<br><br>3.2 Addition and Subtraction of Fractions<br><br>3.3. Multiplication and Division of Fractions              | 1 | Compare and Order proper, improper fractions and mixed numbers in ascending and descending order. |   | ✓ | 3 | 17-05-2025 to 20-05-2025 |
|   | 2 | Add and subtract two or three unlike fractions and mixed numbers.                                 |   | ✓ | 3 | 21-05-2025 to 23-05-2025 |
|   | 3 | Multiply and divide proper, improper, mixed numbers and express the answer in its simplest form.  |   | ✓ | 3 | 24-05-2025 to 27-05-2025 |

|   |   |  |  |   |    |   |                          |
|---|---|--|--|---|----|---|--------------------------|
|   | 4 | Solve real life problems involving fractions.  |  |   | ✓  | 4 | 28-05-2025 to 31-05-2025 |
| <b>REVISION</b>                             |   |  |  |   | 4  |   | 02-06-2025 to 05-06-2025 |
| <b>TERM-I Examinations</b>                  |   |  |  |   | 8  |   | 09-06-2025 to 17-06-2025 |
| <b>Total Working Days</b>                   |   |  |  |   | 62 |   |                          |
| <b>4. Decimals and Percentage</b>           |   | <b>Students will be able to:</b>   |  |   |    |   |                          |
| 4.1 Comparing and Ordering Decimals         | 1 | Convert fractions to decimals and vice versa.  |  | ✓ | 3  |   | 18-06-2025 to 20-06-2025 |
| 4.2 Addition and<br>Subtraction of Decimals | 2 | Compare and order numbers up to three decimal places using signs >, < and =.   |  | ✓ | 3  |   | 21-06-2025 to 24-06-2025 |
| 4.3 Multiplication of<br>Decimals           | 3 | Rounding decimal numbers (Upto 3 decimal places) to the nearest whole number and to tenth and hundredth                          |  | ✓ | 3  |   | 25-06-2025 to 27-06-2025 |
| 4.4 Division of Decimals                    | 4 | Add and subtract numbers up to three decimal places.   |  | ✓ | 3  |   | 28-06-2025 to 01-07-2025 |
| 4.5 Conversion of<br>Decimal to Fractions   | 5 | Multiply and divide numbers up to two decimal places by Up to 2-digit whole numbers and 3-digit numbers with one decimal places. |  | ✓ | 3  |   | 02-07-2025 to 04-07-2025 |

|   |                                    |  |          |          |          |                          |
|---|------------------------------------|--|----------|----------|----------|--------------------------|
| 4.6 Rounding -off<br>Decimals<br>4.7 Order of Operations<br>4.8 Percentages<br>4.9 Conversion Of<br>Decimals to Percentage<br>4.10 Conversion of<br>Percentage to Decimals<br>4.11 Estimating Sum & Difference of<br>Decimals | 6<br>7<br>8<br>9<br>10<br>11<br>12 | Multiply and divide decimal numbers by 10, 100 and 1000.   |          | ✓        | 3        | 07-07-2025 to 09-07-2025 |
|   |                                    | Use appropriate operations and use it to solve real world problems including numbers up to decimal places.   |          | ✓        | 3        | 10-07-2025 to 12-07-2025 |
|   |                                    | Recognized the order of order of operations and use it to solve mathematical expressions involving Whole numbers, decimal and fractions.   |          | ✓        | 3        | 14-07-2025 to 16-07-2025 |
|   |                                    | Express percentages as a fraction with denominator 100 as a decimal number   |          | ✓        | 3        | 17-07-2025 to 19-07-2025 |
|   |                                    | Use equivalences between simple fractions, decimals and percentages in real world contexts   |          | ✓        | 3        | 21-07-2025 to 23-07-2025 |
|   |                                    | Solve real world problems involving conversion of percentage, fraction and decimal numbers   |          | ✓        | 3        | 24-07-2025 to 26-07-2025 |
|   |                                    | Solve problems which require knowing percentage and decimals equivalents of $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{5}$ , $\frac{2}{5}$ , $\frac{4}{5}$ and those fraction with a denominator of a multiple of 10 or 25. |          | ✓        | 3        | 28-07-2025 to 30-07-2025 |
|   |                                    | <b>Student Learning Outcomes</b>   | <b>K</b> | <b>U</b> | <b>A</b> | <b>Duration</b>          |
|   |                                    | Students will be able to:  |          |          |          |                          |
|   |                                    |  |          |          |          |                          |
|   |                                    |  |          |          |          |                          |

|  |                             |  |          |          |          |                          |
|--|-----------------------------|--|----------|----------|----------|--------------------------|
| <p>5.1 Conversion of Units of Distance<br/>5.2 Conversion of Units of Mass<br/>5.3 Conversion of Units of Time</p> | 1                           | Convert units of length from larger to smaller and vice versa.                             |          | ✓        | 4        | 31-07-2025 to 04-08-2025 |
|  | 2                           | Convert, add and subtract lengths to solve real - world word problems.                     |          | ✓        | 3        | 05-08-2025 to 07-08-2025 |
|  | 3                           | Convert units of mass from larger to smaller and vice versa.                               |          | ✓        | 4        | 08-08-2025 to 12-08-2025 |
|  | 4                           | Convert, add and subtract mass to solve real world word problems.                          |          | ✓        | 3        | 13-08-2025 to 16-08-2025 |
|  | <b>REVISION</b>             |  |          |          |          | 4                        |
|  | <b>TERM-II Examinations</b> |  |          |          |          | 8                        |
|  | <b>Total Working Days</b>   |  |          |          |          | 62                       |
|  | 5                           | Convert units of capacity from larger to smaller and vice versa.                           |          | ✓        | 3        | 01-09-2025 to 03-09-2025 |
|  | 6                           | Convert, add and capacities to solve real -life word problems.                             |          | ✓        | 3        | 04-09-2025 to 08-09-2025 |
|  | 7                           | Convert larger units to smaller units of time and vice versa.                              |          | ✓        | 3        | 09-09-2025 to 11-09-2025 |
|  | 8                           | Add, subtract and convert measures and intervals of time to solve real-life word problems. |          | ✓        | 3        | 12-09-2025 to 15-09-2025 |
| <b>Themes/ Topics</b>  |                             | <b>Student Learning Outcomes</b>   | <b>K</b> | <b>U</b> | <b>A</b> | <b>Duration</b>          |

|   |                                  |  |          |          |          |                 |                          |
|---|----------------------------------|--|----------|----------|----------|-----------------|--------------------------|
| 6. Unitary Method   | 1                                | Calculate the value of many objects of the same kind when the value of one of these objects is given.            |          |          | ✓        | 2               | 16-09-2025 to 17-09-2025 |
|   | 2                                | Calculate the value of one object of the same kind when value of many of these is given.                         |          |          | ✓        | 2               | 18-09-2025 to 19-09-2025 |
|   | 3                                | Calculate the value of many objects of the same kind when the value of some of these is given.                   |          |          | ✓        | 2               | 20-09-2025 to 22-09-2025 |
| <b>Themes/ Topics</b>   | <b>Student Learning Outcomes</b> |  | <b>K</b> | <b>U</b> | <b>A</b> | <b>Duration</b> |                          |
| <b>7. Geometry</b>  | Students will be able to:        |  |          |          |          |                 |                          |
| 7.1 Pairs of Angles<br>7.2 Types of Triangles w.r.t the sides<br>7.3 Types of Triangles<br>w.r.t their angles<br>7.4 Quadrilaterals<br>7.5 Symmetry | 1                                | Recognize, compare and classify types of Quadrilaterals and their characteristics.                               |          |          | ✓        | 2               | 23-09-2025 to 24-09-2025 |
|   | 2                                | Recognize and draw nets of prisms and pyramids.  |          |          | ✓        | 2               | 25-09-2025 to 26-09-2025 |
|   | 3                                | Identify angles at a point and angles on a straight line and half a turn and angles at a point and 1 whole turn. |          |          | ✓        | 2               | 27-09-2025 to 29-09-2025 |
|   | 4                                | Describe and calculate complimentary and supplementary angles.   |          |          | ✓        | 2               | 30-09-2025 to 01-10-2025 |

|  |                                  |   |          |          |          |                           |
|--|----------------------------------|---|----------|----------|----------|---------------------------|
| 7.6 Properties Of Quadrilaterals         | 5                                | Explore, identify and draw lines of symmetry in 2-D shapes and complete symmetrical figures with respect to a given line of symmetry. |          | ✓        | 3        | 02-10-2025 to 04-10-2025  |
| 7.7 Nets of 3-D shapes                   | 6                                | Identify and describe different types of triangles w.r.t sides and angles and calculate and measure unknown angles in a triangle,     |          | ✓        | 3        | 06-10-2025 to 08-10-2025  |
| <b>Themes/ Topics</b>                    | <b>Student Learning Outcomes</b> |   | <b>K</b> | <b>U</b> | <b>A</b> | <b>Duration</b>           |
| <b>8. Perimeter and Area</b>             | Students will be able to:        |   |          |          |          |                           |
| 8.1 Concepts of area and perimeter       | 1                                | Recognize that the shapes with the same area can have different perimeters and vice versa.  |          | ✓        | 3        | 09-10-2025 to 11-10-2025  |
| 8.2 Perimeter of a square and rectangle, | SPORTS GALA                      |   |          |          | 6        | 13-10-2025 to 18-10-2025  |
| 8.3 Area of square and rectangle         | 2                                | Calculate the area of parallelograms and triangles.   |          | ✓        | 3        | 20-10-2025 to 22-10-2025  |
| 8.4 Area of Parallelogram                |                                  |   |          |          |          |                           |
| 8.5 Real World word problems             | 3                                | Solve real world word problems involving perimeter and area of a square region and rectangular region.                                |          | ✓        | 3        | 23-10-2025 to 25-10-2025  |
| <b>Themes/ Topics</b>                    | <b>Student Learning Outcomes</b> |   | <b>K</b> | <b>U</b> | <b>A</b> | <b>Duration</b>           |
| <b>9. Data Handling and Probability</b>  |                                  |   |          |          |          |                           |
| 9.1 Average                              | 1                                | Draw, read and interpret bar and line graphs.   |          | ✓        | 3        | 27-10-2025 to 29-10-02025 |

|  |   |   |    |   |   |                           |
|--|---|---|----|---|---|---------------------------|
| 9.2 Organize the data using a Bar Graph                                  | 2 | Interpret Pie charts. (including real-world problems)   |    | ✓ | 3 | 30-10-2025 to 31-10-02025 |
| 9.3 Line Graph   | 3 | Find the average of given quantities, measures and number in a data.  |    | ✓ | 2 | 01-11-2025 to 04-11-02025 |
| 9.4 Pie Chart  | 4 | Solve real world problems related to averages involving quantities, measures and numbers.   |    | ✓ | 3 | 05-11-2025 to 07-11-02025 |
| 9.5 Probability  | 5 | Explain experiments and outcomes and represent the probability (using a fraction) that an event will occur in a simple games and probability experiments. |    | ✓ | 3 | 08-11-2025 to 11-11-02025 |
| <b>REVISION</b>  |   |   | 04 |   |   | 12-11-2025 to 15-11-02025 |
| <b>TERM-III Examinations</b>   |   |   | 21 |   |   | 17-11-2025 to 10-12-02025 |
| <b>In-house Training/ Session Planning/ Assessment of Answer Scripts</b> |   |   | 03 |   |   | 11-12-2025 to 13-12-02025 |
| <b>Result Announcement</b>   |   |   | 01 |   |   | 15-12-2025                |
| <b>Total Working Days</b>  |   |   | 90 |   |   |                           |
| <b>WINTER VACATIONS</b>  |   |   |    |   |   | 16-12-2025 to 31-03-02026 |

**Total Number of SLOs in TERM-I Extreme Summer Zone**

| <b>Themes/ Topics</b>                            | <b>Student Learning Outcomes</b> |   |  | <b>Cognitive Level</b> |          | <b>Total Number of SLOs</b> |
|--|----------------------------------|---|--|------------------------|----------|-----------------------------|
|  | <b>Students will be able to:</b> |   |  | <b>K</b>               | <b>U</b> |                             |
| <b>1.Whole Numbers and Operations</b>            | <b>Students will be able to:</b> |   |  | <b>K</b>               | <b>U</b> | <b>A</b>                    |
| 1.1 Numbers up to one Million                    | 1                                | Count, read and write numbers up to 9,999,999   |  | ✓                      |          | 1                           |
| 1.2 Comparing and Ordering Whole Numbers         | 2                                | Recognize the place value of 6 and 7 digit numbers and Compare and order Whole numbers  |  | ✓                      |          | 1                           |
|  | 3                                | Add and subtract numbers up to 6-digit numbers mentally and in written form.  |  | ✓                      |          | 1                           |
| 1.3 Addition and Subtraction                     | 4                                | Solve real life problems involving addition / subtraction of numbers. Estimate the answer to an addition and subtraction question |  |                        | ✓        | 1                           |
| 1.4 Estimation in Sum and Difference of Numbers. | 5                                | Identify and apply a pattern rule to determine missing elements for a given pattern   |  |                        | ✓        | 1                           |
| 1.5 Multiplication and Division                  | 6                                | Multiply and divide numbers up to 5-digits by 1 digit and 2-digit numbers and solve real world problems involving division.       |  | ✓                      | ✓        | 2                           |
| 1.6 Number Pattern                               |                                  |   |  |                        |          |                             |
| 1.7 Squared Numbers                              | 7                                | Use appropriate operations to solve real world problems involving addition, subtraction, multiplication and division.             |  |                        | ✓        | 1                           |
| 1.8 Cubed Numbers                                | 8                                | Use a pattern rule, describe the pattern found in a given table or chart.<br>Recognize and use square and cube numbers.           |  |                        | ✓        | 1                           |

| Themes/ Topics                       | Student Learning Outcomes |   |  | Cognitive Level |   | Total Number of SLOs |  |
|--------------------------------------|---------------------------|---|--|-----------------|---|----------------------|--|
| 1.Whole Numbers and Operations       | Students will be able to: |   |  | K               | U | A                    |  |
| Themes/ Topics                       | Student Learning Outcomes |   |  | K               | U | A                    |  |
| 2.HCF and LCM                        | Students will be able to: |   |  |                 |   |                      |  |
| 2.1 Divisibility Rules for 7<br>11.  | 1                         | Identify divisibility rules for 7 and 11 and use them on up to 5-digit numbers.                   |  |                 | ✓ | 1                    |  |
| 2.2 Prime Numbers                    | 2                         | Identify and differentiate between 2 digit prime and 2-digit composite numbers up to 100.         |  |                 | ✓ | 1                    |  |
| 2.3 Composite Numbers                | 3                         | Find HCF and LCM of two numbers (up to 2 digits) using various methods                            |  |                 | ✓ | 1                    |  |
| 2.4 H.C.F                            | 4                         | Solve real life problems involving HCF & LCM.   |  |                 | ✓ | 1                    |  |
| 2.5 L.C.M                            |                           |   |  |                 |   |                      |  |
| 2.6 Word Problem                     |                           |   |  |                 |   |                      |  |
| Themes/ Topics                       | Student Learning Outcomes |   |  | K               | U | A                    |  |
| 3.Fractions                          | Students will be able to: |   |  |                 |   |                      |  |
| 3.1 Comparing and Ordering Fractions | 1                         | Compare and Order proper, improper fractions and mixed numbers in ascending and descending order. |  |                 | ✓ | 1                    |  |

| Themes/ Topics                                | Student Learning Outcomes |  |   | Cognitive Level |    | Total Number of SLOs |   |
|---|---------------------------|--|---|-----------------|----|----------------------|---|
| 1.Whole Numbers and Operations                | Students will be able to: |  |   | K               | U  | A                    |   |
| 3.2 Addition and Subtraction of Fractions     | 2                         | Add and subtract two or three unlike fractions and mixed numbers.                                |   |                 |    | ✓                    | 1 |
| 3.3. Multiplication and Division of Fractions | 3                         | Multiply and divide proper, improper, mixed numbers and express the answer in its simplest form. |   |                 |    | ✓                    | 1 |
| 3.3. Multiplication and Division of Fractions | 4                         | Solve real life problems involving fractions.  |   |                 |    | ✓                    | 1 |
| <b>Total Number of SLOs</b>                   |                           |  | 0 | 4               | 13 | 17                   |   |

## Total Number SLOs in TERM-II Extreme Summer Zone

| Themes/Topics   |   | SLOs   |  |  | Cognitive Levels |   | Total No. of SLOs |   |
|---|---|--|--|--|------------------|---|-------------------|---|
| 4. Decimals and Percentage  |   | Students will be able to:  |  |  | K                | U | A                 |   |
| 4.1 Comparing and Ordering Decimals<br><br>4.2 Addition and Subtraction of Decimals<br><br>4.3 Multiplication of Decimals<br><br>4.4 Division of Decimals<br><br>4.5 Conversion of Decimal to Fractions<br><br>4.6 Rounding -off Decimals | 1 | Convert fractions to decimals and vice versa.  |  |  | ✓                |   |                   | 1 |
|   | 2 | Compare and order numbers up to three decimal places using signs $>$ , $<$ and $=$ .   |  |  |                  | ✓ |                   | 1 |
|   | 3 | Rounding decimal numbers (Upto 3 decimal places) to the nearest whole number and to tenth and hundredth                                  |  |  | ✓                |   |                   | 1 |
|   | 4 | Add and subtract numbers up to three decimal places.   |  |  |                  | ✓ |                   | 1 |
|   | 5 | Multiply and divide numbers up to two decimal places by Up to 2-digit whole numbers and 3-digit numbers with one decimal places.         |  |  |                  | ✓ |                   | 1 |
|   | 6 | Multiply and divide decimal numbers by 10, 100 and 1000.   |  |  |                  | ✓ |                   | 1 |
|   | 7 | Use appropriate operations and use it to solve real world problems including numbers up to decimal places.                               |  |  |                  | ✓ |                   | 1 |
|   | 8 | Recognized the order of order of operations and use it to solve mathematical expressions involving Whole numbers, decimal and fractions. |  |  |                  | ✓ |                   | 1 |
|   | 9 | Express percentages as a fraction with denominator 100 as a decimal number   |  |  |                  | ✓ |                   | 1 |

| Themes/Topics  |   | SLOs   |  |  | Cognitive Levels |   | Total No. of SLOs |   |
|--|---|--|--|--|------------------|---|-------------------|---|
| 4. Decimals and Percentage   |   | Students will be able to:  |  |  | K                | U | A                 |   |
| 4.7 Order of Operations<br>4.8 Percentages<br>4.9 Conversion Of<br>Decimals to Percentage<br>4.10 Conversion of<br>Percentage to Decimals<br>4.11 Estimating Sum &<br>Difference of Decimals | 1 | Use equivalences between simple fractions, decimals and percentages in real world contexts   |  |  |                  |   | ✓                 | 1 |
|  | 0 | Solve real world problems involving conversion of percentage, fraction and decimal numbers   |  |  |                  |   | ✓                 | 1 |
|  | 1 | Solve problems which require knowing percentage and decimals equivalents of $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{5}$ , $\frac{2}{5}$ , $\frac{4}{5}$ and those fraction with a denominator of a multiple of 10 or 25. |  |  |                  |   | ✓                 | 1 |
|  | 2 |  |  |  |                  |   |                   |   |
|  |   |  |  |  |                  |   |                   |   |
|  |   |  |  |  |                  |   |                   |   |
| 5. Distance, Mass, Capacity and Time   |   | Students will be able to:  |  |  |                  |   |                   |   |
| 5.1 Conversion of Units of<br>Distance<br>5.2 Conversion of Units of<br>Mass   | 1 | Convert units of length from larger to smaller and vice versa.   |  |  | ✓                | ✓ | 2                 |   |
|  | 2 | Convert, add and subtract lengths to solve real -world word problems.  |  |  | ✓                | ✓ | 2                 |   |
|  | 3 | Convert units of mass from larger to smaller and vice versa.   |  |  | ✓                | ✓ | 2                 |   |
|  | 4 | Convert, add and subtract mass to solve real world word problems.  |  |  |                  | ✓ | 1                 |   |

| Themes/Topics  | SLOs   | Cognitive Levels |    |    | Total No. of SLOs |
|--|--|------------------|----|----|-------------------|
|  |  | K                | U  | A  |                   |
| <b>4. Decimals and Percentage</b>                        | <b>Students will be able to:</b>                                   |                  |    |    |                   |
| 5.3 Conversion of Units of Time                          | 5 Convert units of capacity from larger to smaller and vice versa. |                  |    | ✓  | 1                 |
| <b>Total Number of SLOs</b>                              |  |                  | 05 | 15 | 20                |
| <b>Total Number SLOs in TERM-III Extreme Summer Zone</b> |  |                  |    |    |                   |

### Total Number SLOs in TERM-III Extreme Summer Zone

| Themes/ Topics  | Student Learning Outcome   | Cognitive Levels |   |   | Total No. of SLOs |
|---|--|------------------|---|---|-------------------|
|   |  | K                | U | A |                   |
|   | 6   Convert, add and capacities to solve real -life word problems.   |                  |   | ✓ | 1                 |
|   | 7   Convert larger units to smaller units of time and vice versa.  |                  |   | ✓ | 1                 |
|   | 8   Add, subtract and convert measures and intervals of time to solve real-life word problems.                       |                  |   | ✓ | 1                 |
| Themes/ Topics  | Student Learning Outcomes  | K                | U | A |                   |
| 6. Unitary Method   | 1   Calculate the value of many objects of the same kind when the value of one of these objects is given.            |                  |   | ✓ | 1                 |
|   | 2   Calculate the value of one object of the same kind when value of many of these is given.                         |                  |   | ✓ | 1                 |
|   | 3   Calculate the value of many objects of the same kind when the value of some of these is given.                   |                  |   | ✓ | 1                 |
| Themes/ Topics  | Student Learning Outcomes  | K                | U | A |                   |
| 7. Geometry   | Students will be able to:  |                  |   |   |                   |
| 7.1 Pairs of Angles<br>7.2 Types of Triangles w.r.t the sides | 1   Recognize, compare and classify types of Quadrilaterals and their characteristics.                               |                  | ✓ |   | 1                 |
|   | 2   Recognize and draw nets of prisms and pyramids.  |                  | ✓ |   | 1                 |
|   | 3   Identify angles at a point and angles on a straight line and half a turn and angles at a point and 1 whole turn. |                  | ✓ |   | 1                 |

| Themes/ Topics  | Student Learning Outcome  |   |   | Cognitive Levels |   | Total No. of SLOs |
|---|---------------------------|---|---|------------------|---|-------------------|
|   | K                         | U   | A |                  |   |                   |
| 7.3 Types of Triangles w.r.t their angles<br>7.4 Quadrilaterals<br>7.5 Symmetry<br>7.6 Properties Of Quadrilaterals<br>7.7 Nets of 3-D shapes                                   | 4                         | Describe and calculate complimentary and supplementary angles.  |   |                  | ✓ | 1                 |
|   | 5                         | Explore, identify and draw lines of symmetry in 2-D shapes and complete symmetrical figures with respect to a given line of symmetry. |   |                  | ✓ | 1                 |
|   | 6                         | Identify and describe different types of triangles w.r.t sides and angles and calculate and measure unknown angles in a triangle,     |   |                  | ✓ | 1                 |
|   |                           |   |   |                  |   |                   |
|   |                           |   |   |                  |   |                   |
| <b>8. Perimeter and Area</b>  | Students will be able to: |   |   |                  |   |                   |
| 8.1 Concepts of area and perimeter<br>8.2 Perimeter of a square and rectangle,<br>8.3 Area of square and rectangle<br>8.4 Area of Parallelogram<br>8.5 Real World word problems | 1                         | Recognize that the shapes with the same area can have different perimeters and vice versa.  |   | ✓                |   | 1                 |
|   | 2                         | Calculate the area of parallelograms and triangles.   |   | ✓                |   | 1                 |
|   | 3                         | Solve real world word problems involving perimeter and area of a square region and rectangular region.                                |   | ✓                |   | 1                 |
|   |                           |   |   |                  |   |                   |

| Themes/ Topics                          | Student Learning Outcome  | Cognitive Levels |   |    | Total No. of SLOs |
|---|---|------------------|---|----|-------------------|
|   |   | K                | U | A  |                   |
| <b>9. Data Handling and Probability</b> | Students will be able to  |                  |   |    |                   |
| 9.1 Average                             | 1 Draw, read and interpret bar and line graphs.   |                  | ✓ |    | 1                 |
| 9.2 Organize the data using a Bar Graph | 2 Interpret Pie charts. (including real-world problems)   |                  | ✓ |    | 1                 |
| 9.3 Line Graph                          | 3 Find the average of given quantities, measures and number in a data.  |                  | ✓ |    | 1                 |
| 9.4 Pie Chart                           | 4 Solve real world problems related to averages involving quantities, measures and numbers.   |                  | ✓ |    | 1                 |
| 9.5 Probability                         | 5 Explain experiments and outcomes and represent the probability (using a fraction) that an event will occur in a simple games and probability experiments. |                  | ✓ |    | 1                 |
| <b>Total Number of SLOs</b>             |   | 1                | 5 | 14 | 20                |



## اسکیم آف سینیز اور حاصلات تعلیم کی بنیاد پر سلیس کی تقسیم

### جماعت پنج شدید سر دعائے

سنٹر لائزڈ سلیس بریک اپ ۲۰۲۵



مضمون: اسلامیات

جماعت: پنج

| نمبر شمار  | ابواب                                    | عنوان  | جماعت: پنج   | حصہ: ایمانیات  | باب: دوم   | سر دزون  | دورانیہ  | حوالہ جات  | اطلاق  | سمجھنا / فہم   | جاننا / علم  | حاصلات تعلم  |  |
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| ۱۔ آخرت کا معنی و مفہوم جان سکیں۔<br>۲۔ آخرت اور قیامت کے تصور کو سمجھ کر دنیا اور آخرت کا باہمی تعلق سمجھ سکیں۔<br>۳۔ آخرت میں جواب دہی کا احساس اپناتے ہوئے نیک اعمال کی طرف راغب ہو سکیں۔<br>۴۔ عقیدہ آخرت کی اہمیت سے آگاہی حاصل کر سکیں۔<br>۵۔ عقیدہ آخرت کے اثرات سے آگاہ ہو سکیں۔ | ۱۔ آخرت<br>۲۔ ختم نبوت اور<br>اطاعت رسول | ۱۔ آخرت کا معنی و مفہوم جان سکیں۔<br>۲۔ آنے والے دنیا اور آخرت کا باہمی تعلق سمجھ سکیں۔<br>۳۔ آنے والے دنیا اور آخرت کے اثرات سے آگاہ ہو سکیں۔ | ۱۔ آخرت کا معنی و مفہوم جان سکیں۔<br>۲۔ آنے والے دنیا اور آخرت کے اثرات سے آگاہ ہو سکیں۔ | ۱۔ آخرت کا معنی و مفہوم جان سکیں۔<br>۲۔ آنے والے دنیا اور آخرت کے اثرات سے آگاہ ہو سکیں۔ | ۱۔ آخرت کا معنی و مفہوم جان سکیں۔<br>۲۔ آنے والے دنیا اور آخرت کے اثرات سے آگاہ ہو سکیں۔ | ۱۔ آخرت کا معنی و مفہوم جان سکیں۔<br>۲۔ آنے والے دنیا اور آخرت کے اثرات سے آگاہ ہو سکیں۔ | ۱۔ آخرت کا معنی و مفہوم جان سکیں۔<br>۲۔ آنے والے دنیا اور آخرت کے اثرات سے آگاہ ہو سکیں۔ | ۱۔ آخرت کا معنی و مفہوم جان سکیں۔<br>۲۔ آنے والے دنیا اور آخرت کے اثرات سے آگاہ ہو سکیں۔ | ۱۔ آخرت کا معنی و مفہوم جان سکیں۔<br>۲۔ آنے والے دنیا اور آخرت کے اثرات سے آگاہ ہو سکیں۔ | ۱۔ آخرت کا معنی و مفہوم جان سکیں۔<br>۲۔ آنے والے دنیا اور آخرت کے اثرات سے آگاہ ہو سکیں۔ | ۱۔ آخرت کا معنی و مفہوم جان سکیں۔<br>۲۔ آنے والے دنیا اور آخرت کے اثرات سے آگاہ ہو سکیں۔ | ۱۔ آخرت کا معنی و مفہوم جان سکیں۔<br>۲۔ آنے والے دنیا اور آخرت کے اثرات سے آگاہ ہو سکیں۔ | ۱۔ آخرت کا معنی و مفہوم جان سکیں۔<br>۲۔ آنے والے دنیا اور آخرت کے اثرات سے آگاہ ہو سکیں۔ |
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| ۱۔ اطاعت رسول اور سنت نبوی ﷺ کے مفہوم سے آگہی حاصل کر سکیں۔<br>۲۔ اس عقیدے کو سمجھنا کہ قیامت تک کوئی اور رسول مبعوث نہیں ہو گا۔<br>۳۔ سنت نبوی کی اہمیت اور اسکی شرعی حیثیت کو مکمل سمجھنا اور اس وہ حسنہ کی مثالوں کو سمجھ کر عملی زندگی میں عمل پیرا ہونا۔                            | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات    | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات  | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات  | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات  | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات  | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات  | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات  | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات  | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات  | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات  | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات  |  |  |
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| ۱۔ ایمانیات و عبادات<br>الف: ایمانیات  | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات    | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات  | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات  | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات  | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات  | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات  | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات  | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات  | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات  | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات  | ۱۔ ایمانیات و عبادات<br>الف: ایمانیات  |  |  |
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| نمبر شمار | ابواب | عنوان | حائلات تعلم   | جاننا / علم | سمجھنا / فہم | اطلاق / عمل | حوالہ جات  | دورانیہ | سروذون |
|-----------|-------|-------|---|-------------|--------------|-------------|--|---------|--------|
|           |       |       | ۱- زکوٰۃ کا معنی و مفہوم جان سکیں۔<br>۲- زکوٰۃ کی اہمیت اور فضیلت جان سکیں۔<br>۳- زکوٰۃ کی فرضیت اور احکام کو سمجھ سکیں۔<br>۴- زکوٰۃ کے معاشرے میں اثرات اور نتائج کو سمجھ سکیں۔<br>۵- اسلامی نظام معاشرت میں زکوٰۃ کی اہمیت اور مصارف زکوٰۃ سے مکمل آگہی حاصل کر سکیں۔ | ✓           |              |             | (سورہ مزمل آیت ۲۰)<br>(سورہ توبہ آیت ۱۰۳)                  | ۱۱۰     | تاریخ  |
|           |       |       | ۱- یوم جمعہ اور نماز جمعہ کی اہمیت جان سکیں۔<br>۲- نماز جمعہ کے آداب احکام جان سکیں۔<br>۳- نماز جمعہ اور جمعہ کے دن کے فضائل سے واقف ہو سکیں۔<br>۴- اتحاد و یگہتی اور معاشرتی فوائد سے مستفید ہو سکیں۔  | ✓           | ✓            |             | سورہ الجمعہ آیت ۹ کی تفسیر)<br>حدیث صحیح بخاری، صحیح مسلم) | ۱۹      | تاریخ  |
|           |       |       | ۱- عیدین کا تعارف و اہمیت جان سکیں۔<br>۲- نماز عیدین کے آداب و احکام سے آگہی حاصل کر سکیں۔<br>۳- عیدین کو اسلامی تہوار اور حقیقت کے ساتھ منانے سے متعلق معلومات فراہم کر سکیں۔<br>۴- عیدین سے حاصل ہونے والے معاشری فوائد سے آگاہ ہو سکیں۔                              | ✓           | ✓            |             | حدیث صحیح مسلم، ابن ماجہ                                   | ۱۰      | تاریخ  |

| نمبر شمار           | ابواب                    | عنوان  | حائلات تعلم  | جاننا / علم | سمجھنا / فہم | اطلاق / عمل | حوالہ جات                                     | دورانیہ | سروذون  |        |
|---------------------|--------------------------|--|--|-------------|--------------|-------------|---|---------|---------|--------|
|                     |                          |  |  |             |              |             |   |         |         |        |
| ۱۲۸ اپریل تا ۳۰ مئی | سیرت طیبہ                | ۶- معراج النبی   | ۱- سفر معراج کے واقعے سے آگاہی حاصل کر سکیں اور واقعہ معراج اور اسراء کا معنی و مفہوم سمجھ سکیں۔<br>۲- بیت المعمور سدرہ المنتہی اور عرش معلیٰ کا مطلب سمجھ سکیں۔<br>۳- واقعہ معراج کے مجزے کے اثرات سے آگاہی حاصل کر سکیں۔ | ✓           |              |             | سورہ بنی اسرائیل آیت ۱ کی تفسیر)              | ۱۵ ایام | دورانیہ | سروذون |
| ۵ مئی تا ۹ مئی      | ۷- بیت عقبہ اولی و ثانیہ | ۱- بیت عقبہ اولی و ثانی کے بارے میں جان سکیں اور بیعت کے شرائط سے آگاہ ہو سکیں<br>۲- بیعت عقبہ کے اثرات و نتائج سے آگاہ و سمجھ سکیں۔<br>۳- بیعت عقبہ کی شرائط سے آگاہ ہو سکیں۔ | ✓  | ✓           |              |             | کتاب سیرت النبی تاریخ اسلام (سید سلیمان ندوی) | ۱۵ ایام | دورانیہ | سروذون |
|                     |                          | ناظرہ قرآن مجید کا پہلا جائزہ (۰۵) نمبرز   |  |             |              |             |   |         |         |        |
| ۱۰ تا ۱۳ مئی        | Revision                 |  |  |             |              |             |   |         |         |        |
| ۱۲ تا ۲۲ مئی        | Term I Exam              |  |  |             |              |             |   |         |         |        |
| ۲۳ تا               | ۸- ہجرت مدینہ            | ۱- ہجرت مدینہ کے اسباب اور نتائج کے بارے میں جان سکیں۔<br>۲- حضرت علی علیہ السلام کے کردار اور امانتوں کی اہمیت سے آگاہ ہونا۔  | ✓  | ✓           |              |             | سورہ توبہ                                     | ۶ ایام  | دورانیہ | سروذون |

| نمبر شمار              | ابواب  | عنوان  | حائلات تعلم   | جاننا / علم | سمجنا / فہم | اطلاق / عمل | حوالہ جات | دورانیہ         | سروذون |
|------------------------|--------|--|---|-------------|-------------|-------------|-----------|-----------------|--------|
|                        |        |  | ۳۔ حضرت ابو بکر رضی اللہ اور حضرت ابو ایوب انصاری رضی اللہ کے کردار کے متعلق جان سکیں۔                      | ✓           |             |             |           |                 |        |
| ۳۰ مئی                 |        |  | ۱۔ مواخات مدینہ کے معنی اور مفہوم سے آگاہ ہو سکیں۔  | ✓           |             |             |           |                 |        |
| ۳۱ مئی<br>تا<br>۹ جون  | ۶ ایام | حدیث صحیح مسلم؛ کتاب البر والصلة والاداب (حدیث بحار الانوار) | ۲۔ مہاجرین و انصار کے بارے میں جان سکیں اور مواخات مدینہ کی انسانی زندگی میں ہمیشہ کیلئے اہمیت کو جان سکیں۔ | ✓           |             |             |           | ۹-مواخاتِ مدینہ |        |
|                        |        |  | ۳۔ مواخات کے معاشرے میں مرتب ہونے والے اثرات کو سمجھتے ہوئے عملی زندگی میں عمل پیرا ہو سکیں۔                | ✓           |             |             |           |                 |        |
|                        |        |  | ۱۔ مسجد اور مسجد نبوی سے متعارف ہوتے ہوئے مسجد نبوی کی اہمیت کو جان سکیں۔                                   | ✓           |             |             |           |                 |        |
| ۱۰ جون<br>تا ۱۳ جون    | ۳ ایام | تاریخ اسلام (سید سلیمان ندوی)                                | ۲۔ مسجد نبوی کی تعلیمی اور معاشرتی اہمیت سے آگاہ ہو سکیں۔   | ✓           |             |             |           | ۱۰-مسجد نبوی ﷺ  |        |
| ۱۳ جون<br>تا<br>۲۰ جون | ۶ ایام | تاریخ اسلام (سید سلیمان ندوی)                                | ۱۔ یثاق مدینہ سے متعارف ہو سکیں۔  | ✓           |             |             |           | ۱۱-یثاقِ مدینہ  |        |
|                        |        |  | ۲۔ یثاق مدینہ کے پس منظر اور اہم دفعات سے واقف ہو سکیں۔   | ✓           |             |             |           |                 |        |
|                        |        |  | ۳۔ یثاق مدینہ سے حاصل ہونے والے اثرات سے آگاہ ہو سکیں۔  | ✓           |             |             |           |                 |        |
| ۲۱ جون                 | ۶ ایام |  | ۱۔ غزوہ اور سریہ کے معنی و مفہوم میں فرق جان سکیں۔  | ✓           |             |             |           |                 |        |

| نمبر شمار | ابواب       | عنوان              | حائلات تعلم  | جاتنا / علم | سمجھنا / فہم | اطلاق / عمل | حوالہ جات                     | دورانیہ | سروذون    |
|-----------|-------------|--------------------|--|-------------|--------------|-------------|-------------------------------|---------|-----------|
|           |             | ۱۲- غزوٰتِ نبوی    | ۲- غزوٰت کی ضرورت اور اہمیت سے آگاہ ہو سکیں۔   |             | ✓            |             | تاریخ اسلام (سید سلیمان ندوی) |         | تاریخ     |
|           |             | صلی اللہ علیہ وسلم | ۳- غزوٰہ بدر، احد، اور خندق کے نتائج کے متعلق اجمانی طور پر جان سکیں۔  | ✓           |              |             | تاریخ اسلام (سید سلیمان ندوی) |         | تاریخ     |
|           | اہل و آداب  | ۱۳- رواداری        | ۱- رواداری کے مفہوم سے آگاہ ہو سکیں۔   |             | ✓            |             | سورہ البقرہ آیت ۲۵۶           | ۱۸ ایام | ۷ جون     |
|           |             |                    | ۲- رواداری کا معاشرے میں اہمیت سے واقف ہو سکیں۔  | ✓           |              |             | سورہ الانعام آیت ۱۰۸          |         | تاریخ     |
|           |             |                    | ۳- رواداری کے معاشرتی فوائد و اثرات جان سکیں۔  | ✓           |              |             |                               |         | جو لائی   |
|           |             |                    | ۴- اسلامی تعلیمات اور اسوہ رسول ﷺ کی روشنی میں مذہبی، مسلکی، علاقائی اور لسانی عدم برداشت سے اجتناب کر سکیں۔ | ✓           |              |             |                               |         | جو لائی   |
|           | اور حمد دلی | ۱۴- عفو و درگزر    | ۱- عفو و درگزر کے اور حمد دلی کے معنی و مفہایم جان سکیں۔   |             | ✓            |             |                               |         | جو لائی   |
|           |             |                    | ۲- عفو و درگزر اور حمد دلی کی اہمیت جان سکیں۔  | ✓           | ✓            |             | سورہ النور آیت ۲۲ کی تفسیر    | ۱۹ ایام | تاریخ     |
|           |             |                    | ۳- سیرت نبی کی روشنی میں عفو و درگزر اور حمد دلی کے واقعات جان سکیں۔   |             | ✓            |             | حدیث صحیح مسلم                |         | جو لائی   |
|           |             |                    | ۴- عفو و درگزر اور حمد دلی کے معاشرتی فوائد جانتے ہوئے روزمرہ زندگی میں ان صفات کو اپنا سکیں۔                | ✓           |              |             |                               |         | جو لائی   |
|           |             |                    | ۱- کفایت شعاراتی کا مفہوم جان سکیں۔ کفایت شعاراتی اور بخل میں فرق کر سکیں۔                                   | ✓           | ✓            |             |                               | ۷ ایام  | ۱۹ جولائی |

| نمبر شمار                                 | ابواب | عنوان | حائلات تعلم   | جاتنا / علم           | سمجنا / فہم | اطلاق / عمل | حوالہ جات   | دورانیہ | سروزون               |
|---|-------|-------|---|-----------------------|-------------|-------------|---|---------|----------------------|
|   |       |       | ۲۔ سیرت نبوی ﷺ کی روشنی میں واقعات کو جان سکیں۔<br>۳۔ اپنی زندگیوں میں کفایت شعراً کا رویہ اپنا سکیں۔<br>۴۔ اسراف کے نقصانات اور کفایت شعراً کے معاشرتی ثمرات سے آگاہ ہو سکیں۔  | ✓<br>✓<br>✓           |             |             | سورہ الاعراف آیت ۳۱<br>کی تفسیر<br>سورہ بنی اسرائیل آیت ۲۷ کی تفسیر |         | تاریخ                |
| ۱۵۔ کفایت<br>شعراً                        |       |       | ناظرہ قرآن مجید کا پہلا جائزہ (۰۵) نمبرز  |                       |             |             |   |         | تا ۱۲۰ اگست          |
|   |       |       | اعادہ اور تیاری   |                       |             |             |   |         | ۱۲۳ تا ۱۲۴ اگست      |
|   |       |       | دوسرہ جائزہ   |                       |             |             |   |         | ۱۲۵ اگست تا ۱۳ ستمبر |
| ۱۶۔ ایفائے عہد<br>حسن معاملات و<br>معاشرت |       |       | ۱۔ ایفائے عہد کا معنی اور مفہوم جان سکیں۔<br>۲۔ ایفائے عہد کی اہمیت و فضیلت سمجھ سکیں۔<br>۳۔ اسوہ حسنہ اور سیرت صحابہ کرام سے ایفائے عہد کی مثالیں جانسکیں۔<br>۴۔ روزمرہ کی زندگی میں ایفائے عہد کی صفت کو اپنا سکیں۔<br>۵۔ ایفائے عہد کے معاشر تیفوائد اور عہد شکنیکے نقصانات جانسکیں۔ | ✓<br>✓<br>✓<br>✓<br>✓ |             |             | (سورہ بنی اسرائیل آیت ۳۲)<br>(بخار الانوار: ۲۹)                     | ۹ ایام  | ۲ ستمبر تا ۱۵ ستمبر  |
| ۱۷۔ اسلامی اخوت                           |       |       | ۱۔ اسلامی اخوت کے معنی اور مفہوم کو جان سکیں۔   | ✓                     |             |             |   |         | ۱۶ ستمبر             |

| نمبر شمار | ابواب  | عنوان   | حائلات تعلم  | جاننا / علم | سمجنا / فہم | اطلاق / عمل | حوالہ جات                                | دورانیہ             | سروزون    |
|-----------|--|---------|--|-------------|-------------|-------------|--|---------------------|-----------|
|           |  |         | اسلامی اخوت کی اہمیت کو جان سکیں۔  |             | ✓           |             | ا۔ سورۃ الحجرات کی آیت نمبر ۱۰ کی تفسیر) | تا ۲۰ ستمبر         |           |
|           |  |         | ۲۔ اسلامی اخوت سے آگاہ ہو سکیں اور معاشرے میں اخوت کی فضاقام کر سکیں۔  |             | ✓           |             | الاستبار ج ۳ ص ۲                         |                     |           |
| ۱۸        |  |         | ۱۔ چغل خوری کے معنی اور مفہوم سے واقفیت ہو سکیں۔<br>۲۔ چغل خوری کے انفرادی اور اجتماعی نقصانات سے آگاہ ہو سکیں۔<br>۳۔ اسلامی تعلیمات کی روشنی میں چغل خوری سے فجح سکیں۔  |             | ✓           |             | ا۔ سورۃ القلم کی آیت ۱۰۔ (۱۰ کی وضاحت)   | ۱۵ ایام تا ۲۶ ستمبر | ۲۲ ستمبر  |
| ۱۹        | ہدایت علیہ السلام کے سرچشمے اور مشاہیر اسلام | باب ششم | ۱۔ حضرت داؤد علیہ السلام کے ذندگی کے حالات اور واقعات کے بارے میں جان سکیں۔<br>۲۔ حضرت داؤد علیہ السلام پر نازل ہونے والی کتاب کے بارے میں جان سکیں۔<br>۳۔ حضرت داؤد علیہ السلام کے معجزات کے بارے میں جان سکیں۔ |             | ✓           |             | ا۔ سورۃ ص کی نمبر ۱۸ (۲۰ اور ۲۱)         | ۵ ایام تا ۰۲ اکتوبر | ۰۷ ستمبر  |
|           |  |         | ۱۔ حضرت عیسیٰ ابن مریم علیہ السلام ولادت اور پرورش کے بارے میں جان سکیں۔   |             | ✓           |             |  | ۵ ایام              | ۰۳ اکتوبر |

| نمبر شمار | ابواب | عنوان                                      | حائلات تعلم  | جانتا / علم | سمجنا / فہم | اطلاق / عمل | حوالہ جات  | دورانیہ | سروزون                       |
|-----------|-------|--|--|-------------|-------------|-------------|--|---------|------------------------------|
|           |       | ۲۰۔ حضرت عیسیٰ اہن مریم علیہ السلام        | ۲۔ حضرت عیسیٰ علیہ السلام کے حالات زندگی کے بارے میں آگاہ ہو سکیں۔<br>۳۔ حضرت عیسیٰ علیہ السلام کے مجزرات کے بارے میں جان سکیں۔  |             | ✓           |             | (سورہ مریم، آیت ۳۰: ۳۳ کی تفسیر)<br>(سورہ النساء آیت ۱۵۸ کی تفسیر) |         | تاریخ<br>تا<br>۰۸ اکتوبر     |
|           |       | ۲۱۔ حضرت علی الرَّقِیٰ رضی اللہ تعالیٰ عنہ | ۱۔ حضرت علی علیہ السلام کی پرورش، حضرت فاطمہ سلام علیہما سے نکاح، اولاد اور حالات کے بارے میں زندگی کے بارے میں جان سکیں۔<br>۲۔ حضرت علی علیہ السلام کی شجاعت، عدالت، اخلاق و عادات اور علمی فضیلت سے آگاہ ہو سکیں۔<br>۳۔ آیت مبارکہ کے تناظر میں حضرت علی علیہ السلام کا مقام و مرتبہ جان سکیں۔<br>۴۔ اسلام کے لیے حضرت علی علیہ السلام کی خدمات سے آگاہ ہو سکیں۔ |             | ✓           |             | (سورہ آل عمران آیت ۲۱ کی تفسیر)                                    | ۱۵ ایام | ۰۹ اکتوبر<br>تا<br>۱۲ اکتوبر |
|           |       | ۲۲۔ صوفیائے کرام رحمۃ اللہ علیہم           | ۱۔ صوفیائے کرام کے مقام و منزہت سے آگاہ ہو سکیں۔<br>۲۔ صوفیائے کرام کے حالات زندگی اور تعلیماً تکوا جما طیور پر جان سکیں۔  |             | ✓           |             |  | ۶ ایام  | ۱۲ اکتوبر<br>تا<br>۱۸ اکتوبر |

| نمبر شمار   | ابواب   | عنوان   | حاصلات تعلم  | حوالہ جات   | دورانیہ     | سردزون   |                                  |   |
|---|---------|---|--------------|-------------|-------------|--|----------------------------------|---|
|   |         |   | سمجھنا / فہم | علم / جانتا | اطلاق / عمل | تاریخ  |                                  |   |
| سپورٹس گالا۔ ۷ اکتوبر ۲۰۱۸ء                             |         |   |              |             |             |  |                                  |   |
| ۳۔ صوفیا نے کرامیک تعلیمیاں تو عملیہ نہ کیمیں پاناسکیں۔ |         |   |              |             |             |  |                                  |   |
| ۲۹ اکتوبر<br>تا<br>۳ نومبر                              | ۱۶ ایام | سورہ لم پاہدہ کی آیت نمبر<br>۳۲ کی تفسیر اور<br>وضاحت)<br>(حافظتی اقدامات پر مبنی<br>وڈیو وغیرہ |              | ✓           |             | ا۔ انسانی جان و مال اور عزت کی حفاظت کی ضرورت و اہمیت جان سکیں۔<br><br>۲۔ دور حاضر میں ناگہانی صورتوں میں اپنے تحفظ کی تدابیر سے آگاہی حاصل کر سکیں۔<br><br>۳۔ قانون کی پاسداری، ٹریفک قوانین کی پابندی اور تجاوزات سے اجتناب کی اہمیت سے آگاہ ہو سکیں۔<br><br>۴۔ اسلامی تعلیمات کی پیروی کرتے ہوئے حادثات کی تھیصور تمیں اپنامشا لیکر دارا کر سکیں۔ | ۲۳۔ حادثات سے<br>بچنے کی تدابیر  | اسلامی تعلیمات اور<br>عصر حاضر کے<br>تلاش |
| ۵ نومبر<br>تا<br>۱۱ نومبر                               | ۱۶ ایام |   |              | ✓           |             | ۱۔ پودوں اور درختوں کی اہمیت جان سکیں۔<br><br>۲۔ پودوں اور درختوں کی اہمیت اور ان سے حاصل ہونے والے فوائد سمجھ سکیں۔<br><br>۳۔ پودوں اور درختوں کی حفاظت اور استعمال کے بارے میں اسلامی تعلیمات پر عمل کر سکیں۔  | ۲۳۔ پودوں اور<br>درختوں کی اہمیت |   |

| نمبر شمار | ابواب | عنوان    | حاصلات تعلم   | جاننا / علم | سمجنا / فہم | اطلاق / عمل | حوالہ جات | دورانیہ | سردزوں                 |
|-----------|-------|----------|---|-------------|-------------|-------------|-----------|---------|------------------------|
|           |       |          | ۲۔ ماحولیاتی تدبیلی میں پودوں کے کردار کے حوالے سے اپنی زمہ داریوں کو سمجھتے ہوئے اپنا کردار نبھا سکیں۔   |             |             | ✓           |           |         | تاریخ                  |
|           |       |          | ناظرہ قرآن مجید کا پہلا جائزہ (۱۰) نمبرز  |             |             |             |           |         |                        |
| ۱۲        |       | ۱۰۳ ایام | اعدادہ اور دھرائی   |             |             |             |           |         | انومنبر تا ۱۵ انومنبر  |
| ۷         |       | ۱۲۱ ایام | سالانہ امتحان / تیسرا جائزہ Annual Examination 2025   |             |             |             |           |         | انومنبر تا ۱۰ اد سپتبر |
| ۱۱        |       | ۱۳۲ ایام | Result Preparation / PTM  |             |             |             |           |         | ۱۱ تا ۱۵ اد سپتبر      |
|           |       | ۱۷۹      | کل ایام مدرس  |             |             |             |           |         |                        |
|           |       | ۸۹       | کل حاصلات تعلم  |             |             |             |           |         |                        |
|           |       |          | نوت: باب اول: قرآن مجید و حدیث نبوی ﷺ ترجمہ قرآن مجید، حفظ قرآن مجید، حفظ و ترجمہ، احادیث نبوی ﷺ کا سلیسیں کا سلیسیں ناظرہ کے پیریڈ میں کو رکروایا جائے گا۔ نیز ناظرہ کے نمبرات تشکیلی جائزہ میں شامل کئے جائیں گے۔ |             |             |             |           |         |                        |

**Total Number of Student Learning Outcomes by Cognitive level**

| S#  | Theme/Topic                      | Name of Sub-Topics     | SLOs |   |   | Total SLOs |
|-----|----------------------------------|------------------------|------|---|---|------------|
|     |                                  |                        | K    | U | A |            |
| 16. | ایمانیات و عبادات<br><br>باب دوم | آخرت                   | 3    | 1 | 1 | 05         |
| 17. |                                  | ختمنبوت اور اطاعت رسول | 2    | 1 | 0 | 03         |
| 18. |                                  | زکوہ                   | 2    | 2 | 1 | 05         |
| 19. |                                  | جنت المبارک کی فضیلت   | 2    | 2 | 1 | 05         |
| 20. |                                  | عیدین                  | 3    | 1 | 1 | 05         |
| 21. | باب سوم<br><br>سیرت طیبہ         | معراج انجی             | 2    | 1 | 0 | 03         |
| 22. |                                  | بیعت عقبہ و ثانیہ      | 2    | 1 | 0 | 03         |
| 23. |                                  | ہجرت مدینہ             | 2    | 1 | 0 | 03         |
| 24. |                                  | موالات مدینہ           | 1    | 1 | 1 | 03         |
| 25. |                                  | مسجد نبوی              | 1    | 0 | 1 | 02         |
| 26. |                                  | یشاق مدینہ             | 1    | 2 | 0 | 03         |

| S#  | Theme/Topic                                 | Name of Sub-Topics             | SLOs |   |   | Total SLOs |
|-----|---|--------------------------------|------|---|---|------------|
|     |   |                                | K    | U | A |            |
| 27. | باب چارم<br>اخلاق و آداب                    | غرووات نبی ﷺ                   | 2    | 1 | 0 | 03         |
| 28. |   | رواداری                        | 2    | 1 | 1 | 04         |
| 29. |   | عفو و درگزرا و رحم دلی         | 3    | 1 | 1 | 05         |
| 30. |   | کفایت شعاراتی                  | 2    | 2 | 1 | 05         |
| 31. | باب پنجم<br>حسن معاملات و معاشرت            | ایقائے عهد                     | 3    | 1 | 1 | 05         |
| 32. |   | اسلامی اخوت                    | 2    | 1 | 0 | 03         |
| 33. |   | چغل خوری                       | 2    | 0 | 1 | 03         |
| 34. | باب ششم<br>ہدایت کے سرچشمے اور مشاہیر اسلام | حضرت داود علیہ السلام          | 3    | 0 | 0 | 03         |
| 35. |   | حضرت عیسیٰ اب مریم علیہ السلام | 2    | 1 | 0 | 03         |
| 36. |   | حضرت علی المرتضی رضی اللہ عنہ  | 2    | 1 | 0 | 03         |
| 37. |   | صوفیائے کرام رحمہ اللہ علیہم   | 3    | 0 | 1 | 04         |

| S#    | Theme/Topic                                      | Name of Sub-Topics        | SLOs |   |   | Total SLOs |
|-------|--|---------------------------|------|---|---|------------|
|       |  |                           | K    | U | A |            |
| 38.   | باب ہفتم<br>اسلامی تعلیمات اور عصر حاضر کے تقاضے | حادیقات سے بچے کے تدابیر  | 1    | 2 | 1 | 04         |
| 39.   |  | پودوں اور درختوں کی اہمیت | 1    | 1 | 2 | 04         |
| Total |  |                           |      |   |   | 89         |

**Number of Student Learning Outcomes by Cognitive level (TERM-I)**

| S#           | Theme/Topic       | Name of Sub-Topics      | SLOs |   |   | Total SLOs |
|--------------|-------------------|-------------------------|------|---|---|------------|
|              |                   |                         | K    | U | A |            |
| 1.           | ایمانیات و عبادات | آخرت                    | 3    | 1 | 1 | 05         |
| 2.           |                   | ختم نبوت اور اطاعت رسول | 2    | 1 | 0 | 03         |
| 3.           |                   | زکوہ                    | 2    | 2 | 1 | 05         |
| 4.           |                   | جنت المبارک کی نضیلت    | 2    | 2 | 1 | 05         |
| 5.           |                   | عیدین                   | 3    | 1 | 1 | 05         |
| 6.           | سیرت طیبہ         | مرجان انبی              | 2    | 1 | 0 | 03         |
| 7.           |                   | بیعت عقبہ و ثانیہ       | 2    | 1 | 0 | 03         |
| <b>Total</b> |                   |                         |      |   |   | <b>29</b>  |

### Number of Student Learning Outcomes by Cognitive level (TERM-II)

| S#    | Theme/Topic  | Name of Sub-Topics  | SLOs |   |   | Total SLOs |
|-------|--------------|---------------------|------|---|---|------------|
|       |              |                     | K    | U | A |            |
| 1.    | سیرت طیبہ    | ہجرت مدینہ          | 2    | 1 | 0 | 03         |
| 2.    |              | مواخات مدینہ        | 1    | 1 | 1 | 03         |
| 3.    |              | مسجد نبوی           | 1    | 0 | 1 | 02         |
| 4.    |              | بیشاق مدینہ         | 1    | 2 | 0 | 03         |
| 5.    |              | غزوہات نبوی ﷺ       | 2    | 1 | 0 | 03         |
| 6.    | اخلاق و آداب | رواداری             | 2    | 1 | 1 | 04         |
| 7.    |              | عفو و درگزراور حمدی | 3    | 1 | 1 | 05         |
| 8.    |              | کفایت شعرا          | 2    | 2 | 1 | 05         |
| Total |              |                     |      |   |   | 28         |

**Number of Student Learning Outcomes by Cognitive level (TERM-III)**

| S#           | Theme/Topic                          | Name of Sub-Topics              | SLOs |   |   | Total SLOs |
|--------------|--------------------------------------|---------------------------------|------|---|---|------------|
|              |                                      |                                 | K    | U | A |            |
| 1.           | حسن معاملات و معاشرت                 | ایقائے عہد                      | 3    | 1 | 1 | 05         |
| 2.           |                                      | اسلامی اخوت                     | 2    | 1 | 0 | 03         |
| 3.           |                                      | چٹل خوری                        | 2    | 0 | 1 | 03         |
| 4.           | ہدایت کے سرچشمے اور مشاہیر اسلام     | حضرت داؤد علیہ السلام           | 3    | 0 | 0 | 03         |
| 5.           |                                      | حضرت عیسیٰ انب مريم علیہ السلام | 2    | 1 | 0 | 03         |
| 6.           |                                      | حضرت علی الرضا علیہ السلام      | 2    | 1 | 0 | 03         |
| 7.           |                                      | صوفیائے کرام رحمہ اللہ علیہم    | 3    | 0 | 1 | 04         |
| 8.           | اسلامی تعلیمات اور عصر حاضر کے تقاضے | حدائق سے بچنے کے تدابیر         | 1    | 2 | 1 | 04         |
| 9.           |                                      | پودوں اور درختوں کی اہمیت       | 1    | 1 | 2 | 04         |
| <b>Total</b> |                                      |                                 |      |   |   | <b>32</b>  |



**SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS  
BREAK-UP  
GRADE 5 – EXTREME WINTER ZONE**



**Subject: Science**

**Class: 5th**

| <b>Unit/Theme</b>                                 | <b>Sub Topics</b>   | <b>Students Learning Outcomes</b>   | <b>Cognitive Levels</b> |          |          | <b>Duration/No. of Days</b> | <b>Dates</b>                 |                              |
|---|---|---|-------------------------|----------|----------|-----------------------------|------------------------------|------------------------------|
|   |   |   | <b>K</b>                | <b>U</b> | <b>A</b> |                             | <b>From</b>                  | <b>To</b>                    |
| <b>Structure and Function- Human Body Systems</b> | Organ to Organ System   | Know the human body has a number of systems, each with its own functions  | ✓                       |          |          | 2                           | 3 <sup>rd</sup> April, 2025  | 4 <sup>th</sup> April, 2025  |
|   | Integration of Different Systems in Carrying Out Life Processes | Recognize the integration of the different systems (Digestive, Respiratory, and Circulatory) in carrying out life processes   | ✓                       |          |          | 2                           | 5 <sup>th</sup> April, 2025  | 7 <sup>th</sup> April, 2025  |
|   | Receiving Information   | Use a model to describe how we receive different types of information through our senses, process the information in our brain and respond to the information in different ways |                         |          | ✓        | 3                           | 8 <sup>th</sup> April, 2025  | 10 <sup>th</sup> April, 2025 |
|   | Human Respiratory System  | Describe the human respiratory system in terms of Oxygen from the air moving in to the blood in the lungs<br><br>Know that many vertebrates have a similar respiratory system   |                         | ✓        |          | 3                           | 11 <sup>th</sup> April, 2025 | 14 <sup>th</sup> April, 2025 |

| Unit/Theme                 | Sub Topics   | Students Learning Outcomes  | Cognitive Levels |   |   | Duration/No. of Days | Dates                        |                              |
|----------------------------|--|---|------------------|---|---|----------------------|------------------------------|------------------------------|
|                            |  |   | K                | U | A |                      | From                         | To                           |
|                            |  |   |                  |   |   |                      |                              |                              |
|                            | Human Circulatory System                                 | Identify by name the main parts of the human circulatory system, and describe briefly the functions of the heart, blood vessels and blood | ✓                |   |   | 3                    | 15 <sup>th</sup> April, 2025 | 17 <sup>th</sup> April, 2025 |
|                            | Circulatory Systems of frog, cat and horse               | Know that many animals have a circulatory system similar to humans  | ✓                |   |   | 2                    | 18 <sup>th</sup> April, 2025 | 19 <sup>th</sup> April, 2025 |
|                            | Recap/Unit End Assessment                                |   |                  |   |   | 2                    | 21 <sup>st</sup> April, 2025 | 22 <sup>nd</sup> April, 2025 |
| Microorganism and Diseases | Microorganism and main groups of microorganisms          | Define and describe main groups of microorganisms (Bacteria, Virus, and Fungi) and give examples of each                                  | ✓                |   |   | 2                    | 23 <sup>rd</sup> April, 2025 | 24 <sup>th</sup> April, 2025 |
|                            | Diseases caused by microorganisms                        | Recognize some common diseases of each group( Bacteria, Virus, and Fungi) caused by microorganisms  | ✓                |   |   | 3                    | 25 <sup>th</sup> April, 2025 | 28 <sup>th</sup> April, 2025 |
|                            | Spread of infectious diseases and transmission to humans | Recognize that microorganisms get transmitted into humans and spread infectious diseases  | ✓                |   |   | 3                    |                              | 2 <sup>nd</sup> May, 2025    |

| Unit/Theme | Sub Topics  | Students Learning Outcomes  | Cognitive Levels |   |   | Duration/No. of Days         | Dates                      |                            |
|------------|---|---|------------------|---|---|------------------------------|----------------------------|----------------------------|
|            |   |   | K                | U | A |                              | From                       | To                         |
|            |   |   |                  |   |   | 29 <sup>th</sup> April, 2025 |                            |                            |
|            | Infectious diseases,<br>Non-infectious diseases,<br>Prevention of Infectious diseases | Differentiate between infectious and non-infectious diseases and relate the transmission of common infectious diseases to human contact and explain some methods of preventing their transmission. Describe ways to avoid being bitten by insects | ✓                |   |   | 3                            | 3 <sup>rd</sup> May, 2025  | 6 <sup>th</sup> May, 2025  |
|            | Useful role of microorganisms   | Recognize the advantages of the microorganism   | ✓                |   |   | 2                            | 7 <sup>th</sup> May, 2025  | 8 <sup>th</sup> May, 2025  |
|            | Role of microorganisms as decomposers   | Investigate the role of microorganisms in producing or breaking down/decomposing materials  |                  | ✓ |   | 3                            | 9 <sup>th</sup> May, 2025  | 12 <sup>th</sup> May, 2025 |
|            | Defense Mechanism against Infectious diseases   | Understand that humans have defense mechanisms against infectious diseases, including skin, stomach acid, and mucus   |                  | ✓ |   | 3                            | 13 <sup>th</sup> May, 2025 | 15 <sup>th</sup> May, 2025 |
|            | Effects of too much sugar in food   | Explain the effects of too much sugar in their diet, and how it can lead to health problems   |                  | ✓ |   | 2                            | 16 <sup>th</sup> May, 2025 | 17 <sup>th</sup> May, 2025 |
|            | Activity  | Use a first aid box to dress a wound  |                  |   | ✓ |                              |                            |                            |

| Unit/Theme | Sub Topics  | Students Learning Outcomes   | Cognitive Levels |   |   | Duration/No. of Days | Dates                      |                            |
|------------|---|--|------------------|---|---|----------------------|----------------------------|----------------------------|
|            |   |  | K                | U | A |                      | From                       | To                         |
|            | Use of first aid box to dress a wound                 |  |                  |   |   | 2                    | 19 <sup>th</sup> May, 2025 | 20 <sup>th</sup> May, 2025 |
|            | Recap/Unit End Assessment                             |  |                  |   |   | 2                    | 21 <sup>st</sup> May, 2025 | 22 <sup>nd</sup> May, 2025 |
| Ecosystem  | Food chain, Predator-Prey relationship                | Describe food chains as being made of producers and consumers and classify consumers as herbivores, omnivores, carnivores, predators, and /or prey | ✓                |   |   | 3                    | 23 <sup>rd</sup> May, 2025 | 26 <sup>th</sup> May, 2025 |
|            | Food web  | Describe a food web and its relation to a food chain   | ✓                |   |   | 3                    | 27 <sup>th</sup> May, 2025 | 29 <sup>th</sup> May, 2025 |
|            | Energy transfer in a food chain                       | Explain how energy is passed through a food chain, and how to represent this in an energy flow diagram   | ✓                |   |   | 3                    | 30 <sup>th</sup> May, 2025 | 2 <sup>nd</sup> June,2025  |
|            | Human activities add toxic substances to an ecosystem | Explain how human activities add a toxic substances to an ecosystem  | ✓                |   |   | 2                    | 3 <sup>rd</sup> June,2025  | 4 <sup>th</sup> June,2025  |
|            | Recap/Unit End Assessment                             |  |                  |   |   | 1                    | 5 <sup>th</sup> June,2025  | -----                      |
|            | 1 <sup>st</sup> Term Examinations                     |  |                  |   |   |                      | 9 <sup>th</sup> June,2025  | 17 <sup>th</sup> June,2025 |

| Unit/Theme            | Sub Topics   | Students Learning Outcomes  | Cognitive Levels |   |   | Duration/No. of Days | Dates                      |                            |
|-----------------------|--|---|------------------|---|---|----------------------|----------------------------|----------------------------|
|                       |  |   | K                | U | A |                      | From                       | To                         |
|                       | Causes of pollution  | Explore the main causes of water, air, and land pollution in the local and wider community  |                  |   | ✓ | 3                    | 18 <sup>th</sup> June,2025 | 20 <sup>th</sup> June,2025 |
|                       | Effects of Pollution on life   | Explain the effects of water, air and land pollution.(Unclean/toxic water, smoke, smog, excess CO/other gases, open garbage dumps, industrial waste, etc. ) on the environment and life |                  | ✓ |   | 3                    | 21 <sup>st</sup> June,2025 | 24 <sup>th</sup> June,2025 |
|                       | Effects of burning Fossil Fuels  | Discuss and explain the effects of burning fossil fuels and releasing greenhouse gases on air   |                  | ✓ |   | 2                    | 25 <sup>th</sup> June,2025 | 26 <sup>th</sup> June,2025 |
|                       | Biodegradable and Non-biodegradable Materials, Impacts of Biodegradable and Non-biodegradable materials on environment | Differentiate between biodegradable and non-biodegradable materials and their impact on the environment   |                  | ✓ |   | 1                    | 27 <sup>th</sup> June,2025 | -----                      |
|                       | Recap/Unit End Assessment  |   |                  |   |   | 2                    | 28 <sup>th</sup> June,2025 | 30 <sup>th</sup> June,2025 |
| Physical and Chemical | Physical changes in matter   | Observe the change in materials that do not result in new materials.(e.g., dissolving, crushing)  |                  |   | ✓ | 2                    |                            |                            |

| Unit/Theme       | Sub Topics  | Students Learning Outcomes  | Cognitive Levels |   |   | Duration/No. of Days | Dates                      |                            |
|------------------|---|---|------------------|---|---|----------------------|----------------------------|----------------------------|
|                  |   |   | K                | U | A |                      | From                       | To                         |
| Change of Matter |   |   |                  |   |   |                      | 1 <sup>st</sup> July,2025  | 2 <sup>nd</sup> July,2025  |
|                  | Activity 4.3<br>Changes in states of matter       | Recognize that matter can be changed from one state to another by heating or cooling(Candle wax)  | ✓                |   |   | 2                    | 3 <sup>rd</sup> July, 2025 | 4 <sup>th</sup> July,2025  |
|                  | Processes involved in changes in states of matter | Identify the different state of matter(melting, freezing, boiling, evaporation and condensation)  | ✓                |   |   | 3                    | 7 <sup>th</sup> July,2025  | 9 <sup>th</sup> July,2025  |
|                  | Chemical changes in matter                        | Identify observable changes in materials that make new materials with different properties (e.g., decaying such as food spoiling, burning, rusting) | ✓                |   |   | 3                    | 10 <sup>th</sup> July,2025 | 12 <sup>th</sup> July,2025 |
|                  | Comparison between physical and chemical change   | Compare physical and chemical change  |                  | ✓ |   | 2                    | 14 <sup>th</sup> July,2025 | 15 <sup>th</sup> July,2025 |
|                  | Recap/Unit End Assessment                         |   |                  |   |   | 2                    | 16 <sup>th</sup> July,2025 | 17 <sup>th</sup> July,2025 |
| Light and Sound  | Activity 5.1                                      | Identify natural, artificial light sources  |                  | ✓ |   | 2                    | 18 <sup>th</sup> July,2025 | 19 <sup>th</sup> July,2025 |
|                  | Activity 5.2<br>Luminous and Non-luminous objects | Sort out luminous and non-luminous objects  |                  |   | ✓ | 2                    | 21 <sup>st</sup> July,2025 | 22 <sup>nd</sup> July,2025 |
|                  | Activities  | Identify transparent, translucent and opaque objects  |                  | ✓ |   | 2                    |                            |                            |

| Unit/Theme                       | Sub Topics   | Students Learning Outcomes   | Cognitive Levels |   |   | Duration/No. of Days | Dates                      |                             |
|----------------------------------|--|--|------------------|---|---|----------------------|----------------------------|-----------------------------|
|                                  |  |  | K                | U | A |                      | From                       | To                          |
| <b>Sound</b>                     | Transparent, Opaque and Translucent Objects              |  |                  |   |   |                      | 23 <sup>rd</sup> July,2025 | 24 <sup>th</sup> July,2025  |
|                                  | Speed of sound in different materials                    | Demonstrate that sound can travel through different states of matter with different speed            |                  | ✓ |   | 3                    | 25 <sup>th</sup> July,2025 | 28 <sup>th</sup> July,2025  |
|                                  | The human ear  | Describe the structure and discuss the mechanism of the conduction of sound waves through human ears |                  | ✓ |   | 3                    | 29 <sup>th</sup> July,2025 | 31 <sup>st</sup> July, 2025 |
|                                  | Intensity of sound                                       | Describe the intensity of sound  |                  | ✓ |   | 3                    | 1 <sup>st</sup> Aug.,2025  | 4 <sup>th</sup> Aug.,2025   |
|                                  | Some of the harmful effects of noise pollution           | List the harmful effects of noise on human health  | ✓                |   |   | 2                    | 5 <sup>th</sup> Aug.,2025  | 6 <sup>th</sup> Aug.,2025   |
|                                  | Controlling noise pollution                              | State the role of human in reducing noise pollution  | ✓                |   |   | 2                    | 7 <sup>th</sup> Aug.,2025  | 8 <sup>th</sup> Aug.,2025   |
|                                  | Recap/Unit End Assessment                                |  |                  |   |   | 2                    | 9 <sup>th</sup> Aug.,2025  | 11 <sup>th</sup> Aug.,2025  |
| <b>Electricity and Magnetism</b> | Electric current,<br>Electric current and its components | Describe flow of electric current in an electric circuit   |                  | ✓ |   | 2                    | 12 <sup>th</sup> Aug.,2025 | 13 <sup>th</sup> Aug.,2025  |

| Unit/Theme | Sub Topics   | Students Learning Outcomes   | Cognitive Levels |   |   | Duration/No. of Days | Dates                      |                            |
|------------|--|--|------------------|---|---|----------------------|----------------------------|----------------------------|
|            |  |  | K                | U | A |                      | From                       | To                         |
|            | Symbols of simple circuit components, Open and closed circuits | Draw circuit diagram with symbols  |                  |   | ✓ | 2                    | 15 <sup>th</sup> Aug.,2025 | 16 <sup>th</sup> Aug.,2025 |
|            | Activity 6.3   | Demonstrate magnets have two poles (opposite poles attract and like poles repel)   |                  |   | ✓ | 2                    | 18 <sup>th</sup> Aug.,2025 | 19 <sup>th</sup> Aug.,2025 |
|            | Magnetic and Non-magnetic materials                            | Recognize the difference between a magnet and magnetic material  | ✓                |   |   | 2                    | 20 <sup>th</sup> Aug.,2025 | 21 <sup>st</sup> Aug.,2025 |
|            | 2 <sup>nd</sup> Term Exams                                     |  |                  |   |   |                      | 22 <sup>nd</sup> Aug.,2025 | 30 <sup>th</sup> Aug.,2025 |
|            | Properties of magnet   | Relate properties of magnets(i.e. two opposite poles, attraction/repulsion, and strength of the magnetic forces varies with distance) to use in everyday life(e.g., a directional compass) |                  | ✓ |   | 2                    | 1 <sup>st</sup> Sep, 2025  | 2 <sup>nd</sup> Sep, 2025  |
|            | Activity 6.7<br>Magnetic compass                               | Construct a magnetic compass   |                  |   | ✓ | 2                    | 3 <sup>rd</sup> Sep, 2025  | 4 <sup>th</sup> Sep, 2025  |
|            | Recap/Unit End Assessment                                      |  |                  |   |   | 2                    |                            |                            |

| Unit/Theme                    | Sub Topics   | Students Learning Outcomes  | Cognitive Levels |   |   | Duration/No. of Days | Dates                      |                            |
|-------------------------------|--|---|------------------|---|---|----------------------|----------------------------|----------------------------|
|                               |  |   | K                | U | A |                      | From                       | To                         |
|                               |  |   |                  |   |   |                      | 6 <sup>th</sup> Sep, 2025  | 8 <sup>th</sup> Sep, 2025  |
| <b>Structure of the Earth</b> | Structure of the Earth   | Describe the structure of the Earth(i.e., crust, mantle and core)   |                  | ✓ |   | 2                    | 9 <sup>th</sup> Sep, 2025  | 10 <sup>th</sup> Sep, 2025 |
|                               | Volcanoes  | Describe common features of volcanoes and know they are found at breaks in the Earth's crust  |                  | ✓ |   | 2                    | 11 <sup>th</sup> Sep, 2025 | 12 <sup>th</sup> Sep, 2025 |
|                               | Earthquakes  | Understand that the Earth's crust moves and when parts move suddenly is called earthquake   |                  | ✓ |   | 2                    | 13 <sup>th</sup> Sep, 2025 | 53 <sup>rd</sup> Sep, 2025 |
|                               | Recap/Unit End Assessment  |   |                  |   |   | 2                    | 16 <sup>th</sup> Sep, 2025 | 17 <sup>th</sup> Sep, 2025 |
|                               | Types of soil,<br>Similarities and differences among different types of soil | Identify similarities and differences among the different types of soil and classify them based on their clay, sand, and organic contents |                  | ✓ |   | 3                    | 18 <sup>th</sup> Sep, 2025 | 20 <sup>th</sup> Sep, 2025 |
| Soil                          | Activity 8.3<br>Characteristics of soil                                      | Investigate the composition and characteristics of different soils  |                  |   | ✓ | 2                    | 22 <sup>nd</sup> Sep, 2025 | 23 <sup>rd</sup> Sep, 2025 |
|                               | Effects of soil quality on growth of plants                                  | Comprehend that soil pollution can change , which can support, or hinder plant growth   |                  | ✓ |   | 2                    | 24 <sup>th</sup> Sep, 2025 | 25 <sup>th</sup> Sep, 2025 |
|                               | Various causes of soil pollution   | Identify various causes of soil pollution   |                  | ✓ |   | 2                    | 26 <sup>th</sup> Sep, 2025 | 27 <sup>th</sup> Sep, 2025 |

| Unit/Theme           | Sub Topics   | Students Learning Outcomes   | Cognitive Levels |   |   | Duration/No. of Days | Dates                      |                            |
|----------------------|--|--|------------------|---|---|----------------------|----------------------------|----------------------------|
|                      |  |  | K                | U | A |                      | From                       | To                         |
|                      | Professions related to Earth Science                 | Identify profession related to Earth's Science(i.e., paleontologists, seismologists, geologists)   |                  | ✓ |   | 3                    | 29 <sup>th</sup> Sep, 2025 | 1 <sup>st</sup> Oct, 2025  |
|                      | Recap/Unit End Assessment                            |  |                  |   |   | 2                    | 2 <sup>nd</sup> Oct, 2025  | 3 <sup>rd</sup> Oct, 2025  |
| Space and Satellites | Space,Space exploration                              | Define the term <b>Space</b> and emphasize the need to explore it  | ✓                |   |   | 2                    | 4 <sup>th</sup> Oct, 2025  | 6 <sup>th</sup> Oct, 2025  |
|                      | Satellites,<br>Importance of artificial satellites   | Define the term <b>Satellite</b> and describe importance   | ✓                |   |   | 3                    | 7 <sup>th</sup> Oct, 2025  | 9 <sup>th</sup> Oct, 2025  |
|                      | The moons of other planets                           | Describe the natural satellites of the planets of the solar system   |                  | ✓ |   | 2                    | 10 <sup>th</sup> Oct, 2025 | 11 <sup>th</sup> Oct, 2025 |
|                      | Artificial satellites,<br>Uses of various satellites | Define the artificial satellites and explain their importance in exploring the Earth and Space   | ✓                |   |   | 3                    | 13 <sup>th</sup> Oct, 2025 | 15 <sup>th</sup> Oct, 2025 |
|                      | The role of NASA,<br>SUPARCO                         | Recognize the role of NASA(National Aeronautical and Space Administration), and explore the contribution of SUPARCO in space exploration | ✓                |   |   | 3                    | 16 <sup>th</sup> Oct, 2025 | 18 <sup>th</sup> Oct, 2025 |

| Unit/Theme                  | Sub Topics   | Students Learning Outcomes  | Cognitive Levels |   |   | Duration/No. of Days | Dates                      |                            |
|-----------------------------|--|---|------------------|---|---|----------------------|----------------------------|----------------------------|
|                             |  |   | K                | U | A |                      | From                       | To                         |
| Space Exploration           | Astronauts: Their jobs and survival in space                           | Predict and comprehend how astronauts explore space, how do astronauts survive and research in space  |                  |   | ✓ | 3                    | 20 <sup>th</sup> Oct, 2025 | 22 <sup>nd</sup> Oct, 2025 |
|                             | Key milestones in space technology                                     | Recognize the key milestones in space technology  | ✓                |   |   | 2                    | 23 <sup>rd</sup> Oct, 2025 | 24 <sup>th</sup> Oct, 2025 |
|                             | Professions related to Earth Science                                   | Identify professions related to Earth Science i.e., astronauts, physicists, space scientists etc)   |                  | ✓ |   | 3                    | 25 <sup>th</sup> Oct, 2025 | 28 <sup>th</sup> Oct, 2025 |
|                             | Recap/Unit End Assessment  |   |                  |   |   | 2                    | 29 <sup>th</sup> Oct, 2025 | 30 <sup>th</sup> Oct, 2025 |
| Technology in Everyday Life | Sprit level,<br>Using sprit level to level tables and picture frames   | Use scientific instruments/apparatus in everyday life(Use sprit level/water level to level different objects i.e., table, picture, frame etc) |                  |   | ✓ | 2                    | 31 <sup>st</sup> Oct, 2025 | 1 <sup>st</sup> Nov., 2025 |
|                             | Earthquake safety drills,(Activity 10.2)<br>Fire drill (Activity 10.3) | Practice safety measures for earthquake and fire drill  |                  |   | ✓ | 2                    | 3 <sup>rd</sup> Nov., 2025 | 4 <sup>th</sup> Nov., 2025 |
|                             | Building a model of footbridge (Activity 10.4)                         | Design a model of footbridge using the given specifications(e.g. can sustain a given weight)  |                  |   | ✓ | 3                    | 5 <sup>th</sup> Nov., 2025 | 7 <sup>th</sup> Nov., 2025 |

| Unit/Theme | Sub Topics                                    | Students Learning Outcomes   | Cognitive Levels |   |   | Duration/No. of Days | Dates                        |                              |
|------------|---|--|------------------|---|---|----------------------|------------------------------|------------------------------|
|            |   |  | K                | U | A |                      | From                         | To                           |
|            | Building a model of bookshelf (Activity 10.5) | Design a model of bookshelf using the given specifications( e.g. can sustain a given weight, space, materials) |                  |   | ✓ | 3                    | 8 <sup>th</sup> Nov., 2025   | 11 <sup>th</sup> Nov., 2025  |
|            | Preparing LED lights (Activity 10.6)          | Prepare LED light strings with 12 volt battery   |                  | ✓ |   | 2                    | 12 <sup>th</sup> Nov., 2025  | 13 <sup>th</sup> Nov., 2025  |
|            | Recap/Unit End Assessment                     |  |                  |   |   | 2                    | 14 <sup>th</sup> Nov., 2025  | 15 <sup>th</sup> Nov., 2025  |
|            | 3 <sup>rd</sup> Term Examination              |  |                  |   |   |                      | 17 <sup>th</sup> Nov., 2025  | 10 <sup>th</sup> December,25 |
|            | Assessment/Result Day/PTM/In House training   |  |                  |   |   |                      | 11 <sup>th</sup> December,25 | 15 <sup>th</sup> December,25 |

| S. # | Theme/ Units                                      | Name of Sub-Topics  | SLOs |   |   | Total SLOs |
|------|---|---|------|---|---|------------|
|      |   |   | K    | U | A |            |
| 1    | <b>Structure and Function- Human Body Systems</b> | Organ to Organ System, Integration of Different Systems in Carrying Out Life Processes, Receiving Information, Human Respiratory System, Human Circulatory System, Circulatory Systems of frog, cat and horse   | 3    | 2 | 1 | <b>6</b>   |
| 2    | Microorganism and Diseases                        | Microorganism and main groups of microorganisms, Diseases caused by microorganisms, spread of infectious diseases and transmission to humans, Infectious diseases, Non-infectious diseases, Prevention of Infectious diseases, Useful role of microorganisms, Role of microorganisms as decomposers, Defense Mechanism against Infectious diseases, Effects of too much sugar in food, Activity Use of first aid box to dress a wound | 4    | 4 | 2 | <b>10</b>  |
| 3    | Ecosystem   | Food chain, Predator-Prey relationship, food web, Energy transfer in a food chain, , Human activities add toxic substances to an ecosystem ,Causes of pollution,  | 0    | 4 | 0 | <b>4</b>   |
|      |   | Activity 3.5, Effects of Pollution on life, Effects of burning Fossil Fuels, Biodegradable and Non-biodegradable Materials, Impacts of Biodegradable and Non-biodegradable materials on environment   | 0    | 3 | 1 | <b>4</b>   |
| 4    | Physical and Chemical Change of Matter            | Physical changes in matter, Activity 4.3Changes in states of matter, Processes involved in changes in states of matter, Chemical changes in matter, Comparison between physical and chemical change   | 3    | 1 | 1 | <b>5</b>   |
| 5    | Light and Sound                                   | Activity 5.1, Activity 5.2, Luminous and Non-luminous objects, Activities, Transparent, Opaque and Translucent Objects, Speed of  | 2    | 4 | 2 | <b>8</b>   |

| S. #         | Theme/ Units                | Name of Sub-Topics  | SLOs      |           |           | Total SLOs |
|--------------|-----------------------------|---|-----------|-----------|-----------|------------|
|              |                             |   | K         | U         | A         |            |
|              |                             | sound in different materials, The human ear, Intensity of sound, Some of the harmful effects of noise pollution, Controlling noise pollution  |           |           |           |            |
| 6            | Electricity and Magnetism   | Electric current, Electric current and its components, Symbols of simple circuit components, Open and closed circuits, Activity 6.3, Magnetic and Non-magnetic materials,   | 1         | 1         | 2         | 4          |
|              |                             | Properties of magnet, Activity 6.7, Magnetic compass  | 0         | 1         | 1         | 2          |
| 7.           | Structure of the Earth      | Structure of the Earth, Volcanoes, Earthquakes  | 0         | 3         | 0         | 3          |
| 8.           | Soil                        | Types of soil, Similarities and differences among different types of soil, Activity 8.3, Characteristics of soil, Effects of soil quality on growth of plants, Various causes of soil pollution, Professions related to Earth Science   | 0         | 4         | 1         | 5          |
| 9.           | Space and Satellites        | Space, Space exploration, Satellites, Importance of artificial satellites, The moons of other planets, Artificial satellites, Uses of various satellites, The role of NASA, SUPARCO, Astronauts: Their jobs and survival in space, Key milestones in space technology, Professions related to Earth Science | 5         | 2         | 1         | 8          |
| 10.          | Technology in Everyday Life | Sprit level, Using sprit level to level tables and picture frames, Earthquake safety drills, Activity (10.2)<br><br>Fire drill (Activity 10.3), Building a model of footbridge (Activity 10.4), Building a model of book shelf (Activity 10.5)  | 0         | 1         | 4         | 5          |
| <b>Total</b> |                             |   | <b>19</b> | <b>31</b> | <b>14</b> | <b>64</b>  |

**Number of Student Learning Outcomes by Cognitive Level (Term-I)**

| S. #         | Theme/ Units                               | Name of Sub-Topics  | SLOs |    |   | Total SLOs |
|--------------|--|---|------|----|---|------------|
|              |  |   | K    | U  | A |            |
| 1            | Structure and Function- Human Body Systems | Organ to Organ System, Integration of Different Systems in Carrying Out Life Processes, Receiving Information, Human Respiratory System, Human Circulatory System, Circulatory Systems of frog, cat and horse   | 3    | 2  | 1 | 6          |
| 2            | Microorganism and Diseases                 | Microorganism and main groups of microorganisms, Diseases caused by microorganisms, spread of infectious diseases and transmission to humans, Infectious diseases, Non-infectious diseases, Prevention of Infectious diseases, Useful role of microorganisms, Role of microorganisms as decomposers, Defense Mechanism against Infectious diseases, Effects of too much sugar in food, Activity Use of first aid box to dress a wound | 4    | 4  | 1 | 9          |
| 3            | Ecosystem                                  | Food chain, Predator-Prey relationship, food web, Energy transfer in a food chain, , Human activities add toxic substances to an ecosystem ,  | 0    | 5  | 1 | 6          |
| <b>Total</b> |  |   | 7    | 11 | 3 | 21         |

**Number of Student Learning Outcomes by Cognitive Level (Term-II)**

| <b>S. #</b>  | <b>Theme/ Units</b>                    | <b>Name of Sub-Topics</b>   | <b>SLOs</b> |          |          | <b>Total SLOs</b> |
|--------------|--|---|-------------|----------|----------|-------------------|
|              |  |   | <b>K</b>    | <b>U</b> | <b>A</b> |                   |
| <b>3</b>     | <b>Ecosystem</b>                       | Causes of pollution, Activity 3.5, Effects of Pollution on life, Effects of burning Fossil Fuels, Biodegradable and Non-biodegradable Materials, Impacts of Biodegradable and Non-biodegradable materials on environment  | 0           | 2        | 0        | <b>2</b>          |
| <b>4</b>     | Physical and Chemical Change of Matter | Physical changes in matter, Activity 4.3Changes in states of matter, Processes involved in changes in states of matter, Chemical changes in matter, Comparison between physical and chemical change   | 3           | 1        | 1        | <b>5</b>          |
| <b>5</b>     | Light and Sound                        | Activity 5.1, Activity 5.2, Luminous and Non-luminous objects, Activities, Transparent, Opaque and Translucent Objects, Speed of sound in different materials, The human ear, Intensity of sound, Some of the harmful effects of noise pollution, Controlling noise pollution | 2           | 4        | 1        | <b>7</b>          |
| <b>6</b>     | Electricity and Magnetism              | Electric current, Electric current and its components, Symbols of simple circuit components, Open and closed circuits, Activity 6.3, Magnetic and Non-magnetic materials,   | 1           | 2        | 3        | <b>6</b>          |
| <b>Total</b> |  |   | <b>6</b>    | <b>9</b> | <b>5</b> | <b>20</b>         |

**Number of Student Learning Outcomes by Cognitive Level (Term-III)**

| <b>S. #</b>  | <b>Theme/ Units</b>         | <b>Name of Sub-Topics</b>   | <b>SLOs</b> |           |          | <b>Total SLOs</b> |
|--------------|-----------------------------|---|-------------|-----------|----------|-------------------|
|              |                             |   | <b>K</b>    | <b>U</b>  | <b>A</b> |                   |
| <b>6</b>     | Electricity and Magnetism   | Properties of magnet, Activity 6.7, Magnetic compass  | 0           | 1         | 1        | <b>2</b>          |
| <b>7.</b>    | Structure of the Earth      | Structure of the Earth, Volcanoes, Earthquakes  | 0           | 3         | 0        | <b>3</b>          |
| <b>8.</b>    | Soil                        | Types of soil, Similarities and differences among different types of soil, Activity 8.3, Characteristics of soil, Effects of soil quality on growth of plants, Various causes of soil pollution, Professions related to Earth Science   | 0           | 4         | 1        | <b>5</b>          |
| <b>9.</b>    | Space and Satellites        | Space, Space exploration, Satellites, Importance of artificial satellites, The moons of other planets, Artificial satellites, Uses of various satellites, The role of NASA, SUPARCO, Astronauts: Their jobs and survival in space, Key milestones in space technology, Professions related to Earth Science | 5           | 2         | 1        | <b>8</b>          |
| <b>10.</b>   | Technology in Everyday Life | Spirit level, Using spirit level to level tables and picture frames, Earthquake safety drills, Activity (10.2)<br><br>Fire drill (Activity 10.3), Building a model of footbridge (Activity 10.4), Building a model of book shelf (Activity 10.5)  | 0           | 1         | 4        | <b>5</b>          |
| <b>Total</b> |                             |   | <b>5</b>    | <b>11</b> | <b>7</b> | <b>23</b>         |



**SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS  
BREAK-UP  
GRADE 5 – EXTREME WINTER ZONE**



**Subject: Social Studies**

**Class: 5th**

| Unit No,  | Theme/Reference Unit | Sub Topics          | Student Learning Outcomes   | Cognitive Level |   |   | No. of Days Required | Zone wise Dates for Syllabus Completion |
|---|----------------------|---------------------|---|-----------------|---|---|----------------------|---|
|   |                      |                     |   | K               | U | A |                      |   |
| <b>Winter Vacations/Winter Camp for Board Classes</b> |                      |                     |   |                 |   |   |                      |   |
| 1   | Citizenship          | Citizenship         | Define Citizenship  | ✓               |   |   | 5                    | Apr 3-5,<br>7-8                         |
|   |                      |                     | Identify civic rights and responsibilities;                                     |                 | ✓ |   |                      |   |
|   |                      |                     | Explain the reasons why civic rights and responsibilities may change over time; |                 | ✓ |   |                      |   |
|   | Digital Citizenship  | Digital Citizenship | Define digital citizenship  | ✓               |   |   | 3                    | Apr 9-11                                |
|   |                      |                     | Explain the importance of being responsible digital citizens                    |                 | ✓ |   |                      |   |

| Unit No, | Theme/Reference Unit          | Sub Topics          | Student Learning Outcomes   | Cognitive Level |   |   | No. of Days Required | Zone wise Dates for Syllabus Completion |
|----------|-------------------------------|---------------------|---|-----------------|---|---|----------------------|---|
|          |                               |                     |   | K               | U | A |                      |   |
|          | Human Rights                  |                     | Define Human Rights   | ✓               |   |   | 3                    | Apr 12, 14-15                           |
|          |                               |                     | Identify the fundamental human rights outlined in the Universal Declaration of Human Rights |                 | ✓ |   |                      |   |
|          | Diversity and Tolerance       |                     | Discuss the importance of diversity and tolerance in a society                              |                 | ✓ |   | 5                    | Apr 16-19, 21                           |
|          |                               |                     | Suggest ways to promote tolerance and appreciate diversity in the society                   |                 |   | ✓ |                      |   |
|          |                               |                     | Explain the importance of freedom of expression in a democratic society.                    |                 | ✓ |   |                      |   |
|          | Peace and conflict management |                     | Identify strategies for managing and resolving conflict in society                          |                 | ✓ |   | 4                    | Apr 22-25,                              |
|          |                               |                     | Suggest ways to create peace and harmony in a society                                       |                 |   | ✓ |                      |   |
|          | Manners and Etiquette         |                     | empathy and consideration towards others etc.)  |                 | ✓ |   | 2                    | Apr 26, 28                              |
| 2.       | Culture                       | Cultural Components | Define culture  | ✓               |   |   | 3                    | Apr 29-30, May 2                        |
|          |                               |                     | Identify elements of culture  |                 | ✓ |   |                      |   |

| Unit No, | Theme/Reference Unit | Sub Topics                     | Student Learning Outcomes   | Cognitive Level |   |   | No. of Days Required | Zone wise Dates for Syllabus Completion |
|----------|----------------------|--------------------------------|---|-----------------|---|---|----------------------|---|
|          |                      |                                |   | K               | U | A |                      |   |
|          |                      | Cultural Diversity in Pakistan | Define 'cultural diversity'   | ✓               |   |   | 5                    | May 3,<br>5-8                           |
|          |                      |                                | Describe some of the religious and cultural festivals of Pakistan i.e. Eid-ul-Fitr, Eid-ul-Azha, Eid Milad-un-Nabi (SAW), Navroz and Basant etc   |                 | ✓ |   |                      |   |
|          |                      |                                | Suggest ways to show respect for cultural diversity   |                 |   | ✓ |                      |   |
|          |                      | Nation and Nationality         | Define nation and nationality   | ✓               |   |   | 5                    | May 9-10,<br>12-14                      |
|          |                      |                                | Identify the elements that constitute a nation;   |                 | ✓ |   |                      |   |
|          |                      |                                | Mention the reasons for pride in being patriotic Pakistani citizens   |                 | ✓ |   |                      |   |
|          |                      | Communication                  | Define the term 'communication' and ways of communication   | ✓               |   |   | 5                    | May 15-17,<br>19-20                     |
|          |                      |                                | Identify the forms of communication and their importance. (Art, language, letters, e-mail, postcard, TV, radio, internet, computers, cell phone). |                 | ✓ |   |                      |   |
|          |                      |                                | Explain the respective advantages and disadvantages of communication.   |                 | ✓ |   |                      |   |
|          |                      |                                | Define State and Government   | ✓               |   |   |                      |   |

| Unit No, | Theme/Reference Unit | Sub Topics   | Student Learning Outcomes   | Cognitive Level |   |   | No. of Days Required | Zone wise Dates for Syllabus Completion |  |
|----------|----------------------|--------------|---|-----------------|---|---|----------------------|---|--|
|          |                      |              |   | K               | U | A |                      |   |  |
| 3.       | State and Government | Government   | Explain different forms of government. (Democracy, Dictatorship, Oligarchy, Presidential, Parliamentary etc). |                 | ✓ |   | 5                    | May 21-24, 26                           |  |
|          |                      |              | Analyze the need and importance of government in a country  |                 |   | ✓ |                      |   |  |
|          |                      |              | Describe the types, formation and structure of governments (Federal, Provincial and Local governments)        |                 | ✓ |   |                      | May 27-31                               |  |
|          |                      |              | Explain the interdependence between federal, provincial and local government.                                 |                 | ✓ |   |                      |   |  |
|          |                      |              | Revision/Catch-up/Preparation of 1 <sup>st</sup> Term Exams   |                 |   |   |                      |   |  |
|          |                      | Constitution | Term-I Examinations   |                 |   |   |                      |   |  |
|          |                      |              | Define constitution   | ✓               |   |   | 5                    | Jun 18-21, 23                           |  |
|          |                      |              | Describe the importance of constitution for a state   |                 | ✓ |   |                      |   |  |
|          |                      |              | Explain the rights and responsibilities of citizens mention in the constitution of Pakistan 1973              |                 | ✓ |   |                      |   |  |
|          |                      |              | Describe the importance of rule of law against unjust and illegal activities                                  |                 | ✓ |   |                      |   |  |

| Unit No, | Theme/Reference Unit | Sub Topics  | Student Learning Outcomes   | Cognitive Level |   |   | No. of Days Required | Zone wise Dates for Syllabus Completion |
|----------|----------------------|---|---|-----------------|---|---|----------------------|---|
|          |                      |   |   | K               | U | A |                      |   |
|          |                      | Political Parties                                     | Describe the formation of political parties   |                 | ✓ |   | 4                    | Jun 24-27                               |
|          |                      |   | Explain the function of political parties in democracy  |                 | ✓ |   |                      |   |
| 4.       | History              | Civilizations   | Define civilization.  | ✓               |   |   | 4                    | Jun 28,30,<br>July 1-2                  |
|          |                      |   | Describe salient features of ancient civilizations (Indus, Egyptian and Gandhara civilization)              |                 | ✓ |   |                      |   |
|          |                      |   | Discuss significant aspects of daily life, society and culture of Indus, Egyptian and Gandhara civilization |                 | ✓ |   | 4                    | July 3-4,<br>7-8                        |
|          |                      |   | Create a timeline for Greek, Roman and Gandhara civilizations   |                 |   | ✓ |                      |   |
|          |                      | Historical Personalities/ National Heroes of Pakistan | Define national hero.   | ✓               |   |   | 5                    | July 9-12,<br>14                        |
|          |                      |   | Explain the services of Sir Syed Ahmad Khan   |                 | ✓ |   |                      |   |
|          |                      |   | Explain the services of Begum Raana Liaquat Ali Khan  |                 | ✓ |   |                      |   |
|          |                      |   | Explain the services of Begum Jahan Ara Shahnawaz   |                 | ✓ |   |                      |   |
|          |                      |   | Explain the services and key contributions of Chaudhry Rehmat Ali   |                 | ✓ |   |                      |   |

| Unit No, | Theme/Reference Unit | Sub Topics                                    | Student Learning Outcomes   | Cognitive Level |   |   | No. of Days Required | Zone wise Dates for Syllabus Completion |
|----------|----------------------|---|---|-----------------|---|---|----------------------|---|
|          |                      |   |   | K               | U | A |                      |   |
|          |                      | Role of provinces in the creation of Pakistan | Describe the role played by provinces/federating units in the creation of Pakistan (Sindh, Punjab, Khyber Pakhtunkhwa, Balochistan, Gilgit Baltistan and Azad Jammu Kashmir). |                 | ✓ |   | 5                    | July 15-19                              |
|          |                      |   | Balochistan, Gilgit Baltistan and Azad Jammu Kashmir).  |                 |   |   |                      |   |
| 5.       | Geography            | Map   | Define Map  | ✓               |   |   | 5                    | July 21-25                              |
|          |                      |   | Explain elements of Map (Border, Orientation, Legend, Title and Scale)  |                 | ✓ |   |                      |   |
|          |                      |   | Identify different kinds of Maps (Road Map, Tourist Map, Weather Map, Political Map, and Topographical Map)   |                 | ✓ |   |                      |   |
|          |                      |   | Recognize the characteristics of longitudes, latitudes and time zones   | ✓               |   |   | 5                    | July 26, 28-31                          |
|          |                      |   | Apply Latitudes and longitudes to find a location   |                 |   | ✓ |                      |   |
|          |                      |   | Describe the time zones   |                 | ✓ |   |                      |   |
|          |                      | Physical features of Pakistan                 | Define physical features in geography   | ✓               |   |   | 4                    | Aug 1-2, 4-5                            |
|          |                      |   | Identify the main physical regions of Pakistan  |                 | ✓ |   |                      |   |

| Unit No, | Theme/Reference Unit | Sub Topics  | Student Learning Outcomes  | Cognitive Level |   |   | No. of Days Required | Zone wise Dates for Syllabus Completion |  |
|----------|----------------------|---|--|-----------------|---|---|----------------------|---|--|
|          |                      |   |  | K               | U | A |                      |   |  |
| 1        | Physical Environment |   | Describe mountain ranges of Pakistan (Northern Mountain Range, North Western Mountain Range, Western Mountain Range) |                 | ✓ |   | 4                    | Aug 6-9                                 |  |
|          |                      |   | Describe important plateaus of Pakistan (Pothohar, Balochistan, Deosai plateau etc)                                  |                 | ✓ |   |                      |   |  |
|          |                      |   | Explain the plains of Pakistan and their physical features   |                 | ✓ |   | 5                    | Aug 11-13, 15-16                        |  |
|          |                      |   | Explain deserts of Pakistan and their physical features  |                 | ✓ |   |                      |   |  |
|          |                      |   | Explain the coastal areas and their physical features  |                 | ✓ |   |                      |   |  |
|          |                      | Revision/Catch-up/Preparation of 2 <sup>nd</sup> Term Exams   |  |                 |   |   |                      | 4 days                                  |  |
|          |                      | Term-II Examinations  |  |                 |   |   |                      | 8 days                                  |  |
| 2        | Weather and Climate  | Explain how the physical environment affects the life style of people (mountain range, plateau, plain areas, desert areas, coastal areas) |  |                 |   | ✓ | 3                    | Sep 1-3                                 |  |
|          |                      | Differentiate between weather and climate   |  |                 | ✓ |   |                      |   |  |

| Unit No, | Theme/Reference Unit | Sub Topics         | Student Learning Outcomes  | Cognitive Level |   |   | No. of Days Required | Zone wise Dates for Syllabus Completion |
|----------|----------------------|--------------------|--|-----------------|---|---|----------------------|---|
|          |                      |                    |  | K               | U | A |                      |   |
| 1.       | Economics            | Natural disasters  | Explain the natural factors which affect climate of a place (distance from the equator, altitude, ocean currents, direction of wind) |                 | ✓ |   | 5                    | Sep 4, 6, 8-10                          |
|          |                      |                    | Discuss the human activities that contribute to climate change   |                 | ✓ |   |                      |   |
|          |                      |                    | Describe the effects of natural disasters on human life (cyclone, land sliding, earthquake and floods)                               |                 | ✓ |   | 4                    | Sep 11-13, 15                           |
|          |                      |                    | Suggest safety measures that can be taken in case of natural disasters (floods, earthquake, cyclones, land sliding etc.)             |                 |   | ✓ |                      |   |
|          |                      | Population         | Define the terms population, population growth and population density.   | ✓               |   |   | 6                    | Sep 16-20, 22                           |
|          |                      |                    | Calculate population density of any area using the formula   |                 |   | ✓ |                      |   |
|          |                      |                    | Describe the factors affecting population increase in Pakistan   |                 | ✓ |   |                      |   |
|          |                      |                    | Explain the impacts of population growth on educational experiences of students  |                 | ✓ |   |                      |   |
|          |                      | Goods and services | Define goods and services  | ✓               |   |   | 5                    | Sep 23-27                               |
|          |                      |                    | Differentiate between public and private goods and services  |                 | ✓ |   |                      |   |

| Unit No,       | Theme/Reference Unit | Sub Topics | Student Learning Outcomes  | Cognitive Level |   |   | No. of Days Required | Zone wise Dates for Syllabus Completion |
|----------------|----------------------|------------|--|-----------------|---|---|----------------------|---|
|                |                      |            |  | K               | U | A |                      |   |
| Inflation      | Inflation            |            | Describe consumer and producer   |                 | ✓ |   | 5                    | Sep 29-30,<br>Oct 1-3                   |
|                |                      |            | Define inflation   | ✓               |   |   |                      |   |
|                |                      |            | Explain the effects of inflation on the purchasing power                       |                 | ✓ |   |                      |   |
|                | Taxes and Loans      |            | Discuss different types of inflation   |                 | ✓ |   | 5                    | Oct 4,<br>6-9                           |
|                |                      |            | Define tax and loan  | ✓               |   |   |                      |   |
|                |                      |            | Identify different types of taxes and loans                                    |                 | ✓ |   |                      |   |
|                | Trade                |            | Explain the importance of paying taxes in providing goods and services         |                 | ✓ |   | 5                    | Oct 10-11,<br>13-15                     |
|                |                      |            | Define the term 'trade'  | ✓               |   |   |                      |   |
|                |                      |            | Differentiate between imports and exports                                      |                 | ✓ |   |                      |   |
| Transportation |                      |            | Analyze the importance of international trade for the development of Pakistan. |                 |   | ✓ | 4                    | Oct 16-18, 20                           |
|                |                      |            | Describe different means of transportation                                     |                 | ✓ |   |                      |   |

| Unit No,         | Theme/Reference Unit | Sub Topics | Student Learning Outcomes  | Cognitive Level |   |   | No. of Days Required | Zone wise Dates for Syllabus Completion |
|------------------|----------------------|------------|--|-----------------|---|---|----------------------|---|
|                  |                      |            |  | K               | U | A |                      |   |
| Entrepreneurship | Entrepreneurship     |            | Define the term 'entrepreneurship'   | ✓               |   |   | 6                    | Oct 21-25,<br>27                        |
|                  |                      |            | Explain different types of entrepreneurial businesses (small scale, large scale and industrial business, agricultural and trading as entrepreneurship) |                 | ✓ |   |                      |   |
|                  |                      |            | Identify the skills entrepreneurs need for effective problem solving (positive attitude, creativity, persuasiveness, learning from failures etc.)      |                 | ✓ |   |                      |   |
|                  | Evolution of Money   |            | Explore the evolution of trade before the introduction of money (barter system, metallic money, paper currency, plastic money etc.)                    |                 | ✓ |   | 6                    | Oct 28-31,<br>Nov 1, 3                  |
|                  |                      |            | Trace the history of currency in the subcontinent  |                 | ✓ |   |                      |   |
|                  |                      |            | Recognize the currencies of different countries  |                 | ✓ |   |                      |   |
|                  |                      |            | Explain the role and importance of money in people's lives.  |                 | ✓ |   |                      |   |
|                  | Bank                 |            | Identify different kinds of banks  |                 | ✓ |   | 7                    | Nov 4-8,                                |

| Unit No,  | Theme/Reference Unit | Sub Topics | Student Learning Outcomes   | Cognitive Level |   |                | No. of Days Required   | Zone wise Dates for Syllabus Completion |
|---|----------------------|------------|---|-----------------|---|----------------|------------------------|---|
|   |                      |            |   | K               | U | A              |                        |   |
|   |                      |            | Describe the role/ function of Banks (keep our money safe, lend money, and help with buying and selling things and paying bills etc.) |                 | ✓ |                |                        | Nov 10-11                               |
|   |                      |            | Describe the role of state bank of Pakistan.  |                 | ✓ |                |                        |   |
| <b>Revision/Catch-up/Preparation of Final Term Exams</b>  |                      |            |   |                 |   | <b>4 days</b>  | <b>Nov 12-15</b>       |   |
| <b>Term-III/Final Term Examinations</b>   |                      |            |   |                 |   | <b>21 days</b> | <b>Nov 17 - Dec 10</b> |   |
| <b>Assessment of Answer Scripts, Result Preparation/Result Day/PTM/In-house Training/New Session Planning</b> |                      |            |   |                 |   |                | <b>Dec 11 - Dec 15</b> |   |
| <b>Winter Vacations/Winter Camp for Board Classes</b>   |                      |            |   |                 |   |                | <b>Dec 16 – Dec 31</b> |   |

### **Number of Student Learning Outcomes by Cognitive Level (As a whole)**

| S. #         | Theme/ Units                | Name of Sub-Topics   | SLOs      |           |          | Total SLOs |
|--------------|-----------------------------|--|-----------|-----------|----------|------------|
|              |                             |  | K         | U         | A        |            |
| 1            | <b>Citizenship</b>          | Citizenship, Digital Citizenship, Human Rights, Diversity and Tolerance, Peace and conflict management, Manners and Etiquette, | 3         | 8         | 2        | 13         |
| 2            | <b>Culture</b>              | Cultural Components, Cultural Diversity in Pakistan, Nation and Nationality, Communication                                     | 4         | 6         | 1        | 11         |
| 3            | <b>State and Government</b> | Government, Constitution, Political Parties,   | 2         | 8         | 1        | 11         |
| 4            | <b>History</b>              | Civilizations, Historical Personalities/ National Heroes of Pakistan, Role of provinces in the creation of Pakistan,           | 2         | 7         | 1        | 10         |
| 5            | <b>Geography</b>            | Globe and Maps Skills, Physical features of Pakistan, Weather and Climate, Natural disasters, Population                       | 5         | 15        | 3        | 23         |
| 6            | <b>Economics</b>            | Goods and services, Inflation, Taxes and Loans, Trade, Transportation, Entrepreneurship, Evolution of Money, Bank              | 5         | 17        | 1        | 23         |
| <b>Total</b> |                             |  | <b>21</b> | <b>61</b> | <b>9</b> | <b>91</b>  |

### **Number of Student Learning Outcomes by Cognitive Level (Term-I)**

| <b>S. #</b>  | <b>Theme/ Units</b>         | <b>Name of Sub-Topics</b>  | <b>SLOs</b> |           |          | <b>Total SLOs</b> |
|--------------|-----------------------------|--|-------------|-----------|----------|-------------------|
|              |                             |  | <b>K</b>    | <b>U</b>  | <b>A</b> |                   |
| 1            | <b>Citizenship</b>          | Citizenship, Digital Citizenship, Human Rights, Diversity and Tolerance, Peace and conflict management, Manners and Etiquette, | 3           | 8         | 2        | 13                |
| 2            | <b>Culture</b>              | Cultural Components, Cultural Diversity in Pakistan, Nation and Nationality, Communication,                                    | 4           | 6         | 1        | 11                |
| 3            | <b>State and Government</b> | <b>Government</b>  | 1           | 3         | 1        | 5                 |
| <b>Total</b> |                             |  | <b>8</b>    | <b>17</b> | <b>4</b> | <b>29</b>         |

### Number of Student Learning Outcomes by Cognitive Level (Term-II)

| S. #         | Theme/ Units                | Name of Sub-Topics   | SLOs     |           |          | Total SLOs |
|--------------|-----------------------------|--|----------|-----------|----------|------------|
|              |                             |  | K        | U         | A        |            |
| 3            | <b>State and Government</b> | Constitution, Political Parties,   | 1        | 5         | 0        | 6          |
| 4            | <b>History</b>              | Civilizations, Historical Personalities/ National Heroes of Pakistan, Role of provinces in the creation of Pakistan, | 2        | 7         | 1        | 10         |
| 5            | <b>Geography</b>            | Globe and Maps Skills, Physical features of Pakistan   | 3        | 9         | 1        | 13         |
| <b>Total</b> |                             |  | <b>6</b> | <b>21</b> | <b>2</b> | <b>29</b>  |

### **Number of Student Learning Outcomes by Cognitive Level (Term-III)**

| <b>S. #</b>  | <b>Theme/ Units</b> | <b>Name of Sub-Topics</b>   | <b>SLOs</b> |           |          | <b>Total SLOs</b> |
|--------------|---------------------|---|-------------|-----------|----------|-------------------|
|              |                     |   | <b>K</b>    | <b>U</b>  | <b>A</b> |                   |
| <b>5</b>     | <b>Geography</b>    | Weather and Climate, Natural disasters, Population  | 2           | 6         | 2        | 10                |
| <b>6</b>     | <b>Economics</b>    | Goods and services, Inflation, Taxes and Loans, Trade, Transportation, Entrepreneurship, Evolution of Money, Bank | 5           | 17        | 1        | 23                |
| <b>Total</b> |                     |   | <b>7</b>    | <b>23</b> | <b>3</b> | <b>33</b>         |