



**GOVERNMENT OF GILGIT-BALTISTAN
DIRECTORATE OF EDUCATION GILGIT-BALTISTAN, GILGIT**

No. DG-5(44)/2011 (Acad.)

Dated: 8th 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
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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 4th 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. Memon 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 | Islamiat-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 Practical: 20 marks | Four practical assessments (5 marks each) by subject teachers. Record must be maintained. |
| Islamiat (Nazrah + Theory) | Theory: 80 marks 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 4th 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 1st April to 31st 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| رجب رمضان 1446 | Wed | Thur | Fri | Sat | Sun | Staff/ SMC Meeting (Session Start) | 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 | Staff/ SMC Meeting | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| شعبان رمضان 1446 | Sat | Sun | Mon | Tue | Kashmir Day | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | World Day of Social Justice | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Staff/ SMC Meeting | Fri | Sat | Sun | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| رمضان شوال 1446 | Sat | Sun | Mon | World Wildlife Day | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Staff/ SMC Meeting | Fri | Sat | Sun | Mon | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| رمضان شوال 1446 | | Sun | World Wildlife Day | | | | | International Women's Day | Sun | | | | Term I Exam | | | | Term I Exam | | | | | Sat | Pakistan Day | | | | Wed | Thu | Bazm-e-Adab | | Sat | Sun | Mon | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| شوال ذوالقعدة 1446 | 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 | Staff/ SMC Meeting | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ذوالقعدة ذوالقعدة 1446 | 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 | Staff/ SMC Meeting | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ذوالقعدة ذوالقعدة 1446 | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | World Day for Cultural Diversity | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Staff/ SMC Meeting | Term II Exam | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ذوالقعدة محرم 1446 | Sun | Term II Exam | | | | Eid-ul-Adha Holidays | | | Term II Exam | | | | | | | Sun | Result Day/ PTM | | Summer Vacation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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 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.

Keys:

Sunday

Annual Exam/

Assessment/

International/

Vacation

Term Exam

In House Training

World Days

Sports Gala

National Days

Bazm-e-Adab

Staff/SMC Meeting

Result Day/PTM



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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| ربيع الثانی 1446 | January | 2025 | Winter Vacation/Winter Camp for Board Classes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| شعبان رمضان 1446 | February | 2025 | Sat Staff SMC Meeting (New Start) | Sun | Mon | Tue | Wed Kashmir Day | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| رمضان شوال 1446 | 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 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| شوال دوالقعد 1446 | April | 2025 | Eid-ul-Fitr Holidays | | | Thu | World Health Day | | Term I Exam | | | | | | | | | | Term I Exam | | | | | | | | | | Eid-ul-Fitr Holidays | | | In-House Trainings | | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| دوالقعد ذوالحجّة 1446 | 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 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ذوالحجّة مهم 1446 | 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| مهم محرم 1446 | July | 2025 | Summer Vacation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| محرم شعبان الاول 1446 | August | 2025 | Summer Vacation | | | | | | | | | | Thu | Independ. Day of Pakistan | | Term II Exam | | | | | | | | | | Term II Exam | | | | | | | | | | Thu | Independ. Day of Pakistan | | Thu | Fri | Sat | Sun | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ربيع الاول ربيع الثاني 1446 | 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 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ربيع الثاني جادی الاول 1446 | 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 | Tue | Wed | Thu | Fri | Bazm-e-Adab | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| جادی الاول جادی الآخر 1446 | 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 | Tue | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| جادی الآخر ربیع الاول 1446 | December | 2025 | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | | Term III / Annual Examination-2025 | | | | | |

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 |
| Vacation | Term Exam | In House Training | World Days |
| Sports Gala | National Days | Bazm-e-Adab | |
| | Staff/SMC Meeting | 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 |
|--------------------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---------|
| رجب الثانی 1446 | 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 | 0 |
| رجب الثانی 1446 | 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 | 0 |
| رجب الثانی 1446 | 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 |
| رجب الثانی 1446 | 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 |
| رجب الثانی 1446 | 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 |
| رجب الثانی 1446 | 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 | 23 |
| رجب الثانی 1446 | 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 | 16 |
| رجب الثانی 1446 | 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 | 17 |
| رجب الثانی 1446 | 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 |
| رجب الثانی 1446 | 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 | 27 |
| رجب الثانی 1446 | 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 |
| رجب الثانی 1446 | 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 | 18 |

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/ Term Exam | Assessment/ In House Training | International/ World Days |
| Vacation | National Days | Bazma-e-Adab | |
| Sports Gala | Staff/SMC Meeting | Result Day/PTM | |



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 |
|------------------------------------|-------------------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---------|
| رجب شعبان 1446 | January 2025 | 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 | 0 |
| شعبان رمضان 1446 | 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 | 0 | |
| رمضان شوال 1446 | 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 | 0 | |
| شوال ذوالقعد 1446 | 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 | 24 | |
| ذوالقعد ذوالحجّة 1446 | 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 | 25 | |
| ذوالحجّة محرم 1446 | 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 | 23 | |
| محرم صفر 1446 | 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 | 26 | |
| صفر ربيع الاول 1446 | 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 | 25 |
| ربيع الاول ربيع الثاني 1446 | 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 | 25 |
| ربيع الثاني حجّاه الاول 1446 | 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 | Tue | Wed | Thu | Fri | 27 |
| حجّاه الاول حجّاه الآخر 1446 | 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 |
| حجّاه الآخر رجب 1446 | 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 | 13 |
| 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 | 213 |

Note:

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 P.T.M 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.

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

CENTRALIZED TIMETABLES FOR ZONES

| Summer Timetable 1 st February to 15 th September | | | Summer Timetable 1 st February to 15 th 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 |
| 8:00 - 8:20 | 20 minutes | Morning Assembly | 8:00 - 8:20 | 20 minutes | Morning Assembly |
| 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 |
| 11:10 - 11:40 | 30 minutes | Recess | 11:00 - 11:40 | 40 minutes | Subject 5 |
| 11:40- 12:20 | 40 minutes | Subject 5 | 11:40 - 12:10 | 30 minutes | Recess |
| 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 th September to 20 th November | | | Winter Timetable 16 th September to 20 th 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 |
| 8:30 - 8:50 | 20 minutes | Morning Assembly | 8:30 - 8:50 | 20 minutes | Morning Assembly |
| 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 |
| 11:35 - 12:05 | 30 minutes | Recess | 11:30 - 12:10 | 40 minutes | Subject 5 |
| 12:05- 12:50 | 45 minutes | Subject 5 | 12:10- 12:40 | 30 minutes | Recess |
| 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 st April to 31 st August | | | Summer Timetable 1 st April to 31 st August | | |
|---|-------------------|-------------------------|---|-------------------|-------------------------|
| Extreme Winter Zone | | | Extreme Winter Zone | | |
| Primary Schools (5.5 hours) | | | Middle/High Schools (6.5 hours) | | |
| Time | Duration | Subjects | Time | Duration | Subjects |
| 8:00 - 8:20 | 20 minutes | Morning Assembly | 8:00 - 8:20 | 20 minutes | Morning Assembly |
| 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 |
| 11:30 - 12:00 | 30 minutes | Recess | 11:15 - 11:55 | 40 minutes | Subject 5 |
| 12:00- 12:45 | 45 minutes | Subject 5 | 11:55 - 12:25 | 30 minutes | Recess |
| 12:45 - 1:30 | 45 minutes | Subject 6 | 12:25 - 1:10 | 45 minutes | Subject 6 |
| - | - | - | 1:10 - 1:50 | 40 minutes | Subject 7 |
| - | - | - | 1:50 - 2:30 | 40 minutes | Subject 8 |

| Winter Timetable 1 st September to 20 th November | | | Winter Timetable 1 st September to 20 th November | | |
|---|-------------------|-------------------------|---|-------------------|-------------------------|
| Extreme Winter Zone | | | Extreme Winter Zone | | |
| Primary Schools (5 hours) | | | Middle/High Schools (6 hours) | | |
| Time | Duration | Subjects | Time | Duration | Subjects |
| 8:30 - 8:50 | 20 minutes | Morning Assembly | 8:30 - 8:50 | 20 minutes | Morning Assembly |
| 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 |
| 11:35 - 12:05 | 30 minutes | Recess | 11:30 - 12:10 | 40 minutes | Subject 5 |
| 12:05 - 12:50 | 45 minutes | Subject 5 | 12:10 - 12:40 | 30 minutes | Recess |
| 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



| Concepts to be covered | TERM I | TERM II | TERM III |
|--|--|---|--|
| Letter sounds (recognition and formation, tracing and writing in upper and lower case) | 1)The following letter sounds will be covered: S/s / A/a / T /t /I/i P/p N/n/ C/c/ K/k /E/e /H/h / R/r /M/m/ D/d | 1) Rest of the below letter sounds will be covered: J/j/ Z/z/ W/w/ V/v/ Y/y/ X/x/ Q /qu/ 2) Practice of sky,root & grass letters (Eng Primer page-121) 3) .Digraph sounds: (Recognition and formation) ai,oa,ie,ee,or,ng,oo,oo,ch,sh,th,th,ou,oi,ue,er,ar 4)Introduction to vowel and consonant sounds Eng-Pri.page 122) 5)Words blending and reading: Vowel Consonant (VC)and Consonant Vowel Consonant (CVC) (Eng-Pri. Page 123-129) 6) Creative Writing Eng. Pri.page 145 Myself | 1) listening practice 2) Speaking practice 3) Read simple text story books e.g. ,Jolly phonic readers orange level, Or any other resource 4)Recognize sounds (phonemes) in the beginning, middle, and end of a word while reading texts. 5)creative writing (English Primer page No148-150 My Mother,My Toy, My Friend |
| Sky,Root& Grass letters | /G/g /O/o/U/u /L/l/ F/f / B/b / | | |
| 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 minmum three things according the letters taught in the term . 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 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) 9) PhrasesEnglish primer page 131 10) Reading and writing Simple Sentences .E.P.132 My name is _____. This is _____. | 6)Practice rest of sight words 7)Use of a,an 8)Concept of in ,on 9)Action words. 10)Adding ;s; 11)Alliteration Patterns 12).Recognise and generate rhyming words. english primer page 123 to127. By the end of academic session child will be able to read and write minimum 150 words. |



سکول ایجوکیشن ڈیپارٹمنٹ گلگت بلتستان

سنز لائٹ سلیبس بریک اپ ۲۰۲۵



مضمون: اردو

جماعت: ای-سی-ای

| عنوان | ٹرم ۱ | ٹرم ۲ | ٹرم ۳ |
|--|---|---|---|
| حروف تہجی کی پہچان، لکھائی، پڑھائی | اس سمسٹر کے اختتام تک بچے اس قابل ہو جائیں گے کہ قابل ہو جائیں گے۔ کہ | اس سمسٹر کے اختتام تک بچے اس قابل ہو جائیں گے کہ | اس سمسٹر کے اختتام تک بچے اس قابل ہو جائیں گے کہ |
| مواد کے لئے عنوان کے مطابق اردو پر انم کے مختلف صفحات کو ملاحظہ کیجئے۔ | آب پت ٹٹ ج ج ح خ د ڈ ر ژ ژ | ص ض ط ظ ع غ ف ق ک گ ل م ن و ہ ی ا۔ حرف کا نام / ابتدائی شکل۔ اور آواز کی ادائیگی، پہچان، پنسل پھیریں۔ رنگ بھرنا اور لکھائی۔ | ۱۔ الف سے ی تک الف بائے ترتیب میں پڑھیں۔ لکھیں۔ ۲۔ بھاری آوازیں پر انم اردو صفحہ ۱۵۳ بھاری آوازیں کی ادائیگی، پہچان، پنسل پھیریں۔ رنگ بھرنا اور لکھائی۔ ۲) ذخیرہ الفاظ ہر آواز سے کم از کم تین چیزوں کے نام بتائیں / ملائیں / اور تصاویر بنائیں۔ اور اس تصویر کے بارے جملہ بنائیں۔ ۳۔ ہم آواز الفاظ پر انم اردو صفحہ ۱۶۲ سادہ جملے، کی پڑھائی اور لکھائی۔ مثلاً ۱۱ میرا تعارف |
| | ۱۔ حرف کا نام / ابتدائی شکل | (۳) تصویر دیکھ کر شروع کی حرف یعنی ابتدائی شکل | |

| عنوان | ٹرم ۱ | ٹرم ۲ | ٹرم ۳ |
|-------|--|---|--|
| | <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>(۴) الف بائے ترتیب سے پڑھئے اور لکھئے۔</p> <p>(۵) نقطے والے حروف بغیر نقطے والے حروف اور علامت ``ط`` والے حروف کی پہچان ہو۔</p> <p>(۶) خاندان کے لحاظ سے پہچان ہو۔</p> | <p>لکھیں۔</p> <p>(۴) الف بائے ترتیب سے پڑھئے اور لکھئے۔</p> <p>(۵) نقطے والے حروف بغیر نقطے والے حروف اور علامت ``ط`` والے حروف کی پہچان ہو۔</p> <p>(۶) جوڑا والے حروف، اکیلے رہنے والے حروف کی پہچان۔</p> <p>(۷) (حروف علت) مصوتوں اوی ے کی پہچان اور ارکان سازی</p> <p>بصری الفاظ، دیکھو اور بولو: کم از کم ۵۰ الفاظ کی پڑھائی۔</p> <p>PRP (پاکستان ریڈنگ پراجیکٹ کے موار میں دیئے گئے الفاظ کی مدد سے بھی تیاری کروائی جا سکتی ہے۔</p> | <p>پرائمر اردو صفحہ ۱۰</p> <p>بصری الفاظ، دیکھو اور بولو: کم از کم ۵۰ الفاظ کی پڑھائی۔</p> <p>PRP (پاکستان ریڈنگ پراجیکٹ کے موار میں دیئے گئے الفاظ کی مدد سے بھی تیاری کروائی جا سکتی ہے۔</p> |

| عنوان | ٹرم ۱ | ٹرم ۲ | ٹرم ۳ |
|--|-------|-------|-------|
| <p>بصری الفاظ</p> <p>لال پیلا میرا ہے کا کی کے سے میں آج</p> <p>دیکھو اور بولو</p> <p>اب دب رب کب آب آپ</p> <p>پاکستان ردڈنگ (PRP) پراجیکٹ میں دیئے گئے الفاظ کی مدد سے بھی تیار کروائی جاسکتی</p> | | | |

| عنوان | ٹرم ۱ | ٹرم ۲ | ٹرم ۳ |
|--|---|---|---|
| ہے۔ دو حروفی الفاظ | | | |
| گنتی ہندسوں میں پہچان اور لکھائی | ۱۲۳۴۵ | ۶۷۸۹۱۰ | لفطوں میں گنتی: ایک دو، تین، چار، پانچ، چھ، سات، آٹھ، نو، دس |
| متضاد الفاظ پڑھائی | ہلکا/بھاری بڑا/چھوٹا اند/باہر گندا/صاف | دور/قریب موٹا/پتلا سخت/نرم آگے/پچھے | دن/رات صبح/شام طلوع/غروب آسان/مشکل 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 | *1 to 9 and concept of 0 *Zero to Nine *Which number comes Before /After and between *Write the numbers in words 1-10 *Counting objects in order | *2 digit numbers (unit and tens) 10 to 19 *Ten to nineteen in words *Before /After and between *Counting objects in order | *20 to 50 *Before /After and between *Writing in words *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 st -10 th | 1 st to 5 th | 6 th to 10 th | 1 st to 10 th (Revision) |
| 4 | Shapes | 2D shapes: Circle, Triangle, Oval, | 2D shapes: Rectangle, Square 3D shapes: Cube, Cuboid | 3D shapes: Cone, Cylinder, Sphere Revision of 2D and 3D 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 | Comparison | Big/small, Heavy/light Day/night, Hard/Soft Thick/Thin etc. | big /bigger, biggest Small/smaller/smallest | Long/ longer/longest /tall/ taller/ tallest Short/shorter/shortest Heavy /heavier/heaviest etc. |
| 9 | Quantities | Bigger numbers Smaller numbers | Few/many/less/equal/full/empty | More/less 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 |

| S.No. | Concept | TERM I | TERM II | TERM III |
|-------|-------------|---|---|--|
| | 10 | subtraction and equal to * Addition with different objects *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. 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 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 Informals 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? How old are you? What is your Father's name? What is your Mother's name? How many brothers and sisters do you have? | What is the name of your school? In which class do you read? What is the name of your teacher? Do you like your school? Why? | Who is your best friend? Do you play with your friends? Which game do you like to play? Why? |
| 2 | My Province/Area (Gilgit-Baltistan) | Where do you live? Which language do you speak? | Can you name some languages of Gilgit Baltistan? Ans (Balti, Shina, Wakhi, Khowar) | Which is the famous game of Gilgit- Baltistan? Ans. polo |
| 3 | My Country | What is the name of our country? Ans Pakistan What is the color of our flag? Ans.Green and white Who is the founder of Pakistan? Ans Quaid-e-Azam Muhammad Ali Jinnah | What language do we speak in Pakistan? Ans. Urdu Who is our national poet? Ans. Allama Muhammad Iqbal | What do we call the song we sing for our country? Ans. National Anthem Which is the capital city of Pakistan? Ans.Islamabad Which is our national flower? Jasmine |
| 4 | The World Around Me/ Civic Sense/ Health and Safety | What do we see in the sky during the day? Ans. The sun What do we see in the sky at night? Ans.Moon and stars What color is the grass? Ans. Green Tell the names of any five animals. Ans. Cow,Goat, Sheep, Cat, Dog Where do fish live? Ans. In water | What do we wear in winter? Ans. Warm clothes What do we use when it rains? Ans.Umbrella What season do we eat mangoes in? Ans Summer How many seasons are there in a year?Tell the names of four seasons.(In English and Urdu languages) Ans. Four seasons.Spring, Summer, Autumn,Winter | What should we do before eating? Ans. Wash our hands Should we talk to strangers? Ans.No What do we wear on our feet to stay safe? Ans. Shoes What should we do when we are unsafe?Or someone touches our private body parts Ans. Shout for help./Inform |

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



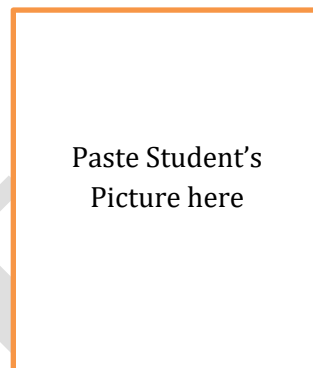
SCHOOL EDUCATION DEPARTMENT GILGIT-BALTISTAN
FORMATIVE ASSESSMENT RUBRIC FOR ECE
Based on the National Curriculum of Pakistan 2022-23
Age : 4–5 years (Infant/Kachi Qaida)



| Score | Level | Description |
|---|-------------------|---|
| 3(P) | Proficient | Performs skill independently and consistently |
| 2 (D) | Developing | Shows progress; requires occasional support |
| 1(B) | Beginning | 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. | | |

Student's Profile

| | | | | |
|---------------------------|--|-----|---|-----------------|
| Student's Profile | | | | |
| Name | | | | |
| Father's Name | | | | |
| Mother's Name | | | | |
| Number of Siblings | | | | |
| DOB (Figures) | | | | |
| DOB (In Words) | | | | |
| Weight (in kgs) | T1: T3 | T2 | Height (in feet) | T1: T2 T3 |
| Attendance | T1: T3: | T2: | Excellent (above 80%) Average (60 to 79%) Need improvement (below 60) | |
| Any Infection/Allergy 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 |
|---|---|--------|---------|----------|---------|
| A: Language and Literacy Development (English & Urdu) | | | | | |
| | (Listening) | | | | |
| 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 | | | | |
| | (Speaking) | | | | |
| 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 | | | | |
| | (Reading) | | | | |
| 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 | | | | |
| | (Reading: Phonological Awareness) | | | | |
| 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 | | | | |
| | (Writing) | | | | |
| 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: Basic Mathematical Concepts | | | | | |
| 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 |
|--|--|--------|---------|----------|---------|
| C: Personal, Social and Emotional Development | | | | | |
| 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 | | | | |
| D: The World Around Us | | | | | |
| 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 | | | | |
| E: Health, Hygiene and Safety | | | | | |
| 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 | | | | |
| F: Creative Arts | | | | | |

| 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 | | | | |
| G: Physical Development | | | | | |
| 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 | A | 190 | Extreme Winter |
| 01 | Time to Recall | 1. Recognize sounds, words, or phrases in the language and repeat them. | | | ✓ | | 3 rd April |
| | | 2. Begin to use contextual clues to predict content inshore supported talk on a limited range of general and curricular topics. | | ✓ | | 01 | 4 th |
| | | 3. Listen to others and respond appropriately. | | ✓ | | 01 | 5 th |
| | | 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 th |
| | | 7. Take dictation of familiar words that studied in class. | | | ✓ | 01 | 8 th |
| | | 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 th |
| | | 9. Practice a comfortable and efficient pencil grip and learn to form letters correctly. | | | ✓ | 01 | 10 th |
| | | 10. Practice hand writing patterns and writing letters both capital and small with correct formation. | | | ✓ | 01 | 11 th |

| S# | Unit | Student Learning Outcomes | Level | | | Days | Exact Date |
|----|-----------|--|-------|---|---|------|------------------------|
| | | Students will be able to: | K | U | A | 190 | Extreme Winter |
| | | 11. Practice writing letters and words from left to write with the regular spaces between letters and words. | | | ✓ | 01 | 12 th |
| 2 | My Family | 1. Show awareness of the listener through non-verbal communication (through maintaining eye contact with the speaker and nodding in response). | | | ✓ | 01 | 14 th |
| | | 2. Begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics. | | | ✓ | 01 | 15 th |
| | | 3. Listen to others and respond appropriately. | | | ✓ | 01 | 16 th |
| | | 4. Take turns to speak. | | ✓ | | | |
| | | 5. Ask questions for clarity. | | | ✓ | | |
| | | 6. Recognize stress and intonation patterns as used in statements and questions. | | ✓ | | 01 | 17 th |
| | | 7. Interact minimally by naming things and asking simple questions. | | ✓ | | 01 | 19 th |
| | | 8. Participate in small group discussions. | | | ✓ | 01 | 21 st 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 nd April |
| | | 11. Match sounds to their corresponding letter patterns. Initial and final consonants, /s/ initial short vowel sounds, /a/. | | | ✓ | 01 | 23 rd 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 th 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 th 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, they). | | ✓ | | 01 | 26 th April |
| | | 15. Provide the missing letters in simple one/two syllable words. | ✓ | | | 01 | 28 th April |
| | | 16. Practice writing letters and words from left to right with regular spaces between letters and words. | | | ✓ | 01 | 29 th April |
| | | 17. Spell and write familiar common words accurately, drawing on sight words. | | | ✓ | 01 | 30 th April |
| | | 18. Recognize and read common sight words. | | ✓ | | 01 | May 2 nd |
| | | 19. Recognize and write for a purpose using some basic features of a text. | | ✓ | | 01 | 3 rd |
| | | 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 th |
| | | 21. Fill the missing information to complete simple sentences. For example, my name is..... | ✓ | | | 01 | 6 th |
| 3 | Cobbler, Cobbler | 1. Show awareness of the listener through non-verbal communication (through maintaining eye contact with the speaker and nodding in response). | | | ✓ | 01 | 7 th |
| | | 2. Begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics. | | | ✓ | 01 | 8 th |
| | | 3. Listen to others and respond appropriately. | | ✓ | | 01 | 9 th |
| | | 4. Take turns to speak. | | | ✓ | | |
| | | 5. Ask questions for clarity. | | | ✓ | | |
| | | 6. Read sentences of grade level with correct pronunciation. | | | ✓ | 01 | 10 th |
| | | 7. Converse audibly with class fellows, teachers and others. | | | ✓ | 01 | 12 th |
| | | 8. Converse in basic language using simple words. Phrases with a group to share experiences. | | | ✓ | 01 | 13 th |

| S# | Unit | Student Learning Outcomes | Level | | | Days | Exact Date |
|----|----------------|---|-------|---|---|------|------------------|
| | | Students will be able to: | K | U | A | 190 | Extreme Winter |
| | | 9. Participate in small group discussions. | | | ✓ | 01 | 14 th |
| | | 10. Read common high frequency words by sight. | | ✓ | | 01 | 15 th |
| | | 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 th |
| | | 12. Make sounds to their corresponding letter patterns: initial and final consonants /c/,/k/. | | | ✓ | 01 | 17 th |
| | | 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 th |
| | | 14. Provide the missing letters in one/two syllable words. | ✓ | | | 01 | 20 th |
| | | 15. Match the familiar words with their opposites through pictures and text e.g (black-white, tall-short) | ✓ | | | 01 | 21 st |
| | | 16. Recognize and use naming words from the environment. | | ✓ | | 01 | 22 nd |
| | | 17. Practice writing letters and words from left to right with regular spaces between letters and words. | | | ✓ | 01 | 23 rd |
| | | 18. Write short sentences with basic personal information. | | ✓ | | 01 | 24 th |
| | | 19. Fill the missing information to complete simple sentences. For example, my name is..... | | | ✓ | 01 | 26 th |
| 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 th |
| | | 2. Begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics. | | | ✓ | 01 | 28 th |
| | | 3. Listen to others and respond appropriately. | | | ✓ | 01 | 29 th |
| | | 4. Ask questions for clarity. | | | ✓ | | |

| S# | Unit | Student Learning Outcomes | Level | | | Days | Exact Date |
|----|------|--|-------|---|---|------|------------------|
| | | Students will be able to: | K | U | A | 190 | Extreme Winter |
| | | 5. Participate in small group discussions. | ✓ | | | | |
| | | 6. Read common high frequency words by sight. | | | ✓ | 01 | 30 th |
| | | 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 st |
| | | Revision | | | | 04 | June 2, 3, 4, 5 |
| | | First Term 9 TH June to 17 th 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 th |
| | | 10. Identify and differentiate between 'a' or 'an' article. e.g (a book, an apple). | | | ✓ | 01 | 19 th |
| | | 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 th |
| | | 12. Recognize and use naming words from the context and classify them into different categories, such as person place animal or thing. | | ✓ | | 01 | 21 st |
| | | 13. Write simple sentences giving information on what students observe (e.g, this is a book.) | | ✓ | | 01 | 23 rd |
| | | 14. Draw or sequence pictures to tell a story. | | | ✓ | 01 | 24 th |
| | | 15. Practice writing letters and words from left to right with regular spaces between letters and words. | | | ✓ | 01 | 25 th |

| 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 understanding that a capital letter is for the start of sentence. | | | ✓ | 01 | 26 th |
| | | 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 th |
| 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 th |
| | | 2. Begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics. | | ✓ | | 01 | 30 th |
| | | 3. Listen to others and respond appropriately. | | | ✓ | 01 | 1 st July |
| | | 4. Ask questions for clarity. | | | ✓ | 01 | |
| | | 5. Participate in small group discussions | | ✓ | | 01 | |
| | | 6. Read common high frequency words by sight. | | | ✓ | 01 | 2 nd |
| | | 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 rd |
| | | 8. Match sounds to their corresponding letter patterns: initial and final consonants /l/, /d/, /g/, /n/. | | | ✓ | 01 | 4 th |
| | | 9. Identify common terms related to books e.g, title page, author, illustrator, front, back, cover, table of contents. | | | ✓ | 01 | 7 th |
| | | 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 th |
| | | 11. Provide the missing letters in one/two syllable words. | | | ✓ | 01 | 9 th |

| 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 th |
| | | 13. Write words and sentences at an appropriate speed and develop understanding that a capital letter is for the start of sentence. | | ✓ | | 01 | 11 th |
| | | 14. Spell and write familiar common words accurately, drawing on sight words. | | ✓ | | 01 | 12 th |
| | | 15. Recognize and write for a purpose using some basic features of text. | | | ✓ | 01 | 14 th |
| | | 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 th |
| 6 | Blessings of Allah | 1. Recognize that plural nouns do not take an article, 'a' or 'an'. | | | ✓ | 01 | 16 th |
| | | 2. Show awareness of the listener through non-verbal communication (through maintaining eye contact with the speaker and nodding in response). | | ✓ | | 01 | 17 th |
| | | 3. Begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics. | | | ✓ | 01 | 18 th |
| | | 4. Listen to others and respond appropriately. | | | ✓ | 01 | 19 th |
| | | 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 st |
| | | 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 nd |

| 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 rd |
| | | 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 th |
| | | 11. Comprehend simple, what, where and when questions. | ✓ | | | 01 | 25 th |
| | | 12. Recognize and use questioning words, what, where and why. | | ✓ | | 01 | 26 th |
| | | 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 th |
| | | 14. Identify and act simple words that show feelings and emotions. (e.g., sad, happy, angry). | | | ✓ | 01 | 29 th |
| | | 15. Practice writing letters and words from left to right with regular spaces between letters and words. | | | ✓ | 01 | 30 th |
| | | 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 st |
| | | 17. Recognize and write for a purpose using some basic features of text. | | ✓ | | 01 | 1 st 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 nd |
| 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 th |

| 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 th |
| | | 3. Listen to others and respond appropriately. | | ✓ | | 01 | 6 th |
| | | 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 th |
| | | 8. Match sounds to their corresponding letter patterns: initial and final consonants /z/, /v/. | | | ✓ | 01 | 8 th |
| | | 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 th |
| | | 10. Read titles, labels, lists, and captions to find information. | | ✓ | | 01 | 11 th |
| | | 11. Comprehend simple, what, where and when questions. | | ✓ | | 01 | 12 th |
| | | 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 th |
| | | 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 th |
| | | 15. Recognize and write for a purpose using some basic features of text. | | | ✓ | 01 | 16 th |
| | | 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 | A | 190 | Extreme Winter |
| | | punctuation and spelling, using pre-writing strategies, (brain storming). | | | | | |
| | | Revision | | | | 04 | 18 th , 19 th , 20 th , 21 st |
| | | 2 ND Term Exam 22 Aug to 30 TH 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). | | | ✓ | 01 | 1 st Sept |
| | | 2. Begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics. | | | ✓ | 01 | 2 nd |
| | | 3. Listen to others and respond appropriately. | | | ✓ | 01 | 3 rd |
| | | 4. Take turns to speak. | | | ✓ | | |
| | | 5. Ask questions for clarity. | | | ✓ | | |
| | | 6. Engage in roleplay enacting simple characters or situations. | | ✓ | | 01 | 4 th |
| | | 7. Attempt to express feelings and ideas using appropriate words when speaking on matters of immediate interest. | | ✓ | | 01 | 6 th |
| | | 8. Participate in small group discussions. | | | ✓ | 01 | 8 th |
| | | 9. Read common high frequency words by sight. | | | ✓ | 01 | 9 th |
| | | 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 | 10 th |
| | | 11. Match sounds to their corresponding letter patterns: initial and final consonants /j/, /w/. | ✓ | | | 01 | 11 th |
| | | 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 | 12 th |

| S# | Unit | Student Learning Outcomes | Level | | | Days | Exact Date |
|----|-----------------|--|-------|---|---|------|------------------|
| | | Students will be able to: | K | U | A | 190 | Extreme Winter |
| | | 13. Recognize the distinguishing features of a sentence like, first word capitalization, ending punctuation. | | ✓ | | 01 | 13 th |
| | | 14. Arrange words alphabetically based on the first letter (ABC order apple, bag, cat). | | | ✓ | 01 | 15 th |
| | | 15. Apply capitalization to the initial letter of the first word of a sentence. | | ✓ | | 01 | 16 th |
| | | 16. Recognize and apply capitalization to the initial letters of names of people and dates. | | ✓ | | 01 | 17 th |
| | | 17. Use the common spelling of long vowels, e.g 'ee', 'ai', 'oo'. | | | ✓ | 01 | 18 th |
| | | 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 th |
| | | 19. Recognize and write for a purpose using some basic features of text. | | ✓ | | 01 | 20 th |
| | | 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 nd |
| 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 rd |
| | | 2. Begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics. | | | ✓ | 01 | 24 th |
| | | 3. Listen to others and respond appropriately. | | | ✓ | 01 | 25 th |
| | | 4. Take turns to speak. | | ✓ | | | |
| | | 5. Ask questions for clarity. | | | ✓ | | |
| | | 6. Recognize stress and intonation patterns as used in statements and questions. | | | ✓ | 01 | 26 th |

| 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 th |
| | | 8. Participate in small group discussions. | | | ✓ | 01 | 29 th |
| | | 9. Read common high frequency words by sight. | | ✓ | | 01 | 30 th |
| | | 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 st Oct |
| | | 11. Match sounds to their corresponding letter patterns. Initial vowel sounds ie, oa, ee' | | | ✓ | 01 | 2 nd |
| | | 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 rd |
| | | 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 th |
| | | 14. Take dictation of familiar words studied in class. | | | ✓ | 01 | 6 th |
| | | 15. Keep a record of words, (words wall, booklet e.t.c). | | | ✓ | 01 | 7 th |
| | | 16. Provide missing letters in simple one/two syllable words. | | ✓ | | 01 | 8 th |
| | | 17. Identify and use some describing words showing quality, size and colour. | | | ✓ | 01 | 9 th |
| | | 18. Comprehend simple question words, who, when, what, and where. | | ✓ | | 01 | 10 th |
| | | 19. Write a simple and short opening sentence which highlights the topic sentence. | | | ✓ | 01 | 11 th |
| | | 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 th |

| S# | Unit | Student Learning Outcomes | Level | | | Days | Exact Date |
|----|---------------------------|--|-------|---|---|------|------------------|
| | | Students will be able to: | K | U | A | 190 | Extreme Winter |
| 10 | The hair and the tortoise | 1. Show awareness of the listener through non-verbal communication (through maintaining eye contact with the speaker and nodding in response). | | | ✓ | 01 | 14 th |
| | | 2. Begin to use contextual clues to predict content in short supported talk on a limited range of general and curricular topics. | | | ✓ | 01 | 15 th |
| | | 3. Listen to others and respond appropriately. | | ✓ | | 01 | 16 th |
| | | 4. Take turns to speak. | | | ✓ | | |
| | | 5. Ask questions for clarity. | | | ✓ | | |
| | | 6. Recognize stress and intonation patterns as used in statements and questions. | | ✓ | | 01 | 17 th |
| | | 7. Interact minimally by naming things and asking simple questions. | | ✓ | | 01 | 18 th |
| | | 8. Participate in small group discussions. | | ✓ | | 01 | 20 th |
| | | 9. Read common high frequency words by sight. | | | ✓ | 01 | 21 st |
| | | 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 nd |
| | | 11. Match sounds to their corresponding letter patterns: words families with vowel consonant patterns, e.g... -at, ap, et, -en | | | | 01 | 23 rd |
| | | 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 th |
| | | 13. Recognize the distinguishing features of a sentence like, first word capitalization, ending punctuation. | | | ✓ | 01 | 25 th |
| | | 14. Identify common words with silent letters e.g. /k/ in knee, know, knife e.t.c. | | ✓ | | 01 | 27 th |

| S# | Unit | Student Learning Outcomes | Level | | | Days | Exact Date |
|----|--------------|--|-------|---|---|------|--------------------------|
| | | Students will be able to: | K | U | A | 190 | Extreme Winter |
| | | 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 th |
| | | 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 th |
| | | 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 th |
| | | 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 st |
| | | 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 st November |
| | | 8. Participate in small group discussions. | | | ✓ | 01 | 3 rd |
| | | 9. Read common high frequency words by sight. | | | ✓ | 01 | 4 th |
| | | 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 th |

| 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 th |
| | | 12. Identify days of the week and month. | | | ✓ | 01 | 7 th |
| | | 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 th |
| | | 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 th |
| | | 15. Write rhyming words according to grade-level vocabulary. (word families). | | ✓ | | 01 | 11 th |
| | | Revision | | | | 04 | 12, 13, 14, 15 |
| | | 3 rd Term Exam 17 th November to 15 th December | | | | | |
| | | Winter Vacation 16 th December to 31 st March 2026 | | | | | |

Number of SLO's by Cognitive Domain

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

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

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

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

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

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

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



اسکیم آف سٹڈیز اور حاصلاتِ تعلیم کی بنیاد پر سلیبس کی تقسیم
جماعت اول شدید سرد علاقے



جماعت: اول

مضمون: اردو

| عنوانات | ذیلی عنوانات | حاصلاتِ تعلیم | تفصیلی سطحیں | | | دورانیہ | شدید سرد علاقے تاریخ |
|------------|---|--|--------------|--------|-------|---------|--------------------------|
| | | | جاننا | سمجھنا | اطلاق | | |
| سبق نمبر ۱ | حروف تہجی بالتصویر (پلکے اور بھاری حروف) | بچے اس قابل ہوں کہ: تصویر کو دیکھ کر حروف تہجی کی پہچان کر سکیں | ✓ | | | 2 دن | 03.04.2025 04.04.2025 |
| سبق نمبر ۲ | حروف تہجی بالترتیب | حروف تہجی کو ترتیب کے ساتھ الف سے ی تک لکھ سکیں | | | ✓ | 2 دن | 05.04.2025 07.04.2025 |
| سبق نمبر ۳ | حروف تہجی بے ترتیب | حروف تہجی کو ترتیب سے لکھ سکیں اور پہچان کر سکیں | | | ✓ | ۱ دن | 08.04.2025 |
| سبق نمبر ۴ | حروف تہجی کی چھوٹی اشکال | حروف تہجی کی چھوٹی اشکال کو پہچان سکیں | ✓ | | | ۱ دن | 09.04.2025 |
| سبق نمبر 5 | دو حرفی ارکان (حرف + ردیف + الف) | دو حروف تہجی کو جوڑ کر نیا لفظ بنا سکیں | | | ✓ | 2 دن | 10.04.2025 11.04.2025 |
| سبق نمبر ۶ | دو حرفی ارکان (حرف + ردیف + واؤ) | لفظ و بطور حرف علت استعمال کر سکیں | | | ✓ | ۱ دن | 12.04.2025 |
| سبق نمبر ۷ | دو حرفی ارکان (حرف + ردیف + ی) | ی کو لفظ و بطور حرف علت استعمال کر سکیں | | | ✓ | ۱ دن | 14.04.2025 |

| عنوانات | ذیلی عنوانات | حاصلاتِ تعلیم | تفصیلی سطحیں | | | دورانیہ | شدید سرد علاقے تاریخ |
|-------------|--|--|--------------|--------|-------|---------|--------------------------|
| | | | جانتا | سمجھنا | اطلاق | | |
| سبق نمبر ۸ | دو حرفی ارکان (حرف + ردیفے) | لفظے کو بطور حرف علت استعمال کر سکیں | | | | ۱ دن | 15.04.2025 |
| سبق نمبر ۹ | دو حرفی ارکان (کٹوں) | دو حرفی الفاظ کی جوڑ توڑ کر سکیں | | | | 2 دن | 16.04.2025 17.04.2025 |
| سبق نمبر ۱۰ | دو چار حرفی الفاظ جملے ردیف الف | چار حرفی الفاظ جوڑ کر لفظ بنا سکیں | | | | 2 دن | 18.04.2025 19.04.2025 |
| سبق نمبر ۱۱ | دو چار حرفی الفاظ جملے ردیف واؤ | دو اور چار کے حرفی الفاظ میں و کے استعمال کو سیکھ سکیں | ✓ | | | ۱ دن | 21.04.2025 |
| سبق نمبر ۱۲ | سہ حرفی الفاظ جملے بحرف علت | تین حروف والے الفاظ میں حرف علت کی پہچان کر سکیں | ✓ | | | ۱ دن | 22.04.2025 |
| سبق نمبر ۱۳ | دو چار حرفی الفاظ جملے (ردیف ی) | لفظی کو استعمال کرتے ہوئے چار حروف کو استعمال کرنا سیکھ سکیں | | | | ۱ دن | 23.04.2025 |
| سبق نمبر ۱۴ | دو چار حرفی الفاظ جملے (ردیفے) | لفظے کو استعمال کرتے ہوئے دو اور چار الفاظ کو آپس میں جوڑ سکیں | | | | 2 دن | 24.04.2025 25.04.2025 |
| سبق نمبر ۱۵ | الف بطور حرف صحیح (الفاظ / جملے) | حروف کی شکلوں کو پہچان سکیں | | ✓ | | ۱ دن | 26.04.2025 |
| سبق نمبر ۱۶ | واؤ بطور حرف صحیح (الفاظ / جملے) | واو لفظ بطور علت اور ملفوظی پہچان کر سکیں | | ✓ | | ۱ دن | 28.04.2025 |
| سبق نمبر ۱۷ | یائے "ی" بطور حرف صحیح (الفاظ / جملے) | یائے ملفوظی اور یائے علت کو پہچان سکیں | | ✓ | | ۱ دن | 29.04.2025 |
| سبق نمبر ۱۸ | یائے محدودہ | ی،ے کی آوازوں کو پہچان سکیں | | ✓ | | ۱ دن | 30.04.2025 |
| سبق نمبر ۱۹ | سابقہ اسباق کا اعادہ | پچھلے اسباق کا اعادہ کرنا | ✓ | | | ۱ دن | 02.05.2025 |
| سبق نمبر ۲۰ | زبر () | زبر کی پہچان کر سکیں | | ✓ | | 1 دن | 03.05.2025 |

| عنوانات | ذیلی عنوانات | حاصلات تعلم | تفصیلی سطحیں | | | دورانیہ | شدید سرد علاقے تاریخ |
|-------------|---|---|--------------|--------|-------|---------|-------------------------|
| | | | جانتا | سمجھتا | اطلاق | | |
| سبق نمبر ۲۱ | زیر () | زیر کی پہچان کر سکیں | | ✓ | | ادن | 05.05.2025 |
| سبق نمبر ۲۲ | پیش () | پیش کی پہچان کر سکیں | | ✓ | | ادن | 06.05.2025 |
| سبق نمبر ۲۳ | جزم (>) | جزم کی پہچان کر سکیں | | ✓ | | ادن | 07.05.2025 |
| سبق نمبر ۲۴ | و معروف مخلوط (و) | جوڑ توڑ سیکھنا اور ارکان کی پہچان سیکھنا | | ✓ | | 1 دن | 08.05.2025 |
| سبق نمبر ۲۵ | یائے معروف مخلوط (ی) | دو حروف صحیح زیر کے تلفظ کے ساتھ ادا کر سکیں | | ✓ | | ادن | 09.05.2025 |
| سبق نمبر ۲۶ | زبر تا جزم اعادہ | زبر تا جزم اعادہ کرنا اور طلباء کی مشکلات جاننا | ✓ | | | ادن | 10.05.2025 |
| سبق نمبر ۲۷ | حروف کی پہلی، درمیانی اور آخری شکلیں | حروف کی مختلف شکلوں کی پہچان کر سکیں | ✓ | | | 1 دن | 12.05.2025 |
| سبق نمبر ۲۸ | واو لین (و) | واو معروف، واو مجہول اور واو لین کی پہچان کر سکیں | ✓ | | | ادن | 13.05.2025 |
| سبق نمبر ۲۹ | یائے لین (ی) | یائے لین کی پہچان کر سکیں | ✓ | | | ادن | 14.05.2025 |
| سبق نمبر ۳۰ | گزشتہ اسباق کا اعادہ | اعادہ | ✓ | | | ادن | 15.05.2025 |
| سبق نمبر ۳۱ | متحرک حروف کے بعد دو حرفی علی مرکب | حروف صحیح کا حروف علت کے ساتھ مشق کرنا سیکھ سکیں | ✓ | | | ادن | 16.05.2025 |
| سبق نمبر ۳۲ | پہلا حرف متحرک + سہ حرفی علی رکن | تین حروف علت کے ساتھ حرف صحیح ملا کر تلفظ کر سکیں | ✓ | | | ادن | 17.05.2025 |

| عنوانات | ذیلی عنوانات | حاصلاتِ تعلیم | تفصیلی سطحیں | | | دورانیہ | شدید سرد علاقے تاریخ |
|-------------|----------------------------|--|--------------|--------|-------|---------|--------------------------------|
| | | | جانتا | سمجھنا | اطلاق | | |
| سبق نمبر ۳۳ | پانچ حرفی الفاظ کا آغاز | پانچ حروف کو ملا کر لفظ بنانا سیکھ سکیں | | | ✓ | 2 دن | 19.05.2025 20.05.2025 |
| سبق نمبر ۳۴ | نون غنہ | نون غنہ کی پہچان کر سکیں | | ✓ | | 2 دن | 21.05.2025 22.05.2025 |
| سبق نمبر ۳۵ | نون غنہ مزید | نون غنہ کی مزید پہچان کرنا سیکھ سکیں | ✓ | | | 2 دن | 23.05.2025 24.05.2025 |
| سبق نمبر ۳۶ | واؤ معدولہ | واؤ معدولہ کی آواز کو لفظ کے ساتھ پہچان کرنا سیکھ سکیں | ✓ | | | 2 دن | 26.05.2025 27.05.2025 |
| سبق نمبر ۳۷ | تشدید | ادغام والے الفاظ کو شد کے ساتھ ملا کر پڑھنا سیکھ سکیں | | | ✓ | 1 دن | 28.05.2025 |
| سبق نمبر ۳۸ | دو متحرک کے ساتھ حرف صحیح | متحرک الفاظ کے ساتھ حروف صحیح کی مشق کرنا سیکھ سکیں | ✓ | | | 1 دن | 29.05.2025 |
| سبق نمبر ۳۹ | یائے معروف / ملفوظ و تنوین | مرکب الفاظ کی پہچان سیکھ سکیں | ✓ | | | 2 دن | 30.05.2025 31.05.2025 |
| | | دہرائی | | | | | 02.06.2025 To 05.06.2025 |
| | | امتحان | | | | | 09.06.2025 To 17.06.2025 |
| حمد | | ۱۔ جملے نظم و کہانی سن کر زبانی جواب دے سکیں | | ✓ | | ۲ دن | 18.06.2025 |

| عنوانات | ذیلی عنوانات | حاصلات تعلم | تفصیلی سطحیں | | | دورانیہ | شدید سرد علالتے تاریخ |
|---------|--------------|--|--------------|--------|-------|---------|--------------------------|
| | | | جانتا | سمجھتا | اطلاق | | |
| | | | | | | | 19.06.2025 |
| | | ۲۔ مشکل الفاظ کو پہچان سکیں اور جملے بنا سکیں | | | ✓ | ۲ دن | 20.06.2025 21.06.2025 |
| | | ۳۔ الفاظ کی ابتدائی آواز تبدیل کر کے نئے لفظ بنا سکیں | | | ✓ | 2 دن | 23.06.2025 24.06.2025 |
| | | ۴۔ حروف و الفاظ اور سادہ جملے دیکھ کر لکھ سکیں | ✓ | | | 2 دن | 25.06.2025 26.06.2025 |
| | | ۵۔ ہم آواز الفاظ بنا سکیں | | ✓ | | 2 دن | 27.06.2025 28.06.2025 |
| | | ۶۔ اسم کی پہچان کر سکیں | ✓ | | | 2 دن | 30.06.2025 01.07.2025 |
| | | ۷۔ مصوتوں کی چھوٹی آوازوں کو پہچان سکیں۔ | | ✓ | | 2 دن | 02.07.2025 03.07.2025 |
| نعت | | ۱۔ جملے نظم و کہانی سن کر زبانی جواب دے سکیں | | ✓ | | 2 دن | 04.07.2025 07.07.2025 |
| | | ۲۔ عام استعمال میں شامل مشکل الفاظ کو جان سکیں اور جملے بنا سکیں | | ✓ | | 1 دن | 08.07.2025 |
| | | ۳۔ نعت سن کر اپنی پسند نا پسند کا اظہار کر سکیں | | ✓ | | 2 دن | 09.07.2025 10.07.2025 |
| | | ۴۔ صوتیات کی پہچان اور استعمال کر سکیں | | | ✓ | 2 دن | 11.07.2025 |

| عنوانات | ذیلی عنوانات | حاصلات تعلم | تفہیمی سطحیں | | | دورانیہ | شدید سرد علاقے تاریخ |
|------------------|--------------|--|--------------|--------|-------|---------|-------------------------|
| | | | جاننا | سمجھنا | اطلاق | | |
| | | | | | | | 12.07.2025 |
| | | ۵۔ صوتوں کی چھوٹی آواز پہچان سکیں زیر، زبر اور پیش وغیرہ | | ✓ | | 1 دن | 14.07.2025 |
| | | ۶۔ تصویر یا منظر دیکھ کر سوالات کے درست جوابات دے سکیں۔ | | ✓ | | 1 دن | 15.07.2025 |
| | | ۷۔ ہم آواز الفاظ استعمال کر سکیں۔ | | | ✓ | 1 دن | 16.07.2025 |
| | | ۸۔ اسم کو پہچان سکیں اور استعمال کر سکیں۔ | | | ✓ | 1 دن | 17.07.2025 |
| آخری رسول ﷺ | | ۱۔ جملے نظم و کہانی سن کر زبانی جواب دے سکیں | | ✓ | | 1 دن | 18.07.2025 |
| | | ۲۔ عام استعمال میں شامل مشکل الفاظ کو پہچان سکیں | | ✓ | | 1 دن | 19.07.2025 |
| | | ۳۔ ہدایت، جملے و کہانی یا مختصر گفتگو سن کر سمجھ سکیں | | ✓ | | 1 دن | 21.07.2025 |
| | | ۴۔ الفاظ جملوں اور مختصر نظموں کو درست لب و لہجے کے ساتھ ادا کر سکیں | ✓ | | | 1 دن | 22.07.2025 |
| | | ۵۔ بصری الفاظ کو پہچان کر استعمال کر سکیں | | ✓ | | 1 دن | 23.07.2025 |
| | | ۶۔ الفاظ کے ہجوں کی پہچان کر سکیں | | ✓ | | 1 دن | 24.07.2025 |
| | | ۷۔ اسم، فعل کو پہچان سکیں اور استعمال کر سکیں | | | ✓ | 1 دن | 25.07.2025 |
| آؤمل کر کام کریں | | 1۔ سن کر سمجھنا | | ✓ | | 1 دن | 26.07.2025 |
| | | ۲۔ سن کر متن کی تفہیم حاصل کرنا۔ | | ✓ | | 1 دن | 28.07.2025 |
| | | ۳۔ مشکل وقت میں دوسروں کے کام آنے کا جذبہ پیدا کرنا | | | ✓ | 1 دن | 29.07.2025 |
| کرن کا گھرانہ | | ۱۔ جملے، نظم، کہانی سن کر زبانی جواب دے سکیں۔ | | ✓ | | 1 دن | 30.07.2025 |
| | | ۲۔ مشکل الفاظ کو پہچان سکیں اور جملے بنا سکیں | | | ✓ | 1 دن | 31.07.2025 |

| عنوانات | ذیلی عنوانات | حاصلات تعلم | تفصیلی سطحیں | | | دورانیہ | شدید سرد علاقے تاریخ |
|-----------|--------------|---|--------------|--------|-------|---------|--------------------------------|
| | | | جاننا | سمجھنا | اطلاق | | |
| | | ۳۔ سن کر اپنی پسند ناپسند کا اظہار کر سکیں۔ | | ✓ | | 1 دن | 01.08.2025 |
| | | ۴۔ الفاظ، جملوں اور مختصر نظموں کو درست لب و لہجہ کے ساتھ ادا کر سکیں | ✓ | | | ادن | 02.08.2025 |
| | | ۵۔ اسم اور فعل کو پہچان سکیں اور استعمال کر سکیں | | ✓ | | 1 دن | 04.08.2025 |
| | | ۶۔ فعل کی اقسام بلحاظ زمانے کو پہچان سکیں | | ✓ | | ادن | 05.08.2025 |
| | | ۷۔ حروف تہجی اور ارکان سازی کر سکیں | | | ✓ | ادن | 06.08.2025 |
| میرا سکول | | ۱۔ جملے، نظم، کہانی سن کر زبانی جواب دے سکیں۔ | | ✓ | | ادن | 07.08.2025 |
| | | ۲۔ مشکل الفاظ کو پہچان سکیں اور جملے بنا سکیں | | | ✓ | ادن | 08.08.2025 |
| | | ۳۔ اپنے خیالات، احساسات اور معلومات کا اظہار کر سکیں۔ | | ✓ | | ادن | 09.08.2025 |
| | | ۴۔ الفاظ، جملوں اور مختصر نظموں کو درست لب و لہجہ کے ساتھ ادا کر سکیں | | ✓ | | ۲ دن | 11.08.2025 |
| | | ۵۔ صوتوں کی مدد سے ارکان سازی کر سکیں | | | ✓ | ادن | 12.08.2025 |
| | | ۶۔ کم از کم سوا الفاظ پر مبنی عبارت درست طریقے سے پڑھ سکیں۔ | | ✓ | | ادن | 13.08.2025 |
| | | 7۔ واحد جمع میں فرق کر سکیں | | ✓ | | ادن | 15.08.2025 |
| | | ۸۔ ایک سے دس تک گنتی لفظوں میں لکھ سکیں | | | ✓ | ادن | 16.08.2025 |
| دہرائی | | دہرائی | | | | | 18.08.2025 To 21.08.2025 |
| امتحان | | امتحان | | | | | 22.08.2025 |

| عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | شدید سرد علاقے تاریخ |
|-----------------|--------------|---|--------------|--------|-------|---------|--------------------------|
| | | | جاننا | سمجھنا | اطلاق | | |
| | | | | | | | 30.08.2025 |
| بات چیت کے آداب | | ۱۔ جملے، نظم، کہانی سن کر زبانی جواب دے سکیں۔ | | ✓ | | ۱ دن | 01.09.2025 |
| | | ۲۔ مشکل الفاظ کو پہچان سکیں اور جملے بنا سکیں | | | ✓ | ۲ دن | 02.09.2025 03.09.2025 |
| | | ۳۔ گفتگو کے آداب کا عملی مظاہرہ کر سکیں | | | ✓ | ۲ دن | 04.09.2025 06.09.2025 |
| | | ۴۔ سن کر اپنی پسند نا پسند کا اظہار کر سکیں۔ | | ✓ | | ۱ دن | 08.09.2025 |
| | | ۵۔ کم از کم سو الفاظ پر مبنی عبارت درست طریقے سے پڑھ سکیں | ✓ | | | ۱ دن | 09.09.2025 |
| | | ۶۔ مذکر اور مؤنث کی پہچان کر سکیں | | ✓ | | 1 دن | 10.09.2025 |
| نئے اقبال | | ۱۔ سن کر سمجھنا | | ✓ | | ۱ دن | 11.09.2025 |
| | | ۲۔ سن کر متن کی تفہیم حاصل کرنا | | ✓ | | 2 دن | 12.09.2025 13.09.2025 |
| | | ۳۔ علامہ اقبالؒ کے بچپن کے بارے میں جاننا | ✓ | | | ۲ دن | 15.09.2025 16.09.2025 |
| باغ کی سیر | | ۱۔ جملے، نظم، کہانی سن کر زبانی جواب دے سکیں۔ | | ✓ | | ۲ دن | 17.09.2025 18.09.2025 |
| | | ۲۔ مشکل الفاظ کو پہچان سکیں اور جملے بنا سکیں | | | ✓ | ۱ دن | 19.09.2025 |
| | | ۳۔ سن کر اپنی پسند نا پسند کا اظہار کر سکیں۔ | | ✓ | | ۱ دن | 20.09.2025 |
| | | ۴۔ بصری الفاظ کو پہچان کر استعمال کر سکیں | | | ✓ | ۲ دن | 22.09.2025 |

| عنوانات | ذیلی عنوانات | حاصلات تعلم | تفصیلی سطحیں | | | دورانیہ | شدید سرد علاقے تاریخ |
|-------------------|--------------|--|--------------|--------|-------|---------|--------------------------|
| | | | جاننا | سمجھنا | اطلاق | | |
| | | | | | | | 23.09.2025 |
| | | ۵۔ کم از کم سو الفاظ پر مبنی عبارت درست طریقے سے پڑھ سکیں | ✓ | | | ۲ دن | 24.09.2025 |
| | | ۶۔ لطائف اور پہیلیوں کو پڑھتے ہوئے ان میں پوشیدہ دانش کو سمجھ سکیں۔ | | ✓ | | ۱ دن | 25.09.2025 |
| | | ۷۔ الفاظ اور متضاد کی پہچان کر سکیں | | ✓ | | ۱ دن | 26.09.2025 |
| | | ۸۔ تصویری جملے بنا سکیں | | | ✓ | ۱ دن | 27.09.2025 |
| بہادر آدمی | | ۱۔ اپنی پسند اور ناپسند کا مناسب الفاظ میں اظہار کر سکیں۔ | | ✓ | | ۱ دن | 29.09.2025 |
| | | ۲۔ کم از کم سو الفاظ پر مبنی عبارت درست طریقے سے پڑھ سکیں | ✓ | | | ۲ دن | 30.09.2025 01.10.2025 |
| | | ۳۔ دو سے تین ارکان والے الفاظ استعمال کرتے ہوئے آسان جملے بنا سکیں۔ | | | ✓ | ۲ دن | 02.09.2025 |
| | | ۴۔ تھا، تھی اور تھے کا فرق کر سکیں۔ | | ✓ | | ۱ دن | 03.09.2025 |
| | | ۵۔ گھر، سکول اور محلے کے آداب کا خیال کر سکیں۔ | | | ✓ | ۱ دن | 04.09.2025 |
| | | ۶۔ انٹرنیٹ می موبائل کے ذریعے اردو میں لکھا ہوا آسان پیرا گراف پڑھ سکیں۔ | | ✓ | | ۱ دن | 06.09.2025 |
| | | ۷۔ ایک سے بیس تک لفظوں میں گنتی لکھ سکیں۔ | | ✓ | | 2 دن | 07.09.2025 |
| دیس ہمارا پاکستان | | ۱۔ اپنی پسند اور ناپسند کا مناسب الفاظ میں اظہار کر سکیں۔ | | ✓ | | ۱ دن | 08.09.2025 |
| | | ۲۔ مشکل الفاظ کو پہچان سکیں اور جملے بنا سکیں | | | ✓ | ۱ دن | 09.09.2025 |
| | | ۳۔ الفاظ کے بچوں کو پہچان سکیں | | ✓ | | ۲ دن | 10.10.2025 |

| عنوانات | ذیلی عنوانات | حاصلات تعلم | تفہیمی سطحیں | | | دورانیہ | شدید سرد علاقے تاریخ |
|-------------------|--------------|---|--------------|--------|-------|---------|--------------------------|
| | | | جاننا | سمجھنا | اطلاق | | |
| | | ۴۔ سادہ عبارت سمجھ کر پڑھ سکیں۔ | ✓ | | | ۱ دن | 11.10.2025 |
| | | ۵۔ متن پڑھ کر سوالات کے جوابات دے سکیں | | ✓ | | ۱ دن | 13.10.2025 |
| | | ۶۔ ہم آواز الفاظ استعمال کر سکیں | | | ✓ | ۱ دن | 14.10.2025 |
| | | ۷۔ اردو زبان میں دیگر زبانوں کے الفاظ پڑھ کر متن کو حوالے سے ان کا مفہوم بتا سکیں | | | ✓ | ۱ دن | 15.10.2025 |
| میں کیا پہنوں | | ۸۔ سن کر سمجھنا | | ✓ | | ۲ دن | 16.10.2025 17.10.2025 |
| | | ۹۔ سن کر متن کی تفہیم حاصل کرنا | | ✓ | | ۲ دن | 18.10.2025 |
| | | ۱۰۔ پاکستان کے قومی لباس اور مختلف علاقوں / صوبوں کے لباس سے متعلق جاننا | ✓ | | | ۲ دن | 20.10.2025 21.10.2025 |
| چوک میں گلی بتیاں | | ۱۔ جملے، نظم، کہانی سن کر زبانی جواب دے سکیں۔ | | ✓ | | ۱ دن | 22.10.2025 |
| | | ۲۔ مشکل الفاظ کو پہچان سکیں اور جملے بنا سکیں۔ | | | ✓ | ۲ دن | 23.10.2025 24.10.2025 |
| | | ۳۔ ہدایات، جملے اور کہانی سن کر سمجھ سکیں۔ | | ✓ | | ۲ دن | 25.10.2025 27.10.2025 |
| | | ۴۔ سادہ عبارت سمجھ کر پڑھ سکیں۔ | | ✓ | | ۱ دن | 28.10.2025 |
| | | ۵۔ اپنے اور اپنے گھر والوں کے بارے میں بات کر سکیں۔ | | | ✓ | ۱ دن | 29.10.2025 |
| | | ۶۔ تصویر یا منظر دیکھ کر سوالات کے درست جوابات دے سکیں۔ | ✓ | | | ۲ دن | 30.10.2025 31.10.2025 |

| عنوانات | ذیلی عنوانات | حاصلاتِ تعلیم | تفصیلی سطحیں | | | دورانیہ | شدید سرد علاقے تاریخ |
|---------|--------------|---|--------------|--------|-------|---------|-----------------------------|
| | | | جانتا | سمجھنا | اطلاق | | |
| | | ۷۔ تصویری جملے بنا سکیں۔ | | | ✓ | 1 دن | 01.11.2025 |
| | | ۸۔ فعل کی اقسام بلحاظ زمانہ کو پہچان سکیں۔ | ✓ | | | 1 دن | 03.11.2025 |
| دھنگ | | ۱۔ جملے، نظم، کہانی سن کر زبانی جواب دے سکیں۔ | ✓ | | | 1 دن | 04.11.2025 |
| | | ۲۔ مشکل الفاظ کو پہچان سکیں اور جملے بنا سکیں۔ | | ✓ | ✓ | 1 دن | 05.11.2025 |
| | | ۳۔ سن اپنی پسند اور ناپسند کا اظہار کر سکیں۔ | | ✓ | | 1 دن | 06.11.2025 |
| | | ۴۔ روزمرہ امور سے متعلق خیالات، احساسات اور معمولات کا زبانی اظہار کر سکیں۔ | | ✓ | | 1 دن | 07.11.2025 |
| | | ۵۔ سادہ عبارت سمجھ کر پڑھ سکیں۔ | | ✓ | | 1 دن | 08.11.2025 |
| | | 6۔ علامات ختمہ، سکتہ اور استفہامیہ کی پہچان کر سکیں۔ | | ✓ | | 1 دن | 10.11.2025 |
| | | ۷۔ کسی عنوان پر تین سے پانچ سادہ جملے لکھ سکیں۔ | | | ✓ | 1 دن | 11.11.2025 |
| | | کل حاصلاتِ تعلیم ۱۲۹ | ۳۱ | ۶۳ | ۳۵ | 173 | |
| | | اعادہ | | | | | 12.11.2025 تا 15.11.2025 |
| امتحان | | امتحان | | | | | ۷۔ انومبر تا ۱۰۔ ستمبر |

تفہیمی سطح کے حساب سے کل حاصلاتِ تعلیم

| نمبر شمار | عنوان | سطح | | | سباق کے کل حاصلاتِ تعلیم |
|-----------|---|-------|--------|-------|--------------------------|
| | | جاننا | سمجھنا | اطلاق | |
| 1 to 8 | حروف تہجی با تصویر (ہلکے اور بھاری حروف تا حرف + ردیف) دو حرفی ارکان، | 2 | 0 | 6 | 8 |
| 9 to 19 | دو حرفی ارکان (کٹوں) سابقہ اسباق کا اعادہ | 3 | 5 | 3 | 11 |
| 20 to 30 | زبر () تا، گزشتہ اسباق کا اعادہ | 5 | 6 | 0 | 11 |
| 31 to 39 | متحرک حروف کے بعد دو حرفی علقی مرکب تائیائے معروف / ملفوظ و تنوین | 6 | 1 | 2 | 9 |
| | حمد | ۲ | ۳ | ۲ | ۷ |
| 2 | نعت | 0 | 5 | 3 | 8 |
| 3 | آخری رسول ﷺ | 1 | 5 | 1 | 7 |
| 4 | آول کرکام کریں | 0 | 2 | 1 | 3 |
| 5 | کرن کا گھرانہ | 1 | 4 | 2 | 7 |
| 6 | میر اسکول | 0 | 5 | 3 | 8 |
| 7 | بات چیت کے آداب | 1 | 3 | 2 | 6 |
| 8 | ننھے اقبال | 1 | 2 | 0 | 3 |
| 9 | باغ کی سیر | 1 | 4 | 3 | 8 |
| 10 | بہادر آدمی | 1 | 4 | 2 | 7 |
| 11 | دیس ہمارا پاکستان | 1 | 3 | 3 | 7 |
| 12 | میں کیا پہنوں | 1 | 2 | 0 | 3 |

| نمبر شمار | عنوان | سطح | | | سبق کے کل حاصلات تعلم |
|-----------|--------------------|-------|--------|-------|-----------------------|
| | | جانتا | سمجھنا | اطلاق | |
| 13 | چوک میں گلی بتیاں | 2 | 3 | 3 | 8 |
| 14 | دھنک | 0 | 5 | 2 | 7 |
| | کل حاصلات تعلم ۱۲۹ | ۳۲ | ۶۳ | ۳۵ | |

Number of SLOs By Cognitive Level (Term-I)

| نمبر شمار | عنوان | سطح | | | سبق کے کل حاصلات تعلم |
|-----------|--|-------|--------|-------|-----------------------|
| | | جانتا | سمجھنا | اطلاق | |
| 1 to 8 | حروف تہجی باتصویر (پلکے اور بھاری حروف تا دو حرفی ارکان حرف + ردیفے) | 5 | | 2 | 7 |
| 9 to 19 | دو حرفی ارکان (کٹوئیں) سابقہ اسباق کا اعادہ | 3 | 6 | 3 | 12 |
| 20 to 30 | زبر () تا گزشتہ اسباق کا اعادہ | 5 | 6 | | 11 |
| 31 to 39 | متحرک حروف کے بعد دو حرفی علتی مرکب تا ائے معروف / ملفوظ و تنوین | 6 | 1 | 2 | 09 |

Number of SLOs By Cognitive Level (Term-II)

| اسباق کے کل حاصلات تعلم | سطح | | | عنوان | نمبر شمار |
|-------------------------|-------|--------|-------|-----------------|-----------|
| | اطلاق | سمجھنا | جاننا | | |
| 7 | 2 | 3 | 2 | حمد | 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 گھرانہ | 5 |
| 8 | 3 | 5 | | میر اسکول | 6 |

Number of SLOs By Cognitive Level (Term-III)

| اسباق کے کل حاصلات تعلم | سطح | | | عنوان | نمبر شمار |
|-------------------------|-------|--------|-------|-------------------|-----------|
| | اطلاق | سمجھنا | جاننا | | |
| 6 | 2 | 3 | 1 | بات چیت کے آداب | 7 |
| 3 | | 2 | 1 | نئے اقبال | 8 |
| 8 | 3 | 4 | 1 | باغ کی سیر | 9 |
| 7 | 2 | 4 | 1 | بہادر آدمی | 10 |
| 7 | 3 | 3 | 1 | دیس ہمارا پاکستان | 11 |
| 3 | | 2 | 1 | میں کیا پہنوں | 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)

| Unit/ Theme | Sub Topics | Students Learning Outcomes | Cognitive Levels | | | No. of Days | Dates |
|-------------------------|-----------------------------------|--|------------------|---|---|-------------|--------------------------|
| | | Students will be able to: | K | U | A | | Extreme Winter Zone |
| 1. Whole Numbers | 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. 2. Match the Number with the object | ✓ | | ✓ | 6 | 12-04-2025 TO 18-04-2025 |
| | 4. Ascending and Descending Order | 1. Write missing Numbers 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 2. Write in words 3. Decompose two digit Number into Ones and Tens 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 3. Tick the more X the less. | ✓ | | | | 27-05-2025 |
| 2. Number operations | 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 |
| | Revision | | | | | 4 | 02-06-2025 TO 05-06-2025 |
| | No of Days in Term-I (Examination)- 2025 | | | | | 8 | 09-06-2025 TO 17-06-2025 |
| | No of Teaching Days in Term-I | | | | | 54 | |
| | Total No of working Days in Term-I | | | | | 62 | |
| | | 2. Recognize signs +, = 3. Count , add and write one digit number and two digit numbers 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 – 3. Count, Subtract and Write One And Two digit Number 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? 2. Relate addition with multiplication 3. Table of 2,5,10 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 2. Recognize the sign (÷)and order in division 3. Divide numbers with 2,5,10 4. Solve real life problem about division | ✓ | ✓ | ✓ | 10 | 19-07-2025 TO 30-07-2025 |
| 3. Fractions | 1. Concept of part and whole | 1. Divide things in to equal parts 2. Recognize Half, Quarter 2/4, 3/4 3. Represent pectoral half , Quarter , 2/4, 3/4 | ✓ | | ✓ | 5 | 31-07-2025 TO 05-08-2025 |
| 4. Money | 1. Identification of Pakistani currency | 1. Identify coins, head and tail 2. Match the currencies making same value. 3. Read prices of objects 4. Add prices of objects 5. Find difference between prices of two objects | ✓ | ✓ | ✓ | 9 | 06-08-2025 TO 16-08-2025 |
| | Revision | | | | | 4 | 18-08-2025 TO 21-08-2025 |
| | Total No of working 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 | |
| 5. Measurement | 1. length | 1. Recognize long, Longer, longest, Short, Shorter, Shortest 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 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 |
|-------------------------|-------------------|--|------------------|---|---|-------------|--------------------------|
| | | Students will be able to: | K | U | A | | Extreme Winter Zone |
| | | height with different color | | | | | 12-09-2025 |
| | 3. Weight | 1. Recognize Heavy and light objects 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 2. Measure the capacity of comparatively larger, container by smaller one 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 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 2. Write the time shown in clocks 3. Recognize minute and Hour in digital clock 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 2. Recognize the order of the days 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 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 |
|--------------------|------------------------------------|---|------------------|--------|---|-------------|---------------------------------|
| | | Students will be able to: | K | U | A | | Extreme Winter Zone |
| 7. Geometry | 1. shapes | 1. Identify similar shapes 2. Tell and write the names of basic shapes 3. Write number of corner and sides of basic shapes (2D) | ✓ ✓ ✓ | ✓ | | 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 5. Give the names of 3D Shapes 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 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 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 2. Read the graph and answer questions about the graph | | ✓ ✓ | | 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 |
|---|------------|----------------------------|------------------|---|---|-------------|---|
| | | Students will be able to: | K | U | A | | Extreme Winter Zone |
| 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 |
| 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 th December to 31 st March |

Total Number of Student Learning Outcomes by Cognitive level

| S# | Theme/Topic | Name of Sub-Topics | SLOs | | | Total SLOs |
|-----|-----------------------------|--|------|---|---|------------|
| | | | K | U | A | |
| 12. | 1. Whole Numbers | 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. | 2. Number operations | 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. | 3. Fractions | 1. Concept of part and whole | 1 | 0 | 1 | 2 |
| 15. | 4. Money | 1. Identification of Pakistani currency | 1 | 2 | 0 | 3 |
| 16. | 5. Measurement | 1. length | 1 | 1 | 0 | 2 |
| | | 2. Height | 1 | 1 | 0 | 2 |
| | | 3. Weight | 1 | 1 | 0 | 2 |

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

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

| S# | Theme/Topic | Name of Sub-Topics | SLOs | | | Total SLOs |
|----|-----------------------------|---|----------|----------|----------|------------|
| | | | K | U | A | |
| 1. | 1. Whole Numbers | 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. | 2. Number operations | 1 . Addition of one digit and Two digits number | 2 | 0 | 2 | 4 |
| | Total SLOs | | 9 | 4 | 4 | 17 |

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 |
| Total SLOs | | | 8 | 8 | 2 | 18 |

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

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



اسکیم آف سٹڈیز اور حاصلاتِ تعلیم کی بنیاد پر سلیبس کی تقسیم جماعت اول شدید سرد علاقے



جماعت: اول

مضمون: اسلامیات

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلاتِ تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرزدون تاریخ |
|-----------|---------------------------------------|--------------------------|---|--------------|--------|-------|---------|----------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | |
| ۰۱ | باب اول قرآن مجید و حدیث نبوی ﷺ | (الف) ناظرہ قرآن مجید | بچے اس قابل ہوں کہ: | | | | ۱۲ دن | ۰۳ اپریل تا ۱۶ اپریل |
| | | | ۱: آدابِ تلاوت کے بارے میں جان سکیں۔ | ✓ | | | | |
| | | | ۲: حروفِ تہجی کی اشکال اور اصوات کو پہچان سکیں۔ | | ✓ | | | |
| | | | ۳: دورانِ تلاوت آداب کا خیال رکھیں۔ | | | ✓ | | |
| | | | ۴: قاعدے کی تختیاں تجوید کے قواعد اور اعراب کے مطابق پڑھیں۔ | | | ✓ | | |
| ۰۲ | باب اول قرآن مجید و حدیث نبوی ﷺ | (ب) حفظ قرآن مجید | بچے اس قابل ہوں کہ: | | | | ۱۲ دن | ۱۷ اپریل تا ۳۰ اپریل |
| | | | ۱: سورہ الفاتحہ اور سورہ اخلاص کا تعارف حاصل کر سکیں۔ | ✓ | | | | |
| | | | ۲: مذکورہ بالا 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 | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرزدون |
|-----------|---------------------------------------|-----------------------|--|------------------|--------|-------|---------|------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | |
| ۰۳ | باب اول قرآن مجید و حدیث نبوی ﷺ | (ج) حفظ و ترجمہ | بچے اس قابل ہوں کہ: ۱: کلمہ طیبہ مع مفہوم یاد کر سکیں۔ ۲: کلمہ طیبہ اور مجوزہ کلمات (ماشاء اللہ، ان شاء اللہ) کے معانی و مفاہیم سمجھ سکیں۔ ۳: کلمہ طیبہ اور مذکورہ کلمات روزمرہ زندگی میں استعمال کریں۔ | ✓ | ✓ | ✓ | ۰۹ دن | ۰۲ مئی تا ۱۲ مئی |
| ۰۴ | باب اول قرآن مجید و حدیث نبوی ﷺ | (د) حدیث نبوی ﷺ | بچے اس قابل ہوں کہ: 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۔ | ✓ | ✓ | ✓ | ۱۲ دن | ۱۳ مئی تا ۲۶ مئی |
| ۵ | باب اول قرآن مجید و حدیث نبوی ﷺ | (ه) دعائیں (زبانی) | بچے اس قابل ہوں کہ: ۱: دعا کو پڑھنے کی اہمیت و فضیلت سے آگاہ ہو سکیں۔ ۲: دعا کے معنی و مفہوم کو سمجھ سکیں۔ | ✓ | ✓ | ✓ | ۰۵ دن | ۲۷ مئی تا ۳۱ مئی |
| | | | اعادہ اور تیاری | (۱۷ ایس ایل اوز) | | | ۰۴ دن | ۰۲ جون تا ۰۵ جون |
| | | | پہلا جائزہ | | | | ۰۸ دن | ۰۹ جون سے ۱۷ جون |
| | | | ۳: تین اسمائے حسنیٰ 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 تعلیم | تفہیمی سطحیں | دورانیہ | انتہائی سرزدون |
|-----------|--|-------------------------|---|--------------|---------|---------------------------------------|
| | | | | جاننا | سمجھنا | اطلاق |
| ۰۶ | باب دوم ایمانیات و عبادات (الف) ایمانیات | (الف) توحید کا تعارف | بچے اس قابل ہوں کہ: ۱: توحید کے عقیدے سے آگاہ ہو سکیں۔ ۲: اللہ تعالیٰ کی وحدانیت کو سمجھ سکیں۔ ۳: سورہ الاخلاص کے لفظ احد کو سمجھ سکیں۔ ۴: اللہ کی وحدانیت پر یقین کرتے ہوئے اس کی نعمتوں پر شکر ادا کر سکیں۔ | ✓ | ✓ | ۲۰ دن ۱۸ جون تا ۱۰ جولائی |
| ۰۷ | باب دوم ایمانیات و عبادات (الف) ایمانیات | (۲) نبوت و رسالت | بچے اس قابل ہوں کہ: ۱: نبوت و رسالت کا معنی جان سکیں۔ ۲: عقیدہ ختم نبوت کو سمجھ سکیں۔ ۳: خاتم النبیین کا معنی بیان کر سکیں۔ ۴: عقیدہ ختم نبوت کے بارے مختصر بتا سکیں۔ | ✓ | ✓ | ۱۲ دن ۱۱ جولائی تا ۲۴ جولائی |
| ۰۸ | باب دوم ایمانیات و عبادات (ب) عبادات | (۱) کلمہ طیبہ | بچے اس قابل ہوں کہ: ۱: کلمہ طیبہ کا معنی و مفہوم جان سکیں۔ ۲: کلمہ طیبہ کے معنی و مفہوم سے متعلق آگاہ ہو سکیں۔ ۳: کلمہ طیبہ کا ترجمہ سمجھ سکیں۔ ۴: کلمہ طیبہ یاد کر سکیں اور ارکان اسلام کے نام بتا سکیں۔ | ✓ | ✓ | ۱۲ دن ۲۵ جولائی تا ۰۷ اگست |
| ۰۹ | باب دوم | | بچے اس قابل ہوں کہ: ۱: یہ جان سکیں کہ مسجد نماز کی جگہ کا نام ہے اور اذان نماز کے لیے بلاوے کا نام ہے۔ | ✓ | | ۰۹ دن ۰۸ اگست تا |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | دورانیہ | انتہائی سرزدون |
|-----------|--|---|--|--------------------------|---------|------------------------------|
| | ایمانیات و عبادات (ب) عبادات | (۲) نماز، مسجد و اذان | ۲: نمازوں کے اوقات اور تعداد رکعات کے بارے میں جان سکیں۔ ۳: نماز اور اذان کی اہمیت کو سمجھ سکیں۔ | جاننا سمجھنا اطلاق | | تاریخ |
| | | | | | | ۱۸ اگست |
| | اعادہ اور تیار | | | (۱۷ ایل اوز) | ۰۲ دن | ۱۹ اگست تا ۲۰ اگست |
| | دوسرا جائزہ | | | | ۰۸ دن | ۲۱ اگست تا ۲۹ اگست |
| ۱۰ | (۱) ہمارے پیارے نبی حضرت محمد ﷺ | | بچے 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 رضاعی والدہ کے اسمائے گرامی سے آگاہ ہو سکیں۔ ۳: حضور ﷺ کی ولادت کے حالات اور معجزات کے بارے میں بتا سکیں۔ ۴: نبی ﷺ کے والدین اور سرپرستوں کے اسمائے گرامی بتا سکیں۔ | | ۱۵ دن | ۳۰ اگست تا ۱۷ ستمبر |
| ۱۱ | باب سوم سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم | (۲) ہمارے پیارے نبی حضرت محمد ﷺ کے اخلاق حسنہ | بچے 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 دن | 18 ستمبر تا یکم اکتوبر |
| ۱۲ | | | بچے اس قابل ہوں کہ: | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | دورانیہ | انتہائی سرزدون |
|-----------|---|--------------------------------|---|--------------|---------|------------------------------------|
| | | | | جاننا | سمجھنا | اطلاق |
| | باب چہارم اخلاق و آداب | (۱) اچھے اخلاق | 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۔ | ✓ | | ۱۲ دن ۰۲ اکتوبر تا ۱۵ اکتوبر |
| | | | سپورٹس گالا | | | ۰۲ دن ۱۷ اکتوبر تا ۱۸ اکتوبر |
| ۱۳ | باب چہارم اخلاق و آداب | (۲) سلام کرنا | بچے 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 اپنا سکیں۔ | ✓ | ✓ | ۰۹ دن ۱۷ اکتوبر تا ۲۸ اکتوبر |
| ۱۴ | باب پنجم ہدایت کے سرچشمے اور مشاہیر اسلام | انبیاء علیہم السلام کاتعارف | بچے اس قابل ہوں کہ: ۱: حضرات انبیاء علیہم السلام کی خصوصیات و صفات کے بارے میں مختصر آجان 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۔ | ✓ | ✓ | ۱۰ دن ۲۹ اکتوبر تا ۱۱ نومبر |
| | اعادہ اور تیاری | | (۲۰ ایس ایل اوز) | | | ۰۴ دن ۱۲ نومبر تا ۱۵ نومبر |
| | دوسرا جائزہ | | سالانہ امتحان - ۲۰۲۵ | | | ۲۱ دن ۱۷ نومبر تا ۱۰ دسمبر |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرزدون |
|-----------|---------|--------------|----------------------------|--------------|--------|-------|---------|----------------------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ |
| نتیجہ | | | ۲۰۲۵ سالانہ نتیجے کی تیاری | | | | ۰۴ دن | ۱۱ دسمبر تا ۱۵ دسمبر |

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 (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 (۲) ہمارے پیارے نبی حضرت محمد ﷺ کے اخلاق حسنہ | 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 | انبیاء علیہم السلام کا تعارف | 1 | 1 | 2 | 04 |
| Total | | | 17 | 15 | 23 | 55 |

1st 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 (د) حدیث نبوی ﷺ (ه) دعائیں (زبانی) | 5 | 5 | 7 | 17 |
| | | | 5 | 5 | 7 | 17 |

2nd 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 | | (الف) توحید کا تعارف (۲) نبوت و رسالت (۱) کلمہ طیبہ (۲) نماز، مسجد و اذان | 6 | 5 | 5 | 16 |
| | | | 6 | 5 | 7 | 18 |

3rd Term Examination

| S# | Theme/Units | No. of Sub-Topics | SLOs | | | Total SLOs |
|----|--|--|------|---|---|------------|
| | | | K | U | A | |
| 1 | سیرت طیبہ صلی اللہ علیہ وآلہ و اصحابہ وسلم | (۱) ہمارے پیارے نبی حضرت محمد ﷺ (۲) ہمارے پیارے نبی حضرت محمد ﷺ کے اخلاق حسنہ | 3 | 2 | 4 | 09 |
| 2 | اخلاق و آداب | (۱) اچھے اخلاق (۲) 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/ Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level | | | No. of Days | Extreme Winter |
|---------------------------------|---------------------------|--|-----------------|---|---|-------------|------------------|
| | | | K | U | A | | Date |
| 1. My introduction | Introduction to Self | Describe themselves briefly. For example, their name, age, likes, games, favorite food, what they want to be when they grow up. | | ✓ | | 3 | 3-5 April 2025 |
| | My Good Habits | 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 |
| | My Friends | Recognize the good qualities of others. | | ✓ | | 2 | 10-11 April 2025 |
| | Good Habits | 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 |
| End of Unit Assessment | | | | | | 1 | 18 April 2025 |
| 2. My Family and Friends | Family Members | Identify some family members (parents, brothers and sisters, grand-parents, aunts, uncles and cousins (paternal and eternal) | | ✓ | | 2 | 19-21 April 2025 |
| | Respecting Family Members | 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/ Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level | | | No. of Days | Extreme Winter |
|----------------------------------|---|---|-----------------|---|---|-------------|------------------------------|
| | | | K | U | A | | Date |
| End of Unit Assessment | | | | | | 1 | 29 April 2025 |
| 3. My School | Name and Location of school My Friends | State the name and location of their school. | ✓ | | | 3 | 30 April 2025- 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 |
| End of Unit Assessment | | | | | | 1 | 13 May 2025 |
| 4. Good Manners and Habits | Greeting Others Practicing Good Qualities Eating Manners Bathroom Etiquettes | Greet others by saying Assalam o Alaikum, Hello, Good Morning etc. | ✓ | | | 2 | 14-15 May 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 |
| End of Unit Assessment | | | | | | 1 | 27 May 2025 |
| Revision | | | | | | 8 | 28 May -5 June 2025 |
| 1 st Term Examination | | | | | | 8 | 9-17 June 2025 |
| 5. Games and Rules | Games | Name the games they like to play. | ✓ | | | 2 | 18-19 June 2025 |
| | Rules of Playing | Recognize the importance of collaboration by participating in group activities and games. | | ✓ | | 4 | 20-24 June 2025 |

| Topic/ Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level | | | No. of Days | Extreme Winter |
|----------------------------|---|--|-----------------|---|---|-------------|-----------------|
| | | | K | U | A | | Date |
| | 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 |
| | | End of Unit Assessment | | | | | 1 |
| 6. Our Country: Pakistan | Name of the Country Date of Existence Flag of Pak Significance of the National Flag | State the full name of our country and date of existence. | | | | | July 2025 |
| | | Recognize that all the countries have a flag | | ✓ | | | 10 July 2025 |
| | | Draw the flag of Pakistan | | | | | 12 July 2025 |
| | | Identify what the colors and symbols on the flag represent | | | | | 16 July 2025 |
| End of Unit Assessment | | | | | | 1 | 17 July 2025 |
| 7. Means of Transportation | Some important vehicles used for transportation Means of Transportation Activities at Airport, Railway Station, Bus 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 |
| End of Unit Assessment | | | | | | 1 | 31 July 2025 |

| Topic/ Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level | | | No. of Days | Extreme Winter |
|----------------------------------|--|--|-----------------|---|---|-------------|----------------------|
| | | | K | U | A | | Date |
| 8. My Body | Major parts of the Human body and their functions 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 | 1-12 August 2025 |
| | | Identify the sensory descriptions of each of the five senses (Taste: sweet, sour, bitter, salty; Touch: +smooth, hard, soft, rough, cold, warm, hot; Hearing: loud, soft, high, low; Sight: bright, dim and recognize colors; Smell: pleasant, unpleasant) | | ✓ | | 3 | 8-15 August 2025 |
| End of Unit Assessment | | | | | | 1 | 16 August 2025 |
| Revision | | | | | | 4 | 18-21 August 2025 |
| 2 nd Term Examination | | | | | | 8 | 22-30 August 2025 |
| 9. Health and Cleanliness | Healthy body, Healthy mind Ways of Cleanliness 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/ Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level | | | No. of Days | Extreme Winter |
|------------------------|---|--|-----------------|---|---|-------------|----------------------|
| | | | K | U | A | | Date |
| | | Identify the unhealthy habits that cause illnesses (like cough and diarrhea etc.) | | ✓ | | 2 | 5 September 2025 |
| End of Unit Assessment | | | | | | 1 | 7 September 2025 |
| 10. Plants and Animals | living things and non-living things Plants and Trees Animals Pet Animals Wild Animals Animals Feed Where do animals live Importance of animals | Recognize living and non-living things around them | | ✓ | | 2 | 18-19 September 2025 |
| | | Recognize that living things need air, water and food | | ✓ | | 3 | 20-23 September 2025 |
| | | Identify the plants they see around them. | | ✓ | | 2 | 24-25 September 2025 |
| | | Identify some common domestic and wild animals | | ✓ | | 2 | 26-27 September 2025 |
| | | Differentiate between plants around them based on their characteristics. | | ✓ | | 2 | 29-30 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 | 10 October 2025 |
| End of Unit Assessment | | | | | | 1 | 11 October 2025 |
| 11. Motion | Force and motion How do car moves | Identify what makes objects move. | | ✓ | | 2 | 14 October 2025 |
| | | Demonstrate that an object moves when we push it or pull it. | | | ✓ | 2 | 16 October 2025 |
| | | Explore how push action moves things away from us while a pull action bring things closer to us. | | | ✓ | 2 | 22 October 2025 |

| Topic/ Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level | | | No. of Days | Extreme Winter |
|------------------------|---|--|-----------------|---|---|-------------|---------------------------------|
| | | | K | U | A | | Date |
| | | 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 |
| End of Unit Assessment | | | | | | 1 | 25 October 2025 |
| 12. Earth and Sky | Shape of the Earth Earth's features Celestial 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 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 2025. |
| | | Recognize that the moon and stars shine at night | | ✓ | | 2 | 11-12 November 2025. |
| End of Unit Assessment | | | | | | 1 | November 2025. |
| Revision | | | | | | 2 | 14-15 November 2025. |
| Final Term Examination | | | | | | 21 | 17 November -10 December 2025.. |

Total Number of Student Learning Outcomes by Cognitive level

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

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

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

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

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

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

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



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 |
|----|-----------------|--|-------|---|---|----------------------|----------------|
| | | Students will be able to: | K | U | A | 190 | Extreme Winter |
| 01 | A Tiny Creature | 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 |
|----|------------------|--|-------|---|---|----------------------|--------------------|
| | | Students will be able to: | K | U | A | 190 | Extreme Winter |
| | | 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 two/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 th |
| | | 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 th , |
| | | 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 |
|----|------------------|---|-------|---|---|----------------------|---------------------|
| | | Students will be able to: | K | U | A | 190 | Extreme Winter |
| | | 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 nd |
| | | 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 th , |
| | | 13. Construct simple sentences of three/four to five/six words using correct capitalization, punctuation and spellings. | | ✓ | | 01 | 6 th |
| 3 | lets' Plan Trees | 1. Write a single concluding sentence which repeats the theme of the topic. | | | ✓ | 01 | 7 th |
| | | 2. Respond to the text (post reading) to express likes/dislikes about the story. | | | ✓ | 01 | 8 th . |
| | | 3. Comprehend a simple story | | ✓ | | 01 | 9 th |
| | | 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 th , |

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

| S# | Unit | Student Learning Outcomes | Level | | | Total Number of Days | Dates |
|----|------|---|----------|----------|----------|----------------------|---|
| | | Students will be able to: | K | U | A | 190 | Extreme Winter |
| | | 7. Identify and pronounce with reasonable accuracy common consonant clusters in initial positions. | | ✓ | | 01 | 31 st |
| | | Revision | | | | 04 | 2 nd , 3 rd , 4 th , 5 th |
| | | 1 st Term Exam 9 June to 17 th 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 th |
| | | 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 rd |
| | | 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 st 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 th |
| | | 9. Spell simple two/three syllable words. | | | ✓ | 01 | 8 th |
| | | 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 th |
| | | 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 |
|----|-----------|---|-------|---|---|----------------------|----------------|
| | | Students will be able to: | K | U | A | 190 | Extreme Winter |
| 6 | Be Honest | 14. Choose between 'a' or 'an'. | | ✓ | | | |
| | | 15. Use the text they read as model for their own writing | | | ✓ | 01 | 11th |
| | | 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 or 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 |
|----|-------------------|--|----------|----------|----------|----------------------|-----------------------|
| | | Students will be able to: | 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 |
|----|-----------|---|-------|---|---|----------------------|--------------------|
| | | Students will be able to: | K | U | A | 190 | Extreme Winter |
| | | 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 th , |
| | | 9. Respond to the text (post reading) to express likes and dislikes about the story. | | | ✓ | 01 | 31 st |
| | | 10. Comprehend and respond to simple WH questions. | | ✓ | | | |
| | | 11. Comprehend a simple story. | | ✓ | | 01 | Aug 1st |
| | | 12. Demonstrate use of common conventions in dynamics of group oral interactions: 1. Introduce themselves and others, 2. Participate in conversations | | ✓ | | 01 | 2 nd |
| | | 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 th |
| | | 15. Use has, have to show possession. | | | ✓ | | |
| | | 16. Write numbers from 1 to 50 in words. | | | ✓ | 01 | 5 th |
| 8 | My School | 1. My School | | | ✓ | 01 | 6 th |
| | | 2. Use simple present verbs to show habitual actions. | | | ✓ | 01 | 7 th |

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

| S# | Unit | Student Learning Outcomes | Level | | | Total Number of Days | Dates |
|----|------------------|--|-------|---|---|----------------------|-----------------------------------|
| | | Students will be able to: | K | U | A | 190 | Extreme Winter |
| | | 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 rd , 4 th |
| | | 17. Illustrate use of words that point to something. | | ✓ | | 01 | 6 th |
| | | 18. Write numbers in 10, s in words. | | | ✓ | 02 | , 8 th 9 th |
| | | 19. Write some more rhyming words | | | ✓ | 02 | 10 th 11 th |
| | | | | | ✓ | 02 | 12 th 13 th |
| 9 | What a good Deed | 1. Respond to the text (post reading) to express likes/dislikes about the story. | | | ✓ | 02 | 12 th 13 th |
| | | 2. Comprehend a simple story and read aloud in the class. | | | ✓ | 01 | 15 th |
| | | 3. Comprehend and respond to simple WH questions. | | | ✓ | 02 | 16 th 17 th |
| | | 4. Demonstrate use of common conventions and dynamics of group oral interactions. express likes and dislikes, express needs and feelings. | | ✓ | | 01 | 18 th |
| | | 5. Identify and pronouns common irregular sight words. | | | ✓ | 01 | 19 th |
| | | 6. Use pre reading strategies to predict the story by looking at pictures in the text. | | | ✓ | 01 | 20 th |
| | | 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 | 20 th |
| | | 8. Read tables and charts in the classroom. | | | ✓ | 01 | 22 nd |

| S# | Unit | Student Learning Outcomes | Level | | | Total Number of Days | Dates |
|----|-----------------|--|-------|---|---|----------------------|------------------|
| | | Students will be able to: | K | U | A | 190 | Extreme Winter |
| | | 9. Recognize and classify into different categories some simple action and naming words from pictures and immediate surrounding. | | ✓ | | 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 th) 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 th |
| 10 | An Ant and Dove | 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 | October,1st |
| | | 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 | 4rth |
| | | 6. Differentiate between words ending with 's' and 'z' and 'iz' sounds in the plural form of a word. | | ✓ | | 01 | 6 th |

| S# | Unit | Student Learning Outcomes | Level | | | Total Number of Days | Dates |
|----|------------------|---|-------|---|---|----------------------|-------------------------------------|
| | | Students will be able to: | K | U | A | 190 | Extreme Winter |
| | | 7. Use pre reading strategies to predict a story by looking at pictures in the text. | | ✓ | | 01 | 7 th |
| | | 8. Interact with the text and use reading strategies (while reading) to use pictures rebus in text to increase understanding. | | ✓ | | 01 | 8 th |
| | | 9. Identify title and table of content of a book. | | | ✓ | 01 | 9 th |
| | | 10. Use text book pictures/ picture dictionary to add comprehension and development of vocabulary. | | ✓ | | 02 | 10 th , 11 th |
| | | Sports Gala 13th to 18th | | | | | |
| | | 11. Use textual aids such as table of contents to locate a particular text/ lesson. | | | | 01 | 20 th |
| | | 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 | Love for Parents | 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 th |
| | | 4. Follow multiple step directions. | | ✓ | | 01 | 27 th |
| | | 5. Comprehend and respond to simple WH questions. | | ✓ | | 01 | |

| S# | Unit | Student Learning Outcomes | Level | | | Total Number of Days | Dates |
|-----------|----------------|--|----------|----------|----------|----------------------|-----------------------|
| | | Students will be able to: | K | U | A | 190 | Extreme Winter |
| | | 6. Respond to the text (post reading) to express likes/dislikes about the story. | | | ✓ | 01 | 28 th |
| | | 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 th |
| | | 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 th |
| | | 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 | November 1st |
| | | 14. Draw illustrations to make greeting cards using cursive writing. | | ✓ | | 01 | 3 rd |
| | | 15. Copy names of the addressee and the sender. | | ✓ | | | |
| | | 16. Write appropriate words and formulaic expressions. | | | ✓ | 01 | 4 th |
| | | 17. Write name, phone number and address. | ✓ | | | | |
| 12 | Seasons | 1. Distinguish between facts and opinion. | | ✓ | | 01 | 5 th |
| | | 2. Use pre reading strategies to predict a story by looking at pictures in the text | | | ✓ | | |
| | | 3. Respond to the text (post-reading) to express understanding of a story through simple role play. | | | ✓ | 01 | 6 th |
| | | 4. Recite poems with actions. | | | ✓ | | |

| S# | Unit | Student Learning Outcomes | Level | | | Total Number of Days | Dates |
|----|------|--|-------|---|---|----------------------|----------------|
| | | Students will be able to: | K | U | A | 190 | Extreme Winter |
| | | 5. Comprehend simple poems read aloud in class. | | | ✓ | 01 | 7th |
| | | 6. Comprehend and respond to simple WH questions. | | | ✓ | | |
| | | 7. Read and recite short poems or rhymes with actions. | | | ✓ | 01 | 8th |
| | | 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 17 th 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. | A Tiny Creature | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1 | 3 | 11 | 15 |
| 2. | My Home and City | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0 | 4 | 9 | 13 |
| 3. | Let's Plant Trees | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0 | 3 | 10 | 13 |
| 4. | Bee on My Nose | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1 | 3 | 12 | 16 |
| 5. | Attention! | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1 | 5 | 9 | 15 |
| 6. | Be Honest | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1 | 7 | 12 | 20 |
| 7. | Sports Day | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0 | 8 | 9 | 17 |
| 8. | My School | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1 | 5 | 13 | 19 |
| 9. | What a Good Deed! | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0 | 3 | 11 | 14 |
| 10. | An Ant and a Dove | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1 | 6 | 10 | 17 |
| 11. | Love for Parents | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1 | 7 | 9 | 17 |
| 12. | Seasons | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1 | 5 | 10 | 16 |
| | Total | | | | | 192 |

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

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

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

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

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

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



اسکیم آف سٹڈیز اور حاصلاتِ تعلیم کی بنیاد پر سلیبس کی تقسیم
جماعت دوم شدید سرد علاقے



جماعت: دوم

مضمون: اردو

| تاریخ | دورانیہ | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|-----------------------------|---------|--------------|--------|-------|---|---------|
| | | اطلاق | سمجھنا | جاننا | | |
| شدید سردی | | | | | | |
| 03-04-2025 تا 10-04-2025 | 7 دن | ✓ | | | بچے اس قابل ہوں کہ: 1۔ جماعت کے معیار کے مطابق الفاظ کی پہچان اور جملوں میں استعمال کر سکیں۔ | حمد |
| | | | ✓ | | 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۔ دو ارکان کے الفاظ بول سکیں۔ | |
| | | | ✓ | | 6۔ ٹی وی، موبائل وغیرہ سے تین سوادہ جملے پڑھ سکیں۔ | |

| تاریخ | دورانیہ | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|-----------|---------|--------------|--------|-------|---|--------------|
| | | اطلاق | سمجھنا | جاننا | | |
| 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۔ | |
| | | ✓ | | | 1- مشکل ال: الفاظ کی پہچان، معانی اور جملے بنا سکیں۔ | نعت |
| | | | | ✓ | 2- چار یا زائد ارکان والے الفاظ کی درست ادائگی کر سکیں۔ | |
| | | ✓ | | | 3- روزمرہ زندگی کے واقعات اور خیالات کا اظہار کر سکیں۔ | |
| | | | | ✓ | 4- الفاظ کے متضاد لکھ سکیں۔ | |
| | | | ✓ | | 2- نظم پرچ 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 بنا سکیں۔ | پیارے رسول ﷺ |
| | | ✓ | | | 0- بھاری آوازوں کی پہچان اور استعمال کر سکیں۔ | |

| تاریخ | دورانیہ | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|------------|---------|--------------|--------|-------|---|--------------|
| | | اطلاق | سمجھنا | جاننا | | |
| شدید سردی | | | | | | |
| -2025 | 8 دن | | ✓ | | 3- عبارت پڑھ کر سوالات کے جوابات دے سکیں۔ | |
| 19-04 تا | | | ✓ | | 4- واقعہ سن کر اپنی رائے کا اظہار کر سکیں۔ | |
| 28-04-2025 | | ✓ | | | 2- اراکین 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 تیک جملے لکھ سکیں۔ | |
| -2025 | 8 دن | | ✓ | | 1- مشکل الفاظ کے جملے بنا سکیں اور صوتیات کی پہچان کر سکیں۔ | بانو کا طوطا |
| 29-04 تا | | ✓ | | | 2- عبارت پڑھ کر سوالات کے درست جوابات دے سکیں۔ | |
| 08-05-2025 | | | ✓ | | 3- الفاظ، جملوں کو درست تلفظ اور لب و لہجہ سے ادا کر سکیں۔ | |
| | | | ✓ | | 4- حرکات کی علامات کو پہچان سکیں اور استعمال کر سکیں۔ | |
| | | ✓ | | | 2- استفہامیہ جملے بنا سکیں۔ | |
| | | ✓ | | | 6- رموز و اوقاف کا درست استعمال کر سکیں۔ | |
| | | ✓ | | | 7- بے ترتیب جملوں کو ترتیب دے سکیں۔ | |

| تاریخ | دورانیہ | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|------------|---------|--------------|--------|-------|---|---------------|
| | | اطلاق | سمجھنا | جاننا | | |
| شدید سردی | | ✓ | | | 8۔ جوڑیوں میں علامت سکتہ کا استعمال کر سکیں۔ | |
| -2025 | 4 دن | | ✓ | | 1۔ کہانی اور واقعہ سن کر اپنے الفاظ میں بیان کر سکیں۔ | سمجھ دار بچہ |
| 09-05 تا | | | | ✓ | 0۔ چار یا زائد الفاظ کی درست ادائیگی 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 | |
| | | ✓ | | | 2۔ ناپسندیدہ واقعات کے بارے میں والدین اور اساتذہ کو بلا جھجک بتا سکیں۔ | |
| -2025 | 7 دن | | ✓ | | 1۔ عبارت سمجھ کر پڑھ سکیں اور سوالات کے جوابات دے سکیں | چڑیا اور چوہا |
| 14-05 تا | | | ✓ | | 0۔ کہانی سن کر اپنی رائے کا اظہار کر سکیں۔ | |
| 21-05-2025 | | | | ✓ | 3۔ چار سے زائد الفاظ کی درست ادائیگی 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 | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|--------------------------------|---------|--------------|--------|-------|---|---------|
| | | اطلاق | سمجھنا | جاننا | | |
| شدید سردی | | | ✓ | | 6- کسی کہانی کو ڈرامے کی صورت میں پیش کر سکیں۔ | |
| 2025- 05-22 تا | 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۔ | |
| 2025-05-31 | | ✓ | | | 4- منظر کی تصویر دیکھ کر کم از کم پانچ جملے لکھ سکیں۔ | |
| | | | ✓ | | 2- مذکورہ نمونہ کی پہچان کر سکیں۔ | |
| | | ✓ | | | 6- جوڑیاں بنا کر مخصوص ذخیرہ الفاظ کا املا کر سکیں۔ | |
| 2025-06-02 2025-06-05 | 4 دن | | | | اعادہ | |
| 2025.06.09 TO 2025.06.17 | | | | | امتحان | امتحان |

| تاریخ | دورانیہ | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|------------|---------|--------------|--------|-------|---|----------------|
| | | اطلاق | سمجھنا | جاننا | | |
| شدید سردی | | | ✓ | | 1۔ مشکل الفاظ کے معانی سمجھ سکیں اور جملے بنا سکیں۔ | قائد اعظم |
| 18-06-2025 | 7 دن | | ✓ | | 0۔ عبارت کو پڑھ کر سمجھ سکیں اور جواب دے سکیں۔ | |
| تا | | | | ✓ | 3۔ چار ارکان والے الفاظ کی درست ادائیگی کر سکیں۔ | |
| 25-06-2025 | | ✓ | | | 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 بنا سکیں۔ | |
| | | | ✓ | | 1۔ کہانی / واقعہ سن کر اپنے الفاظ میں بیان کر سکیں۔ | سیر ایک شہر کی |
| -2025 | 8 دن | | ✓ | | 0۔ سادہ عبارت کو سمجھ کر پڑھ سکیں۔ | |
| تا 26-06 | | | ✓ | | 3۔ کم از کم پچاس الفاظ کی عبارت پڑھ سکیں۔ | |
| | | | | ✓ | | |

| تاریخ | دورانیہ | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|--------------------------------|---------|--------------|--------|-------|---|----------------|
| | | اطلاق | سمجھنا | جاننا | | |
| شدید سردی | | | | | | |
| 04-07-2025 | | ✓ | | | 4۔ واقعات یا کہانیاں سن کر مخصوص رد عمل کا اظہار کر سکیں۔ | |
| 07-07-2025 تا 15-07-2025 | 8 دن | | ✓ | | 1۔ سادہ عبارت پڑھ سکیں اور سوالات کے جوابات دے سکیں۔ | حکیم محمد سعید |
| | | | ✓ | | 0۔ جملوں میں اسم اور فعل کی پہچان کر سکیں۔ | |
| | | ✓ | | | 3۔ بصری الفاظ کو پہچان کر استعمال کر سکیں | |
| | | | ✓ | | 4۔ عبارت پڑھ کر تفہیمی سوالوں کے جوابات دے سکیں | |
| | | | ✓ | | 2۔ پانچ سے سات جملوں میں کسی موضوع پر اظہار خیال کر سکیں | |
| | | ✓ | | | 6۔ تصویر دیکھ کر پانچ یا سات جملے لکھ سکیں۔ | |
| 16-07-2025 | 6 دن | | | ✓ | 1۔ مکالمے اور ڈرامے کو سمجھ کر پڑھ سکیں | 1۔ بچی بچائیں |
| تا | | | | ✓ | 0۔ زندگی کی مہارتیں 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 بنا سکیں۔ | میر اپیارا وطن |

| تاریخ | دورانیہ | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|------------------|---------|--------------|--------|-------|--|---------------------|
| | | اطلاق | سمجھنا | جاننا | | |
| شدید سردی | 7 دن | | ✓ | | 0- نظم کے تفہیمی سوالات کے جوابات تھے سکیں۔ | |
| تا 30-07-2025 | | | ✓ | | 3- تصویر دیکھ کر اس کے متعلق پانچ سوالات جملے لکھ سکیں۔ | |
| | | | ✓ | | 4- مصوتوں کی کیڑی آوازوں کے درمیان رفق کو پہچان سکیں۔ | |
| | | | ✓ | | 2- بے ترتیب جملوں کو ترتیب دے سکیں | |
| | | ✓ | | | 6- آسان جملوں میں گھر کا پتہ لکھ سکیں | |
| | 7 دن | ✓ | | | 1- مشکل الفاظ کے معنی اور جملے بنا سکیں۔ | آؤمل کر درخت لگائیں |
| 31-07-2025 | | ✓ | | | 2- بھاری آوازوں کی پہچان اور استعمال کر سکیں۔ | |
| تا | | | ✓ | | 3- کہانی سن کر سوالات کے زبانی جوابات دے سکیں | |
| 07-08-2025 | | | ✓ | | 4- الفاظ کے بھوں 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 | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|--------------------------------|---------|--------------|--------|-------|--|---------------------|
| | | اطلاق | سمجھنا | جاننا | | |
| شدید سردی | | | ✓ | | 7۔ الفاظ کو الفبائے ترتیب ست درج کر سکیں۔ | |
| 08-08-2025 تا 16-08-2025 | 8 دن | | | ✓ | 1۔ مکالمے کو سمجھ کر پڑھ سکیں۔ | صفائی کار کھیں خیال |
| | | | ✓ | | 0۔ عبارت پڑھ کر سمجھ سکیں اور سوالات کے درست جوابات دے سکیں | |
| | | ✓ | | | 3۔ رموز و اوقاف، سکتہ، رخ تمہ اور استفہامیہ کا درست استعمال کر سکیں۔ | |
| | | | ✓ | | 4۔ اتنی ک سے دس تک درست عددی ترتیب کر سکیں۔ | |
| | | | ✓ | | 2۔ ہدایات کو پڑھ و سمجھ سکیں اور اپنے الفاظ میں بیان کر سکیں۔ | |
| | | ✓ | | | 6۔ کوڑے دان بنا کر صفا ئی کے مختلف کام کر سکیں۔ | |
| 18-08-2025 21-08-2025 | 4 دن | | | | اعادہ | |
| 22.08.2025 TO 30.08.2025 | | | | | امتحان | |

| تاریخ | دورانیہ | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|------------|---------|--------------|--------|-------|---|--------------------|
| | | اطلاق | سمجھنا | جاننا | | |
| شدید سردی | | | | | | |
| -2025 | 6 دن | | ✓ | | 1- نظم کو سمجھ کر پڑھ سکیں اور سوالات کے درست جوابات دے سکیں۔ | ساری دنیا اپنا گھر |
| 01-09 تا | | | | | | |
| 08-09-2025 | | | ✓ | | 0- کہانی سن کر اپنے الفاظ میں بیان کر سکیں۔ | |
| | | ✓ | | | 3- سادہ جملے بلحاظ زمانہ تبدیل کر سکیں | |
| | | | ✓ | | 4- مکالمے کو سمجھ کر پڑھ سکیں۔ | |
| | | | ✓ | | 2- گیارہ سے بیس تک لفظی اور ہندسی گنتی لکھ سکیں | |
| | 5 دن | | | ✓ | 1- یہ تصویر کس کی ہے؟ علامہ اقبال کی تصویر دیکھ کر بتا سکیں | علامہ محمد اقبال |
| -2025 | | | | ✓ | 0- علامہ اقبال کی بچوں کے لئے مشہور دعا بتا سکیں۔ | |
| 09-09 تا | | ✓ | | | 3- علامہ اقبال کے متعلق پانچ جملے لکھ سکیں۔ | |
| 13-09-2025 | | | | | | |
| -2025 | | | ✓ | | 1- مشکل الفاظ کی معنی سمجھ سکیں اور جملے بنا سکیں۔ | کھیلیں چھپن چھپائی |
| 15-09 تا | | | ✓ | | 0- نظم پڑھ کر سوالات کے درست جوابات دے سکیں۔ | |

| تاریخ | دورانیہ | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|---------------------------------|---------|--------------|--------|-------|--|------------------|
| | | اطلاق | سمجھنا | جاننا | | |
| شدید سردی | | | | | | |
| 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 ہندسے لکھ سکیں | |
| | | ✓ | | | 2- مقامی کھیل کھیل سکیں۔ | |
| | | ✓ | | | 6- فعل امر اور فعل نہی کے جملے بنا سکیں۔ | |
| -2025 23-09 تا 30-09-2025 | 7 دن | | ✓ | | 1- مشکل الفاظ کے معنی سمجھ سکیں اور جملے بنا سکیں۔ | دوستی ہو تو ایسی |
| | | | ✓ | | 2- عبارت درست طریقے سے پڑھ کر سوالات کے جوابات دے سکیں | |
| | | | ✓ | | 3- روزمرہ امور کے مطابق اپنے خیالات کا اظہار کر سکیں | |
| | | | ✓ | | 4- متضاد 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 | |
| -2025 | | | | ✓ | 1- مختصر نظم کو درست لب و لہجہ اور تلفظ سے ادا کر سکیں۔ | صبح کی سیر |
| | | | | ✓ | 2- کم از کم پچاس الفاظ کی عبارت کو درست طریقے سے پڑھ سکیں۔ | |

| تاریخ | دورانیہ | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|------------|---------|--------------|--------|-------|---|--------------------|
| | | اطلاق | سمجھنا | جاننا | | |
| شدید سردی | | | | | | |
| 01-10 تا | 7 دن | | ✓ | | 3- نظم کو اپنے الفاظ میں بیان کر سکیں | |
| 08-10-2025 | | ✓ | | | 2- کسی موضوع پر پانچ سے سات جملوں کی تقریر کر سکیں | |
| | | ✓ | | | 6- جملے سن کر ان پر عمل کر سکیں | |
| 09-10-2025 | 7 دن | | ✓ | | 1- مشکل الفاظ کی پہچان، معنی اور جملے بنا سکیں۔ | ایک سواری ڈی پی پی |
| | | | ✓ | | 0- عبارت کو پڑھ کر درست جواب دے سکیں | |
| | | | ✓ | | 3- سادہ عبارت پڑھ کر سمجھ سکیں | |
| تا | | ✓ | | | 4- املاء کا درست استعمال کر سکیں | |
| | | | ✓ | | 2- سادہ پیغامات / ہدایات پڑھ سکیں اور سمجھ سکیں | |
| | | ✓ | | | 6- گروہی گفتگو کے آداب کا عملی مظاہرہ کر سکیں | |
| 16-10-2025 | | | | ✓ | 1- عبارت کو درست تلفظ اور الفاظ کے درست اتار چڑھاؤ کے ساتھ پڑھ سکیں | چلو میلا دیکھیں |
| -2025 | 5 دن | | | | 0 عبارت پڑھ کر سوالات کے جوابات دے سکیں | |
| 17-10 تا | | | ✓ | | | |
| 22-10-2025 | | | | | | |

| تاریخ | دورانیہ | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|---------------------------------|---------|--------------|--------|-------|--|-----------------------|
| | | اطلاق | سمجھنا | جاننا | | |
| شدید سردی | | | | ✓ | 3۔ اپنے علاقہ نمیبیلوں کے نام بتائیں | |
| -2025 10-23 تا 31-10-2025 | 8 دن | | ✓ | | 1۔ مشکل الفاظ کو پہچان کر انکے معنی سمجھ سکیں اور جملے بنا سکیں | ٹوٹ بٹوٹ کی موٹر کار |
| | | | ✓ | | 0۔ نظم پڑھ کر سوالات کا درست جوابات دے سکیں | |
| | | ✓ | | | 3۔ گفتگو کے آداب کا عملی مظاہرہ کر سکیں | |
| | | | ✓ | | 4۔ ہم آواز الفاظ بنا سکیں | |
| | | ✓ | | | 2۔ تصویر دیکھ کر پانچ جملے لکھ سکیں | |
| -2025 11-01 تا 11-11-2025 | 9 دن | | ✓ | | 1۔ سادہ عبارت سمجھ کر پڑھ سکیں اور سوالات کے درست جوابات دے سکیں | حوالدار لالک جان شہید |
| | | | ✓ | | 0۔ جملوں میں اسم اور فعل کی پہچان کر سکیں | |
| | | | | ✓ | 3۔ متضاد الفاظ بتا سکیں | |
| | | | ✓ | | 4۔ عبارت پڑھ کر تفہیمی سوالوں کے جوابات دے سکیں | |

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

تفہیمی سطح کے حساب سے کل حاصلاتِ تعلیم (اردو دوئم)

| نمبر شمار | عنوان | سطح | | | اسباق کے کل حاصلاتِ تعلیم |
|-----------|----------------|-------|--------|-------|---------------------------|
| | | جاننا | سمجھنا | اطلاق | |
| 1 | حمد | 1 | 3 | 4 | 8 |
| 2 | نعت | 2 | 1 | 5 | 8 |
| 3 | پیارے نبی ﷺ | 0 | 3 | 4 | 7 |
| 4 | بانو کا طوطا | 0 | 3 | 5 | 8 |
| 5 | سمجھ دار بچہ | 1 | 2 | 2 | 5 |
| 6 | چڑیا اور چوہا | 1 | 3 | 2 | 6 |
| 7 | تارے (نظم) | 0 | 3 | 3 | 6 |
| 8 | قائد اعظم | 2 | 4 | 1 | 7 |
| 9 | سیر ایک شہر کی | 1 | 2 | 1 | 4 |
| 10 | حکیم محمد سعید | 0 | 4 | 2 | 6 |

| | | | | | |
|---|---|---|---|----------------------|----|
| 3 | 1 | 0 | 2 | آو بجلی بچائیں | 11 |
| 6 | 1 | 5 | 0 | میرا بیارا وطن | 12 |
| 7 | 2 | 5 | 0 | آو ملکر 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 چھپن چھپائی | 17 |
| 6 | 1 | 5 | 0 | دوستی ہو تو ایسی | 18 |
| 5 | 2 | 1 | 2 | صبح 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 بٹوٹ کی موٹر کار | 22 |
| 6 | 2 | 3 | 1 | حوالدار لاک جان شہید | 23 |

Number of SLOs By Cognitive Level (Term-I)

| اسباق کے کل 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 (نظم) | 7 |

Number of SLOs By Cognitive Level (Term-II)

| اسباق کے کل حاصلات تعلم | سطح | | | 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 | آؤ بجلی بچائیں | 11 |
| 6 | 1 | 5 | 0 | میر ایپارادوٹن | 12 |
| 7 | 2 | 5 | 0 | آؤ ملکر درخت لگائیں | 13 |
| 6 | 2 | 3 | 1 | صفائی کار کھیں خیال | 14 |

Number of SLOs By Cognitive Level (Term-III)

| اسباق کے کل حاصلاتِ تعلیم | سطح | | | عنوان | نمبر شمار |
|---------------------------|-------|--------|-------|-----------------------|-----------|
| | اطلاق | سمجھنا | جاننا | | |
| 5 | 1 | 4 | 0 | ساری دنیا اپنا گھر | 15 |
| 3 | 1 | 0 | 2 | علامہ محمد اقبال | 16 |
| 6 | 2 | 4 | 0 | کھیل چھپن چھپائی | 17 |
| 6 | 1 | 5 | 0 | دوستی ہو تو ایسی | 18 |
| 5 | 2 | 1 | 2 | صبح 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 بٹوٹ کی موٹر کار | 22 |
| 6 | 2 | 3 | 1 | حوالدار لالک جان شہید | 23 |



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



Subject: Mathematics

Class: Two (2)

| Unit/ Theme | Sub Topics | Students Learning Outcomes | Cognitive Levels | | | No. of Days | Zone wise dates for syllabus Completion |
|-----------------------------------|-----------------------------|---|------------------|---|---|-------------|---|
| | | | K | U | A | | Extreme Winter Zone |
| Whole Numbers and Patterns | 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 | | Extreme Winter Zone |
| | 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 |
| | Addition and Subtraction | 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 | | ✓ | | 2 | 14-05-2025 TO 15-05-2025 |
| | | Estimating the Addition | | ✓ | | 2 | 16-05-2025 TO 17-05-2025 |
| | | Subtraction of 2 digit and 3 digit numbers with 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 |
|------------------------------------|--|--|------------------|---|---|-------------|---|
| | | Students will be able to: | K | U | A | | 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 |
|-------------|--|--|------------------|---|---|-------------|---|
| | | Students will be able to: | K | U | A | | Extreme Winter Zone |
| | strategy | | | | | | |
| | Division as Successive Subtraction | Recognize and use division symbol 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 | | Extreme Winter Zone |
| Measurements Length, Mass and Capacity | Length and its unit | 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 | ✓ | | | 2 | 09-09-2025 TO 10-09-2025 |
| | | Recognize the unit of capacity | | ✓ | | | |
| | 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 |
|-----------------|--------------------------------|---|------------------|---|---|-------------|---|
| | | Students will be able to: | K | U | A | | Extreme Winter Zone |
| | | | | | | | 09-2025 |
| 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 | | | ✓ | | 3 | 14-10-2025 TO 16- |
| | | 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 |
|--------------------------------------|---|--|------------------|---|---|-------------|---|
| | | Students will be able to: | K | U | A | | 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 |
| | Revision | | | | | 6 | 10-11-2025 TO 15-11-2025 |
| | 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 |
|-------------|------------|--|------------------|---|---|-------------|---|
| | | Students will be able to: | K | U | A | | 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 th December to 31 st 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. | Whole Numbers and Patterns | 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. | Addition and | Addition of numbers with and without carrying | 0 | 1 | 1 | 2 |

| | | | | | | |
|-----|---|---|---|---|---|---|
| | Subtraction | | | | | |
| | | 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. | Multiplication and Division | 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. | Money | Money Change | 2 | 0 | 0 | 2 |
| | | Addition and subtraction of Money | 1 | 0 | 0 | 1 |
| 16. | Fractions | 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. | Measurements Length, Mass and Capacity | 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. | Time | 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. | Geometry | 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. | Data Handling and Probability | Pictograph | 0 | 0 | 1 | 1 |
| | | Bar Graph | 0 | 0 | 1 | 1 |
| | | Tally Charts | 0 | 0 | 1 | 1 |
| | | Probability | 0 | 2 | 0 | 2 |
| Total SLOs | | | 29 | 33 | 10 | 72 |

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. | 1. Whole Numbers and Patterns | 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. | Addition and Subtraction | 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 |
| | Total SLOs | | 8 | 11 | 4 | 23 |

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

| S# | Theme/Topic | Name of Sub-Topics | SLOs | | | Total SLOs |
|----|------------------------------------|---|------|---|---|------------|
| | | | K | U | A | |
| 1. | Multiplication and Division | 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. | Money | Money Change | 2 | 0 | 0 | 2 |
| | | Addition and subtraction of Money | 1 | 0 | 0 | 1 |
| 3. | Fractions | 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. | Measurements Length, Mass and Capacity | Length and its unit | 2 | 0 | 0 | 2 |
| | | Addition and Subtraction of Length | 1 | 0 | 0 | 1 |
| Total SLOs | | | 13 | 07 | 00 | 20 |

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. | Measurements Length, Mass and Capacity | 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. | Time | 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. | Geometry | 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. | Data Handling and Probability | Pictograph | 0 | 0 | 1 | 1 |
| | | Bar Graph | 0 | 0 | 1 | 1 |
| | | Tally Charts | 0 | 0 | 1 | 1 |
| | | Probability | 0 | 2 | 0 | 2 |
| Total No of SLOs | | | 08 | 15 | 06 | 29 |



اسکیم آف سٹڈیز اور حاصلاتِ تعلیم کی بنیاد پر سلیبس کی تقسیم جماعت دوم شدید سرد علاقے



مضمون: اسلامیات

جماعت: دوم

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلاتِ تعلیم | تقیمی سطحیں | | | دورانیہ | انتہائی سرد زون تاریخ |
|--------------|---------------------------------------|--------------------------|--|-------------|--------|-------|---------|----------------------------|
| | | | | جانتا | سمجھتا | اطلاق | | |
| ۰۱ | باب اول قرآن مجید و حدیث نبوی ﷺ | (الف) ناظرہ قرآن مجید | بچے اس قابل ہوں کہ: ۱: رموزِ اوقاف سے آگاہ ہوں۔ ۲: مخارجِ حروف کو سمجھ سکوں۔ ۳: پارہ نمبر ۳۰ کی تجوید کے مطابق تلاوت کر سکوں۔ ۴: دورانِ تلاوت آداب تلاوت کا خیال رکھوں۔ | ✓ | ✓ | ✓ | ۱۲ دن | ۳۰ اپریل تا ۱۶ اپریل |
| ۰۲ | باب اول قرآن مجید و حدیث نبوی ﷺ | (ب) حفظ قرآن مجید | بچے اس قابل ہوں کہ: ۱: معوذتین سے واقفیت حاصل کر سکوں۔ ۲: مذکورہ بالا سورتوں کی اہمیت و فضیلت سمجھ سکوں۔ ۳: ان سورتوں کو تجوید کے اصولوں کے مطابق حفظ کر سکوں۔ ۴: ان سورتوں کو نمازوں اور اس کے علاوہ پڑھنے کے عادی بن سکوں۔ | ✓ | ✓ | ✓ | ۱۲ دن | ۱۷ اپریل تا ۳۰ اپریل |
| ۰۳ | باب اول قرآن مجید و حدیث | (ج) حفظ و ترجمہ | بچے اس قابل ہوں کہ: ۱: تعوذ، تسمیہ اور مختصر درود شریف کے معانی و مفاہیم سے آگاہ ہو سکوں۔ | ✓ | | | ۰۹ دن | ۰۲ مئی تا |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | دورانیہ | انتہائی سرزدون |
|--------------|---------------------------------------|-----------------------|--|----------------|---------|------------------------------|
| | | | | جاننا | سمجھنا | اطلاق |
| | نبوی ﷺ | | ۲: یہ سمجھ سکیں کہ حضور ﷺ کا اسم گرامی پڑھیں، سنیں یا لکھیں تو درود شریف کا اہتمام کریں۔ | | ✓ | ۱۲ مئی |
| | | | ۳: بسم اللہ، الحمد للہ، یرحمک اللہ اور جزاک اللہ جیسے کلمات کو اپنی روزمرہ زندگی میں پڑھنے کا اہتمام کر سکیں۔ | | ✓ | |
| ۰۴ | باب اول قرآن مجید و حدیث نبوی ﷺ | (د) حدیث نبوی ﷺ | بچے اس قابل ہوں کہ: ۱: احادیث کی اہمیت سے واقف ہو سکیں۔ ۲: احادیث مبارکہ کے معانی و مفاہیم کو سمجھ سکیں۔ ۳: روزمرہ زندگی میں ان احادیث کی تعلیمات پر عمل کر سکیں۔ ۴: دو مختصر صحیح احادیث مبارکہ یاد کر کے سنا سکیں۔ | | | ۱۲ دن ۱۳ مئی تا ۲۶ مئی |
| ۰۵ | باب اول قرآن مجید و حدیث نبوی ﷺ | (ہ) دعائیں (زبانی) | بچے اس قابل ہوں کہ: ۱: دعا کو پڑھنے کی اہمیت و فضیلت سے آگاہ ہو سکیں۔ ۲: دعا کے معنی و مفہوم کو سمجھ سکیں اور درست تلفظ کے ساتھ یاد کر سکیں۔ | | | ۰۵ دن ۲۷ مئی تا ۳۱ مئی |
| | | | ناظرہ قرآن مجید کا جائزہ (۰۵) نمبرز | | | |
| | | | اعادہ اور تیاری | (۷ اے ایل اوز) | ۰۴ دن | ۰۲ جون تا ۰۵ جون |
| | | | پہلا جائزہ | | | ۰۸ دن ۰۹ جون سے ۱۷ جون |
| | | | ۳: تین اسمائے حسنیٰ کو معانی کے ساتھ یاد کر سکیں۔ ۴: دعاؤں کو اپنی روزمرہ زندگی میں پڑھنے کے عادی بنیں۔ | | | ۲۰ دن ۱۸ جون تا ۱۰ جولائی |
| ۰۶ | باب دوم | (الف، ب) | بچے اس قابل ہوں کہ: | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تحقیقی سطحیں | | | دورانیہ | انتہائی سرزوں تاریخ |
|--------------|--|-----------------------------|--|--------------|--------|-------|----------|------------------------------|
| | | | | جانتا | سمجھنا | اطلاق | | |
| | ایمانیات و عبادات (الف) ایمانیات | آسمانی کتب اور فرشتے | ۱: تمام معصوم فرشتوں کی خصوصیات سے آگاہ ہو سکیں۔ | ✓ | | | | |
| | | | ۲: آسمانی کتب کے نزول کا مقصد جان سکیں۔ | ✓ | | | | |
| | | | ۳: چند مشہور فرشتوں کے ناموں اور ذمہ داریوں کو سمجھ سکیں۔ | | ✓ | | | |
| | | | ۴: یہ بتا سکیں کہ فرشتے اللہ تعالیٰ کے حکم کے پابند ہیں اور وہ معصوم ہیں۔ | | ✓ | | | |
| ۷۰ | باب دوم ایمانیات و عبادات (الف) ایمانیات | (۳) آخرت پر ایمان | بچے اس قابل ہوں کہ: | | | | ۱۲ دن | ۱۱ جولائی تا ۲۴ جولائی |
| | | | ۱۔ آخرت کے مفہوم سے آگاہ ہو سکیں۔ | ✓ | | | | |
| | | | ۲: روز جزا کی اہمیت کو سمجھ سکیں۔ | | ✓ | | | |
| | | | ۳۔ آخرت کی تیاری کی غرض سے نیک کام کر سکیں۔ | | | ✓ | | |
| ۸۰ | باب دوم ایمانیات و عبادات (ب) عبادات | (۱) روزہ (صوم) | بچے اس قابل ہوں کہ: | | | | ۱۲ دن | ۲۵ جولائی تا ۷ اگست |
| | | | ۱: ارکان اسلام کا تعارف حاصل کر سکیں۔ | ✓ | | | | |
| | | | ۲: روزے کا معنی و مفہوم کے بارے میں جان سکیں۔ | ✓ | | | | |
| | | | ۳: رمضان المبارک اور روزے کی اہمیت کو سمجھ سکیں۔ | | ✓ | | | |
| | | | ۴: روزے کا مختصر تعارف بیان کر سکیں۔ | | | ✓ | | |
| ۹۰ | باب دوم ایمانیات و عبادات (ب) عبادات | (۲) عیدین و اسلامی تہوار | بچے اس قابل ہوں کہ: | | | | ۹ دن | ۸ اگست تا ۱۸ اگست |
| | | | ۱: عید الفطر کے بارے میں یہ جان سکیں کہ یہ رمضان کے بعد آتی ہے۔ | ✓ | | | | |
| | | | ۲: عید الاضحیٰ کے بارے میں جان سکیں کہ یہ ذوالحجہ کے مہینے میں آتی ہے۔ | ✓ | | | | |
| | | | ۳: عیدین و اسلامی تہواروں کے مقصد کو سمجھ سکیں۔ | | ✓ | | | |
| | | | ۴: اللہ تعالیٰ کی عطا کردہ خوشی کی نعت کو پہچان کر شکر ادا کرنے کے عادی بن سکیں۔ | | | ✓ | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفصیلی سطحیں | | | دورانیہ | انتہائی سرزدون |
|-------------------------------------|---|-------------------------------------|---|------------------|--------|-------|---------|-------------------------------|
| | | | | جانتا | سمجھنا | اطلاق | | تاریخ |
| ناظرہ قرآن مجید کا جائزہ (۰۵) نمبرز | | | | | | | | |
| | | | اعادہ اور تیاری | (۱۷ ایس ایل اوز) | | | ۰۲ دن | ۱۹ اگست تا ۲۰ اگست |
| | | | دوسرا جائزہ | | | | ۰۸ دن | ۲۱ اگست تا ۲۹ اگست |
| ۱۰ | باب سوم سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم | (۱) نبی ﷺ کی محبت و اطاعت | بچے اس قابل ہوں کہ: | | | | ۱۲ دن | ۳۰ اگست تا ۱۶ ستمبر |
| | | | 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 جز بنائیں۔ | ✓ | | | | |
| ۱۱ | باب سوم سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم | (۲) حضرت محمد ﷺ کے اخلاق حسنہ | بچے اس قابل ہوں کہ: | | | | ۱۲ دن | ۱۷ ستمبر تا ۳۰ ستمبر |
| | | | ۱: نرم مزاجی، رحمہ، ایفائے عہد اور عفو درگزر 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۔ | ✓ | | | | |
| ۱۲ | باب چہارم اخلاق و آداب | (۱) اسلامی آداب زندگی | بچے اس قابل ہوں کہ: | | | | ۰۹ دن | یکم اکتوبر تا ۱۱ اکتوبر |
| | | | 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 شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرڈزون تاریخ |
|--------------|---|-------------------------------------|---|--------------|--------|-------|---------|-----------------------------|
| | | | | جانتا | سمجھنا | اطلاق | | |
| ۱۳ | باب چہارم اخلاق و آداب | (۲) بڑوں کا ادب | بچے اس قابل ہوں کہ: | | | | ۰۹ دن | ۱۳ اکتوبر تا |
| | | | ۱: قرآن سنت کی روشنی میں بڑوں کے آداب سے متعلق جان سکیں۔ | ✓ | | | | |
| | | | ۲: بڑوں اور بزرگوں کے ادب کی اہمیت کو سمجھ سکیں۔ | | ✓ | | | |
| | | | سپورٹس گالا | | | | ۰۲ دن | ۷ اکتوبر تا ۱۸ اکتوبر |
| ۱۴ | باب چہارم اخلاق و آداب | (۳) جانوروں سے اچھا سلوک | ۳: والدین، اساتذہ کرام کے احترام کو عملی زندگی میں شامل کر سکیں۔ | | | ✓ | | ۲۴ اکتوبر |
| | | | بچے اس قابل ہوں کہ: | | | | ۰۹ دن | ۲۵ اکتوبر تا ۰۴ نومبر |
| | | | ۱: جانوروں کے حقوق سے آگاہ ہو سکیں۔ | ✓ | | | | |
| | | | ۲: جانوروں کے حقوق کا ادراک کرتے ہوئے ان سے بدسلوکی کے مضمرات کو سمجھ سکیں۔ | | ✓ | | | |
| ۱۵ | باب پنجم ہدایت کے سرچشمے اور مشاہیر اسلام | (۱) حضرات انبیاء علیہم السلام | ۳: جانوروں کے حقوق کا خیال کرتے ہوئے ان سے حسن سلوک کا مظاہرہ کر سکیں۔ | | | ✓ | ۰۷ دن | ۰۵ نومبر تا ۱۲ نومبر |
| | | | بچے 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۔ | | ✓ | | ۰۷ دن | ۰۵ نومبر تا ۱۲ نومبر |
| | | | ۳: حضرت آدم علیہ السلام اور حضرت نوح علیہ السلام کے واقعات کو مختصر آہٹا سکیں۔ | | | ✓ | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرزدون تاریخ |
|--------------|---------|--------------|---|----------------------|--------|-------|---------|-------------------------|
| | | | | جانتا | سمجھنا | اطلاق | | |
| | | | ۴: 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 | | | | | |
| | | | اعادہ اور تیاری | (۲۱ ایس ایل اوز) | | | ۰۳ دن | ۱۳ نومبر تا ۱۵ نومبر |
| | | | تیسرا جائزہ | سالانہ امتحان - ۲۰۲۵ | | | ۲۱ دن | ۷ نومبر تا ۱۰ دسمبر |
| | | | Assessment of Answer Script/Result Day/PTM | نتیجے کی تیاری | | | ۰۴ دن | ۱۱ دسمبر تا ۱۵ دسمبر |

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 و اصحابہ 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 |

1st 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 |

2nd 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 |

3rd 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 |
|--------------------------|---|---|-----------------|---|---|-------------|-------------------|
| | | | K | U | A | | Date |
| 1. Me and my Environment | Lives in the villages and Cities Key Characteristics of a Village and City Comparison of Village and City Life 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 Ways of Helping others 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 |
|---|---|---|-----------------|---|---|-------------|-------------------|
| | | | K | U | A | | Date |
| | | 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 |
| Unit End Assessment | | | | | | 1 | 24 April, 2025 |
| 3 Respecting Others and Appreciating their Diversity | Major Crops in Pakistan Need to Respect all People Ways to Respect 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 |
| Unit End Assessment | | | | | | 1 | 2 May, 2025 |
| 4 Forgiveness and Forgiving others | Avoid hurting others Forgiving Others. Ways to reduce the 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 apologies for their mistake they should forgive them. | | ✓ | | 2 | 9-10 May, 2025 |
| Unit End Assessment | | | | | | 1 | 12 May, 2025 |
| 5 | 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 |
|----------------------------------|--|---|-----------------|---|---|-------------|----------------------------|
| | | | K | U | A | | Date |
| Being just and Fair | 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 |
| Unit End Assessment | | | | | | 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 |
| End of Unit Assessment | | | | | | 1 | 27 May, 2025 |
| Revision | | | | | | 6 | 28-5 June, 2025 |
| 1 st term Examination | | | | | | 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 |
| Unit End Assessment | | | | | | 1 | 2 July 2025 |

| Topic/ Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level | | | No. of days | Extreme winter |
|--|--|--|-----------------|---|---|-------------|-----------------|
| | | | K | U | A | | Date |
| 8 Our Country: Pakistan | 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 |
| Unit End Assessment | | | | | | 1 | 18 July 2025 |
| 9 Festivals | Eid-ul-Fitr & Eid-ul-Azha | Identify festivals celebrated by Muslims in Pakistan and how they celebrated. | | ✓ | | 1 | 19 July 2025 |
| | Other Cultural and Religious Festivals | 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 |
| Unit End Assessment | | | | | | 1 | 26-28 July 2025 |
| 10. Professions/ | 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 |
|----------------------------------|---|--|-----------------|---|---|-------------|----------------------------------|
| | | | K | U | A | | Date |
| 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 |
| | | Unit End Assessment | | | | | 1 |
| 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 |
| End of Unit Assessment | | | | | | 1 | 14 August, 2025 |
| Revision | | | | | | 9 | 15-16 August, 2025 |
| 2 nd Term Examination | | | | | | 8 | 21-29 August, 2025 |
| 12 Plants | Major Parts of a Plant and their functions Plant and Seeds Growth and change in Plants Edible roots 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 |
|----------------------|--|---|-----------------|---|---|-------------|--------------------|
| | | | K | U | A | | Date |
| | | 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 |
| Unit End Assessment | | | | | | | 1 September, 2025 |
| 13 Animals | Animals on Land and in Water Growth and change in Animals 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, burrow etc.) | ✓ | | | 1 | September, 2025 |
| Unit End Assessment | | | | | | | 1 September, 2025 |
| 14. Materials | Materials 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 |
| Unit End Assessment | | | | | | | 1 10 October, 2025 |

| Topic/ Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level | | | No. of days | Extreme winter |
|------------------------------|--|--|-----------------|---|---|-------------|-------------------|
| | | | K | U | A | | Date |
| 15. Heat and Light | Common Sources (Natural and Human made) Uses of Heat and Light Methods of Producing Heat 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 |
| Unit End Assessment | | | | | | 1 | 23 October, 2025 |
| 16. Forces | Forces 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 |
| Unit End Assessment | | | | | | 1 | 29 October, 2025 |
| 17. Natural Resources | 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 | 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 |
|------------------------|--|---|-----------------|---|---|-------------|---------------------------------|
| | | | K | U | A | | Date |
| Unit End Assessment | | | | | | 1 | November, 2025. |
| 18. Water | Induction of life Daily use of water Natural resource of water Shortage of water Deforestation | Recognize importance of water | | ✓ | | 1 | November, 2025. |
| | | Recognize how people waste water | | ✓ | | 1 | 7 November, 2025. |
| | | Suggest ways to save water | | | ✓ | 2 | November, 2025. |
| | | Identify the ways in which the land is destroyed due to human activity (Deforestation). | | ✓ | | 1 | November, 2025. |
| End of Unit Assessment | | | | | | 1 | November, 2025. |
| Revision | | | | | | 3 | November, 2025. |
| Final Term Examination | | | | | | 8 | vember, 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. | Me and my Environment | Lives in the villages and Cities., key Characteristics of a village and City Comparison of Village and City Life, Common Professions and Occupations in the Village/City | 0 | 5 | 1 | 6 |
| 2. | Helping Others | Sharing Things Ways of Helping others, Mutual Independence | 1 | 3 | 0 | 4 |
| 3. | Respecting Others | Respecting Others | 0 | 3 | 0 | 3 |
| 4. | Forgiveness and Forgiving others | Avoid hurting others, Forgiving Others.Ways to reduce the Hurt. | 0 | 4 | 0 | 4 |
| 5. | Being just and Fair | Fairness and Unfairness, Promoting Fairness | 0 | 3 | 0 | 3 |
| 6. | Traffic Rules | Traffic Rules, Safety and precautionary Measures | 0 | 3 | 0 | 3 |
| 7. | Rights and duties | Right of citizen ,Rights and duties | 1 | 5 | 0 | 6 |
| 8. | Our Country: Pakistan | Map of Pakistan, Provinces of Pakistan, Significance of the National Flag | 1 | 4 | 2 | 7 |
| 9. | Festivals | Eid-ul-Fitr & Eid-ul-Azha, Other Cultural and Religious Festivals | 0 | 3 | 1 | 4 |
| 10. | Professions/ Occupations | Common Professions/Occupation, Professions/Occupations they like | 1 | 3 | 0 | 4 |

| | | | | | | |
|-----|------------------------------------|--|---|----|---|-----------|
| | around Us | | | | | |
| 11. | Agriculture and Live Stock. | Major Crops in Pakistan Processing (Making Products Live stock) | 1 | 2 | 0 | 3 |
| 12. | Plants | 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 |
| 13. | Animals | Animals on Land and in Water, Growth and change in Animals Places for Animals | 3 | 2 | 0 | 5 |
| 14. | Materials | Materials, Quality of material things | 0 | 3 | 2 | 5 |
| 15. | Heat and Light | Common Sources (Natural and Humanmade), Uses of Heat and Light, Methods of Producing Heat Intensity of Heat and Light | 1 | 4 | 0 | 5 |
| 16. | Forces | Forces, Affect of force on things | 0 | 2 | 1 | 3 |
| 17. | Natural Resources | Importance of Natural (Earth,Water,Air,Sun,minerals) | 0 | 3 | 0 | 3 |
| 18. | Water | Induction of life, Daily use of water, Natural resource of water, Shortage of water, Deforestation | 0 | 3 | 1 | 4 |
| | | | 9 | 63 | 8 | 80 |

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

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

| | | | | | | |
|--------------|----------------------------|--|----------|-----------|----------|-----------|
| 7. | Being just and Fair | Fairness and Unfairness, Promoting Fairness | 0 | 3 | 0 | 3 |
| 8. | Traffic Rules | Traffic Rules , Safety and precautionary Measures | 0 | 3 | 0 | 3 |
| Total | | | 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. | Rights and duties | Right of citizen, Rights and duties | 1 | 5 | 0 | 6 |
| 6. | Our Country: Pakistan | Map of Pakistan, Provinces of Pakistan, Significance of the National Flag | 1 | 4 | 2 | 7 |
| 7. | Festivals | Eid-ul-Fitr & Eid-ul-Azha, Other Cultural and Religious Festivals | 0 | 3 | 1 | 4 |
| 8. | Professions/ Occupations around Us | Common Professions/Occupation, Professions/Occupations they like | 1 | 3 | 0 | 4 |
| 9. | Agriculture and Live Stock. | Major Crops in Pakistan Processing (Making Products Live stock) | 1 | 2 | 0 | 3 |
| Total | | | 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. | Plants | 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. | Animals | Animals on Land and in Water, Growth and change in Animals Places for Animals | 3 | 2 | 0 | 5 |
| 7. | Materials | Materials, Quality of material things | 0 | 3 | 2 | 5 |

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



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 | All are Welcome | Students will be able to: | K | U | A | | |
| | | 1. Listen to others and respond appropriately. | | | ✓ | 01 | April ,3 rd |
| | | 2. Deduce meaning from context in short, supported task. | | ✓ | | 01 | 4 th |
| | | 3. Use pre-reading as a strategy to predict the text through the title and picture. | | ✓ | | 01 | 5 th |
| | | 4. Recognize and articulate soft sounds of letter 'c' and 'g'. | | | ✓ | 02 | 7 th ,8 th |
| | | 5. Recognize and pronounce common two consonant clusters 'sh' and 'st' in initial and final position. | | ✓ | | 02 | 9, 10 th |
| | | 6. Practice class talk to learn formal expressions for efficiency in speaking English. | | | ✓ | 01 | 11 th |
| | | 7. Use formulaic expressions to offer and respond to greetings. | | | ✓ | 01 | 12 th |
| | | 8. Demonstrate conventions and dynamics of oral interactions in group exchanging courtesies to show respect. | | ✓ | | 01 | 14 th |
| | | 9. Use alphabetical order to arrange words. | ✓ | | ✓ | 01 | 15 th |
| | | 10. Write syllabic division of a word for learning words meaning. | | | ✓ | 02 | 17 th , 18 th |

| 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 th |
| | | 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 th , 25 th |
| | | 15. Write sentences using correct spellings, capitalization and punctuation. | | | ✓ | 01 | 26 th |
| 2 | Gifts of Nature | 1. Use pre-reading strategies to predict some words that might occur in a text by looking at a picture/title. | | | ✓ | 01 | 28 th |
| | | 2. Apply critical thinking to interact with the text (while reading) to predict what follows in the text using context. | | | ✓ | 01 | 29 th |
| | | 3. Use critical thinking to respond to the text (post reading) by relating what is read to their own experience. | | | ✓ | 01 | 30 th |
| | | 4. Pronounce long and short vowels. | | ✓ | | 01 | May 2 |
| | | 5. Recite a poem aloud with actions. | | | ✓ | 01 | 3 rd |
| | | 6. Describe events in a picture or an illustration. | | ✓ | | 01 | 5 th |
| | | 7. Make anagrams from simple one syllable words. | | ✓ | | 01 | 6 th |
| | | 8. Recognize the functions of joining words. | | | ✓ | 01 | 7 th |
| | | 9. Make simple sentence by using subject verb agreement. | | | ✓ | 02 | ,8 th ,9 th |
| | | 10. Write ordinal numbers from 80-100 in words. | | | ✓ | 01 | 10 th |

| 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 th |
| | | 12. Use simple connections for addition like as well as, for reasons because, and for sequence first, second. | | | ✓ | 01 | 13 th |
| | | 13. Locate the difference between the two parts of a compound word. | | ✓ | | 01 | 14 th |
| | | 14. Recognize and use words similar to each other in the text. | | | ✓ | 01 | 15 th |
| | | 15. Write spellings of days of the week, months and numbers in sequence. | | | ✓ | 01 | 17 th |
| | | 16. Take dictation of familiar words studied in the class and keep a record of words preparing word wall or word bank. | | | ✓ | 01 | 19 th |
| 3 | The People I Love | 1. Apply critical thinking to interact with the text, using while and post reading strategies. | | | ✓ | 01 | 20 th |
| | | 2. Use pre-reading strategies to predict by looking at placard, pictures and title of the text. | | | ✓ | 01 | 21 st |
| | | 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 th |
| | | 6. Use appropriate expressions in conversation to articulate, recognize and use some formal expressions to respond simple directions. | | | ✓ | 01 | 26 th |
| | | 7. Write simple instructions and directions. | | | ✓ | 01 | 27 th , |
| | | 8. Write meaningful guided paragraphs using organizing principles of paragraph writing. | | | ✓ | 01 | 28 th |

| 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 th |
| | | 10. Differentiate between phrase and sentence. | | ✓ | | 01 | 30 th |
| 4 | Kindness to Children | 1. Use pre-reading strategies to predict the content/title from picture or a text. | | | ✓ | 01 | ,31 st |
| | | 2. Apply critical thinking to interact with the text using reading strategies to predict what follows in the text. | | | ✓ | 01 | June 2nd |
| | | Revision | | | | 03 | 3 rd 4 th 5 th |
| Term I Exam June 9 to June 17 | | | | | | | |
| | | Term II starts 18 June | | | | | June |
| | | 3. Recognize and pronounce the /ch/ sound. | | | ✓ | 01 | 18 th |
| | | 4. Identify and articulate words containing digraphs and trigraphs in initial, middle and final position. | | | ✓ | 01 | 19 th |
| | | 5. Identify describing words as adjectives. | ✓ | | | 01 | 20 th |
| 5 | Road Safety | 1. Use pre-reading strategies to predict some words of the text by looking at road and traffic signs with messages under the title. | | ✓ | | 01 | 21 st |
| | | 2. Critically interact with the text using while and post reading strategies. | | ✓ | | 02 | 23,24 th |
| | | 3. Recognize and pronounce weak form of; do, does, don't and doesn't in contractions. | | | ✓ | 01 | 25 th |
| | | 4. Use appropriate expressions in conversation to articulate. | | | ✓ | 01 | 26 th |

| 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. | | ✓ | | 01 | 27 th |
| | | 6. Recite a poem with actions. | | | ✓ | 01 | 28 th |
| | | 7. Identify and differentiate between countable and uncountable nouns. | | | ✓ | 01 | 30 th |
| | | 8. Demonstrate the use of the verb can/cannot to show ability and inability. | | ✓ | | 01 | July 1 st |
| | | 9. Match traffic signs with their interpretations. | | ✓ | | 02 | 2 nd , 3 rd |
| | | 10. Describe pictures from the immediate surroundings in sentences. | | ✓ | | 01 | 4 th |
| | | 11. Understand the use of countifiers with countable and uncountable nouns (some, few/little, many/much) | | ✓ | | 01 | 7 th |
| 6 | The Day of Silence | 1. Apply critical thinking to interact with a text using intensive reading strategies to predict what follows in the text using context. | | | ✓ | 01 | 8 th |
| | | 2. Use pre-reading strategies to predict some words that might occur in a text by looking at picture/title. | | ✓ | | 01 | 9 th |
| | | 3. Pronounce and spell silent letters. | | | ✓ | 01 | 10 th |
| | | 4. Engage in conversation and take turns. | | | ✓ | 01 | 12 th |
| | | 5. Recognize and apply spelling change in plural forms of nouns. | | | ✓ | 01 | 14 th |
| | | 6. Recall changing number of simple naming words by adding 's' and 'es'. | | | ✓ | 01 | 15 th |
| | | 7. Identify 'a', or 'an' as articles. | | | ✓ | 01 | 16 th |
| | | 8. Identify and use definite article 'the'. | | ✓ | | 01 | 17 th |

| 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. | | ✓ | | 01 | 18 th , |
| | | 10. Apply grade level word analysis skills to read common high frequency words. | | | ✓ | 01 | 19 th |
| | | 11. Identify words with in consistent but common spelling-sound correspondence. | | ✓ | | 01 | 21 st |
| | | 12. Recognize and read grade-appropriate irregularly spelled words. | | ✓ | | 01 | 22 nd |
| | | 13. Identify and use simple adverbs of manner and time. | | ✓ | | 01 | 23 rd |
| | | 14. Recognize and use regular and irregular degrees of adverbs. | | ✓ | | 01 | 24 th |
| | | 15. Use 'more' and 'most' with adverbs. | | | ✓ | 01 | 25 |
| | | 16. Change the regular nouns into irregular nouns. e.g (child-children), leaf, leaves). | | | | 01 | , 26 th |
| | | 17. Provide the missing letters in simple two/ three syllable words. | ✓ | | | 01 | 28 th |
| | | 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. | | | ✓ | 01 | 29 th , |
| 7 | What I like to Play | 1. Use pre-reading strategies to predict some words of the text by looking at pictures and title. | | ✓ | | 01 | 30 th |
| | | 2. Critically interact with the text using while and post strategies. | | | ✓ | 01 | 31 st |
| | | 3. Recognize and pronounce with reasonable accuracy, common two-consonant clusters in initial and final position sp and cr . | | ✓ | | 01 | August 1 st |
| | | 4. Demonstrate conventions and dynamics of oral interactions to lead and follow. | | | ✓ | 01 | 2 nd , |

| S.No | Unit/Competencies | Student Learning Outcome | Cognitive Levels | | | Duration/Number of Days | Date |
|--|-------------------|--|------------------|---|---|-------------------------|----------------------|
| | | 5. Recite a poem with actions. | | ✓ | | 01 | 4 th |
| | | 6. Recognize doing verbs by using them in speech and writing. | | | ✓ | 01 | 5 th |
| | | 7. Locate, identify, differentiate among and use some simple pair of words including homophones. | | ✓ | | 01 | 6 th |
| | | 8. Make notes and fill them to complete a mind-map as a guided task. | | | ✓ | 01 | 7 th |
| | | 9. Write guided short informal invitations to friends and family members to demonstrate the use of convention. | | | ✓ | 01 | 8 th |
| | | 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 th |
| | | 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 th |
| | | 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 |
|--|----------------------|---|------------------|---|---|-------------------------|----------------------------|
| Final term starts from 1 st September | | | | | | | |
| 8 | Saving Resources | 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. | | | ✓ | 01 | September, 1 st |
| | | 2. Use pre-reading strategies tp predict the content/vocabulary of a text from pictures and title using prior knowledge. | | | ✓ | 01 | 2 nd |
| | | 3. Recognize and pronounce he weak forms of ‘do’ and ‘have’ in contractions. | | | ✓ | 01 | 3 rd |
| | | 4. Use appropriate expressions in conversation to articulate, recognize and use some formal expressions to express needs and feelings. | | | ✓ | 01 | 4 th |
| | | 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). | | | ✓ | 01 | 6 th |
| | | 6. Write a few simple sentences to describe/ show sequence in a picture. | | | ✓ | 01 | 8 th |
| | | 7. Extend the common range of sight words. | | ✓ | | 02 | 9 th ,10 |
| | | 8. Recognize how paragraphs and chapters are used to organize ideas. | | ✓ | | 01 | 11 th |
| | | 9. Identify paragraph as a larger meaningful unit of expression representing the unity of thought. | | ✓ | | 01 | 12 th |
| | | 10. Differentiate and use subjective, objective ad possessive pronouns in sentences | | ✓ | | 01 | 13 th |
| | | 11. Join prefixes with base words and understand the change in meaning. (e.g. love/preloved, agreeable/disagreeable, comfortable/uncomfortable, heat/preheat). | | | ✓ | 01 | 15 th |
| 9 | My Culture _My Pride | 1. Use pre-reading strategies to predict some words of the text by looking at pictures and title. | | | ✓ | 01 | 16 th |

| 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 th |
| | | 3. Speak fluently in English using some formal expressions. | | | ✓ | 01 | 18 th |
| | | 4. Classify pronouns and practice short vowel /e/. | | ✓ | | 01 | 19 th |
| | | 5. Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to express needs and feelings. | | | ✓ | 01 | 20 nd |
| | | 6. Ask questions with verbs to be. | | | ✓ | 01 | 22 |
| | | 7. Make a list of festivals and add to the existing information. | | | ✓ | 01 | 23 th |
| | | 8. Recite poem with actions. | | | ✓ | 01 | 24 th |
| | | 9. Write an expository paragraph explaining a process or procedure. | | ✓ | | 03 | 25,26, 27 th |
| | | 10. Recognize and use past continuous tense. | | | ✓ | 01 | 29 th |
| | | 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 th , |
| | | 12. Write concluding remarks in two sentences. | | | ✓ | 01 | 31 st |
| 10 | Our Family Picnic | 1. Use pre-reading strategies to predict the content/vocabulary of a text from picture and title using prior knowledge. | | | ✓ | 01 | October 1 st |
| | | 2. Explain simple position on a picture, illustration or map. | | | ✓ | 01 | 2 nd |
| | | 3. Use critical thinking to respond to the text by relating what is read to their own experiences. | | ✓ | | 01 | 3 rd |

| 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 th |
| | | 5. Recognize and use apostrophes to show possessions and exclamation mark to show strong feelings. | | | ✓ | 02 | 6 th , 7 th |
| | | 6. Recognize and use words with, in, over, from, into and out of (prepositions). | | ✓ | | 01 | 8 th |
| | | 7. Demonstrate the use of the verb can/cannot to show ability or in ability. | | ✓ | | 01 | 9 th , |
| | | 8. Identify and use may/may not for seeking or giving permission and prohibition. | | ✓ | | 01 | 10 th |
| Sports Gala 12 October to 19 October | | | | | | | |
| | | 9. Make a list of items (e.g- vocabulary) required for a given task /topic. | | | ✓ | 01 | 11 th |
| | | 10. Complete a simple paragraph using the given words, phrases and sentences. | | ✓ | | 01 | 13 th |
| | | 11. Apply grade level word analysis skills to; a. Read common high frequency words by side at an appropriate grade level. B. identify words with inconsistent but common spelling sound correspondences. | | | ✓ | 01 | 14 th |
| | | 12. Recognize and read grade appropriate irregularly spelled words. | | ✓ | | 01 | 15 th |
| | | 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 th |
| | | 15. Recognize and use words similar to each other in the text. | | ✓ | | 01 | 18 th |
| 11 | Healthy Habits | 1. Use pre-reading strategies to predict the content/vocabulary of a text from picture and title using prior knowledge. | | ✓ | | 01 | 20 th |

| 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 st |
| | | 3. Practice class talk to learn formulaic expressions for efficiency in speaking English. | | | ✓ | 01 | 25 th |
| | | 4. Read a poem with the application and understanding of punctuation rules. | | ✓ | | 01 | 22 nd |
| | | 5. Read aloud for accurate reproduction of sounds of letters and words. | | ✓ | | 01 | 23 rd |
| | | 6. Use critical thinking to respond to the text as post reading strategy by relating what is read to their own experiences. | | ✓ | ✓ | 02 | 24 th |
| | | 7. Pronounce syllables for stress of the words. | | | ✓ | 01 | 27 th |
| | | 8. Pronounce and spell simple words with silent letters. | | | ✓ | 01 | 28 th |
| | | 9. Recognize that 'ed' /d/, /t/, /id/ as in looked, danced and landed. | | | ✓ | 01 | 29 th |
| | | 10. Reproduce in speech, appropriate patterns of rhythm, stress, and intonation through listening to a story. | | ✓ | | 01 | 30 th |
| | | 11. Recognize and use words opposite in meaning. | | ✓ | | | |
| | | 12. Recognize alphabetical arrangement of words as a preparation for glossary or dictionary use. | | ✓ | | 01 | 31 st |
| | | 13. Recognize the function of simple 'wh' forms used in questions. | | ✓ | | 01 | November 1 st |
| | | 14. Identify and use question words why, how, who, whose, which e.t.c. | | ✓ | | 01 | 4 th |
| | | 15. Recognize and use actions with prepositions 'before' and 'after'. | | ✓ | | 01 | 5 th |

| 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 | 6 th |
| | | 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. | | | ✓ | 01 | 7, |
| | | 20. Develop consistency in the size and proportion of letters and the spacing of words. | | ✓ | | | |
| | | 21. Practice joining letters in hand writing. | | | ✓ | 01 | 8 th |
| | | 22. Build up hand writing speed, fluency and develop an understanding of capital letters, full stop and question mark within a sentence. | | ✓ | | | |
| | | 23. Write and spell simple high frequency words and common irregular words. | | | ✓ | 01 | 10 th |
| | | 24. Use strategies for segmenting unfamiliar words to spell example e.g. breaking into individual sounds, separating into syllables. | | | ✓ | | |
| | | 25. Write a simple acrostic poem using a given structure. | | | ✓ | 01 | 11 th |
| | | Revision | | | | 04 | 12th 13th 14th 15th |
| | | Term III Final Term Exam | | | | | |

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 | | | | | 165 |

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 | Saving resources | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0 | 5 | 7 | 12 |
| 2 | My culture my pride | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0 | 3 | 10 | 13 |
| 3 | Our Family Picnic | Oral communication, reading and critical thinking, language focus, grammar, Writing | 0 | 9 | 7 | 16 |
| 4 | Healthy Habits | Oral communication, reading and critical thinking, language focus, grammar, Writing | 1 | 12 | 13 | 26 |
| | Total | | | | | 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)

| تاریخ | دورانیہ | تفہیمی سطحیں | | | حاصلاتِ تعلیم | ذیلی عنوانات | عنوانات | نمبر شمار |
|----------------|---------|--------------|--------|-------|---|-----------------|---------|-----------|
| | | اطلاق | سمجھنا | جاننا | | | | |
| شدید سرد علاقے | | | | | | | | |
| | | | | | بچے اس قابل ہوں کہ: | | | |
| | | ✓ | | | ۱۔ عام مشکل الفاظ کو پہچان کر جملوں میں استعمال کر سکیں | | حمد | ۱ |
| ۰۳/۰۴/۲۰۲۵ | | | ✓ | | ۲۔ نظم اور نثر کو پڑھ کر سوالوں کے جوابات دے سکیں | | | |
| تا | | | | ✓ | ۳۔ نظم اور نثر کو تلفظ روانی سے پڑھ سکیں | | | |
| ۱۰/۰۴/۲۰۲۵ | ۷ دن | | | ✓ | ۴۔ نظم پڑھ کر زبانی جوابات دے سکیں | | | |
| | | | ✓ | | ۵۔ مناظر دیکھ کر موضوعات سے متعلق اپنے خیالات کا زبانی اظہار اور عبارت لکھ سکیں | | | |
| | | ✓ | | | ۶۔ ہم آواز الفاظ کی پہچان اور معانی کے لحاظ سے سادہ جملے تبدیل کر سکیں | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | تاریخ |
|-----------|-----------|-----------------|--|--------------|--------|-------|---------|----------------|
| | | | | جاننا | سمجھنا | اطلاق | | |
| | | | بچے اس قابل ہوں کہ: | | | | | شدید سرد علاقے |
| 2 | نعت | | ۱۔ عام مشکل الفاظ کو پہچان کر جملوں میں استعمال کر سکیں | ✓ | | | ۷ دن | ۱۱ء۲۰۲۵ |
| | | | ۲۔ نظم اور نثر کو پڑھ کر سوالوں کے جوابات دے سکیں | | ✓ | | | تا |
| | | | ۳۔ مضمون لکھ سکیں | ✓ | | | | ۱۸ء۲۰۲۵ |
| | | | ۴۔ الفاظ کے متضاد 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 اظہار کر سکیں | | ✓ | | | |
| | | | ۷۔ واقعات پڑھ کر نتیجہ اخذ کرنا اور بیس تک درست عددی ترتیب سے استعمال کر سکیں۔ | | | ✓ | | |
| ۳ | بے مثل ہے | | ۱۔ عام مشکل الفاظ کو پہچان کر جملوں میں استعمال کر سکیں | ✓ | | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلم | تفہیمی سطحیں | دورانیہ | تاریخ |
|-----------|-----------|-----------------|--|--------------|---------|----------------|
| | | | | جاننا | سمجھنا | اطلاق |
| | | | بچے اس قابل ہوں کہ: | | | |
| | ذات رسولؐ | | ۲۔ نظم اور نثر کو پڑھ کر سوالوں کے جوابات بتا سکیں | ✓ | | |
| | | | ۳۔ واقعات پڑھ کر نتیجہ اخذ کر سکیں | ✓ | | |
| | | | ۴۔ مختلف موضوعات سے متعلق اپنے خیالات کا زبانی اظہار کر سکیں | ✓ | | ۱۹۶۰ء تا ۲۰۲۵ء |
| | | | ۵۔ رموز اور قاف کا درست استعمال کر سکیں | ✓ | | تا |
| | | | ۶۔ تذکیر و تانیث، الفاظ اور جملے پہچان سکیں | | ✓ | ۲۸ء تا ۲۰۲۵ء |
| | | | ۷۔ حروف تہجی کی ترتیب سے الفاظ کے معانی تلاش کرنا اور مضمون لکھ سکیں | ✓ | | |
| | | | ۸۔ ٹی وی، موبائل اور کمپیوٹر وغیرہ پر عبارت پڑھ کر سمجھ سکیں | ✓ | | |
| 4 | | | ۱۔ مشکل الفاظ کو پہچان کر جملوں میں استعمال کر سکیں | ✓ | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلم | تفہیمی سطحیں | | | دورانیہ | تاریخ |
|-----------|----------------------|-----------------|---|--------------|--------|-------|---------|----------------|
| | | | | جاننا | سمجھنا | اطلاق | | |
| | | | بچے اس قابل ہوں کہ: | | | | | شدید سرد علاقے |
| | اگر میں نہ ہوں تو | | ۲۔ نظم اور نثر کو پڑھ کر سوالوں کے جوابات دے سکیں | | ✓ | | ۸ دن | ۲۹ء۰۴ء۲۰۲۵ |
| | | | ۳۔ کم از کم دو سوافاظ پر مشتمل عبارت صحیح طرح سے پڑھ سکیں | | ✓ | | | تا |
| | | | ۴۔ اسم ضمیر کو پہچان سکیں | ✓ | | | | ۰۸ء۰۵ء۲۰۲۵ |
| | | | ۵۔ مترادف الفاظ کو پہچان سکیں | ✓ | | | | |
| | | | ۶۔ حروف کی بدلتی صورتوں کو پہچان سکیں | ✓ | | | | |
| | | | ۷۔ کم از کم آٹھ سے دس جملوں پر مشتمل تقریر کر سکیں | | ✓ | | | |
| ۵ | صحت وصفائی | | ۱۔ مشکل الفاظ کو پہچان کر جملوں میں استعمال کر سکیں | | ✓ | | | |

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

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلم | تفہیمی سطحیں | | | دورانیہ | تاریخ |
|-----------|-------------------------------|-----------------|---|--------------|--------|-------|---------|--------------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | |
| | | | بچے اس قابل ہوں کہ: | | | | | شدید سرد علاقے |
| | چالاک لومڑی اور چنٹو مرغنا | | ۲۔ سوالات کے جوابات زبانی دے سکیں | ✓ | | | ۴ دن | ۱۹ء۲۰۲۵ء۰۵ |
| | | | ۳۔ خاص نکات بیان کر سکیں | | ✓ | | | تا |
| | | | ۴۔ سن کر اپنا رد عمل دے سکیں | | | ✓ | | ۲۲ء۲۰۲۵ء۰۵ |
| ۷ | ہم کیوں بھول جاتے ہیں | | ۱۔ مشکل الفاظ کے جملے بنا سکیں | ✓ | | | 9 دن | ۲۳ء۲۰۲۵ء۰۵ تا 31.05.2025 |
| | | | 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 | تفہیمی سطحیں | | | دورانیہ | تاریخ | |
|-----------|---------|-----------------|---|--------------|--------|-------|---------|--------------------------------|--|
| | | | | جاننا | سمجھنا | اطلاق | | شدید سرد علاقے | |
| | | | بچے اس قابل ہوں کہ: | | | | | | |
| | | | ۶۔ اسم ضمیر اور اس کی اقسام پہچان سکیں | ✓ | | | | | |
| | | | ۷۔ غیر رسمی خط لکھ سکیں | | ✓ | | | | |
| | | | اعادہ | | | | ۳ دن | ۰۵۶۰۶۲۰۲۵02.06.2025 | |
| | | | امتحان | | | | | 09.06.2025 TO 17.06.2025 | |
| | | | ۱۔ مشکل الفاظ کو پہچان کر جملوں میں استعمال کر سکیں | | ✓ | | | | |
| | | | ۲۔ نظم کو پڑھ کر جوابات دے سکیں | | ✓ | | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلم | تفہیمی سطحیں | | | دورانیہ | تاریخ |
|-----------|----------------------|-----------------|---|--------------|--------|-------|---------|----------------|
| | | | | جاننا | سمجھنا | اطلاق | | |
| | | | بچے اس قابل ہوں کہ: | | | | | شدید سرد علاقے |
| | | | ۳۔ سادہ اور مرکب جملوں پر مشتمل عبارت پڑھ سکیں | ✓ | | | ۷ دن | ۱۸ء۰۶ء۲۰۲۵ |
| | | | ۴۔ مترادف الفاظ پہچان سکیں | | ✓ | | | تا |
| | | | ۵۔ واحد اور جمع میں فرق جان سکیں | | ✓ | | | ۲۵ء۰۶ء۲۰۲۵ |
| | | | ۶۔ مناظر دیکھ کر عبارت لکھ سکیں | ✓ | | | | |
| | | | ۷۔ ٹی وی 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 سوال الفاظ پر مشتمل عبارت صحیح طرح سے پڑھ سکیں | | ✓ | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلم | تفہیمی سطحیں | | | دورانیہ | تاریخ |
|-----------|------------------------|-----------------|--|--------------|--------|-------|---------|----------------|
| | | | | جاننا | سمجھنا | اطلاق | | |
| | | | بچے اس قابل ہوں کہ: | | | | | شدید سرد علاقے |
| | | | ۴۔ الفاظ سازی کر سکیں | ✓ | | | ۸ دن | ۲۶ء۰۶ء۲۰۲۵ |
| | | | ۵۔ متضاد جملوں کو پہچان سکیں | | ✓ | | | تا |
| | | | ۶۔ سادہ جملوں میں تبدیل کر سکیں | | ✓ | | | ۰۴ء۰۷ء۲۰۲۵ |
| | | | ۷۔ بصری الفاظ کی پہچان کر سکیں | | ✓ | | | |
| | | | ۸۔ آٹھ دس جملوں پر مشتمل مضمون لکھ سکیں | ✓ | | | | |
| ۱۰ | جس کا خواب تھا دلکش | | ۱۔ مشکل 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 | حاصلات تعلم | تفہیمی سطحیں | | | دورانیہ | تاریخ |
|-----------|--------------------|-----------------|--|--------------|--------|-------|---------|----------------|
| | | | | جاننا | سمجھنا | اطلاق | | |
| | | | بچے اس قابل ہوں کہ: | | | | | شدید سرد علاقے |
| | | | ۴۔ مختلف موضوعات کے بارے میں زبانی خیالات کا اظہار کر سکیں | ✓ | | | ۸ دن | ۰۷/۰۷/۲۰۲۵ |
| | | | ۵۔ اردو ہندسوں کو لفظوں میں لکھ سکیں | | ✓ | | | تا |
| | | | ۶۔ الفاظ کے مترادف پہچان سکیں | | ✓ | | | ۱۵/۰۷/۲۰۲۵ |
| | | | ۷۔ حروف جار اور حروف عطف کو پہچان سکیں | | ✓ | | | |
| | | | ۸۔ واقعات پڑھ کر نتیجہ اخذ کر سکیں | ✓ | | | | |
| ۱۱ | چار انوکھے دوست | | ۱۔ مشکل الفاظ کو پہچان سکیں | | ✓ | | | |
| | | | ۲۔ نظم کو پڑھ کر جوابات دے سکیں | | ✓ | | | |
| | | | ۳۔ نظم سن کر زبانی جوابات دے سکیں | | ✓ | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلاتِ تعلیم | تفہیمی سطحیں | | | دورانیہ | تاریخ | |
|-----------|------------|-----------------|--|--------------|--------|-------|---------|----------------|--|
| | | | | جاننا | سمجھنا | اطلاق | | شدید سرد علاقے | |
| | | | بچے اس قابل ہوں کہ: | | | | | | |
| | | | ۴۔ لطیفے اور پہیلیوں کو پڑھ کر سمجھ سکیں | | ✓ | | ۸ دن | ۱۶ء۲۰۲۵ | |
| | | | ۵۔ کلاس سوم کے مطابق املا لکھ سکیں | | ✓ | | | تا | |
| | | | ۶۔ سادہ جملوں کی اقسام کی پہچان کر سکیں | | ✓ | | | ۲۴ء۲۰۲۵ | |
| | | | ۷۔ تصویر دیکھ کر عبارت لکھ سکیں | | ✓ | | | | |
| | | | ۸۔ حروف استعجاب کی پہچان کر سکیں | | ✓ | | | | |
| ۱۲ | ہم ایک ہیں | | ۱۔ عبارت کو درست طریقے سے پڑھ سکیں | | ✓ | | ۴ دن | ۲۵ء۲۰۲۵ | |
| | | | ۲۔ سوالات کے جوابات دے سکیں | | ✓ | | | تا | |
| | | | ۳۔ خاص نکات بیان کر سکیں | | ✓ | | | ۲۹ء۲۰۲۵ | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلم | تفہیمی سطحیں | | | دورانیہ | تاریخ | |
|-----------|-----------------------|-----------------|---|--------------|--------|-------|---------|----------------|--|
| | | | | جاننا | سمجھنا | اطلاق | | شدید سرد علاقے | |
| | | | بچے اس قابل ہوں کہ: | | | | | | |
| | | | ۴۔ اپنا رد عمل دے سکیں | | | ✓ | | | |
| ۱۳ | پاک وطن ہے پاکستان | | ۱۔ مشکل الفاظ کو پہچان سکیں | | ✓ | | ۷ دن | ۳۰/۰۷/۲۰۲۵ | |
| | | | ۲۔ نظم و نث کو پڑھ کر جوابات دے سکیں | | ✓ | | | تا | |
| | | | ۳۔ نظم کو تلفظ اور تروانی کے ساتھ پڑھ سکیں | | | ✓ | | ۰۶/۰۸/۲۰۲۵ | |
| | | | ۴۔ اپنی جماعت کے مطابق کہانی درست تلفظ میں بیان کر سکیں | | ✓ | | | | |
| | | | ۵۔ مذکر کے مؤنث لکھ سکیں | | ✓ | | | | |
| | | | ۶۔ واحد جمع میں فرق جان سکیں | | ✓ | | | | |
| | | | ۷۔ مضمون لکھ سکیں | | | ✓ | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلم | تفہیمی سطحیں | | | دورانیہ | تاریخ | |
|-----------|---------------------------------------|-----------------|--|--------------|--------|-------|---------|--------------------------------|--|
| | | | | جاننا | سمجھنا | اطلاق | | شدید سرد علاقے | |
| | | | بچے اس قابل ہوں کہ: | | | | | | |
| ۱۴ | حضرت خدیجہ رضی اللہ تعالیٰ عنہا | | ۱۔ مشکل الفاظ کو جملوں میں استعمال کر سکیں | ✓ | | | ۸ دن | ۰۷ء۰۸ء۲۰۲۵ تا ۱۶ء۰۸ء۲۰۲۵ | |
| | | | ۲۔ نثر کو پڑھ کر جوابات دے سکیں | | ✓ | | | | |
| | | | ۳۔ جماعت کے مطابق کہانی سن کر جوابات دے سکیں | | ✓ | | | | |
| | | | ۴۔ عددی ترتیب کا درست استعمال کر سکیں | ✓ | | | | | |
| | | | ۵۔ مذکر و مؤنث لکھ سکیں | | ✓ | | | | |
| | | | ۶۔ اقرا ری، انکاری، استفہامی جملوں تبدیل کر سکیں | ✓ | | | | | |
| | | | ۷۔ حروف عطف کو پہچان سکیں | | | ✓ | | | |
| | | | ۸۔ مضمون لکھ سکیں | ✓ | | | | | |

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

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلم | تفہیمی سطحیں | | | دورانیہ | تاریخ |
|-----------|------------------------|-----------------|---|--------------|--------|-------|---------|----------------|
| | | | | جاننا | سمجھنا | اطلاق | | |
| | | | بچے اس قابل ہوں کہ: | | | | | شدید سرد علاقے |
| | | | ۴۔ تصویر کی مدد سے مختصر کہانی لکھ سکیں | ✓ | | | | |
| | | | ۵۔ اسم معرفہ کی پہچان کر سکیں | | ✓ | | | |
| | | | ۶۔ بھاری آواز پہچان سکیں | | ✓ | | | |
| ۱۶ | ڈاکٹر عبدالقدیر خان | | ۱۔ مشکل الفاظ کو جملوں میں استعمال کر سکیں | ✓ | | | | |
| | | | ۲۔ نثر پڑھ کر جواب دے سکیں | | ✓ | | | |
| | | | ۳۔ واقع سن کر جواب دے سکیں | | ✓ | | | ۰۹ء۲۰۲۵ |
| | | | ۴۔ گفتگو کے آداب کا عملی مظاہرہ کر سکیں | ✓ | | | ۹ دن | تا |
| | | | ۵۔ اقراری، استفہامی جملوں میں تبدیل کر سکیں | ✓ | | | | ۱۸ء۲۰۲۵ |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلم | تفہیمی سطحیں | | | دورانیہ | تاریخ | |
|-----------|--------------------------|-----------------|--|--------------|--------|-------|---------|----------------|--|
| | | | | جاننا | سمجھنا | اطلاق | | شدید سرد علاقے | |
| | | | بچے اس قابل ہوں کہ: | | | | | | |
| | | | ۶۔ صوتوں کے آوازوں کے فرق پہچان سکیں | | ✓ | | | | |
| | | | ۷۔ آٹھ جملوں پہ مشتمل مضمون لکھ سکیں | | | ✓ | | | |
| ۱۷ | ہم نے دیکھا ایک روبوٹ | | ۱۔ مشکل الفاظ کج جملوں میں استعمال کر سکیں | | | ✓ | | | |
| | | | ۲۔ نظم و نثر پڑھ کر جواب دے سکیں | | ✓ | | | | |
| | | | ۳۔ اشعار کو نثر میں تبدیل کر سکیں | | | ✓ | | ۱۹ء۰۹ء۲۰۲۵ | |
| | | | ۴۔ الفاظ کے متضاد پہچان سکیں | | ✓ | | ۱۰دن | تا | |
| | | | ۵۔ استعجابیہ جملوں کو پہچان سکیں | | ✓ | | | ۳۰ء۰۹ء۲۰۲۵ | |
| | | | ۶۔ مضمون لکھ سکیں | | | ✓ | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلم | تفہیمی سطحیں | | | دورانیہ | تاریخ | |
|-----------|-----------------------|-----------------|--|--------------|--------|-------|---------|----------------|--|
| | | | | جاننا | سمجھنا | اطلاق | | شدید سرد علاقے | |
| | | | بچے اس قابل ہوں کہ: | | | | | | |
| | | | ۷۔ ٹی وی، موبائل وغیرہ پر مختصر عبارت پڑھ سکیں | ✓ | | | | | |
| ۱۸ | ملکہ کوہسار کی سیر | | ۱۔ مشکل الفاظ کو جملوں میں استعمال کر سکیں | | ✓ | | | | |
| | | | ۲۔ نثر کو پڑھ کر جواب دے سکیں | | ✓ | | | | |
| | | | ۳۔ سادہ اور مرکب جملوں پہ مشتمل عبارت پڑھ سکیں | ✓ | | | | | |
| | | | ۴۔ سن کر اپنی رائے کا اظہار کر سکیں | | ✓ | | | ۰۱ء۱۰ء۲۰۲۵ | |
| | | | ۵۔ گنتی لفظوں میں لکھ سکیں | | ✓ | | ۹ دن | تا | |
| | | | ۶۔ مترادف الفاظ پہچان سکیں | | ✓ | | | ۱۰ء۱۰ء۲۰۲۵ | |
| | | | ۷۔ مذکر، مؤنث پہچان سکیں | ✓ | | | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلم | تفہیمی سطحیں | | | دورانیہ | تاریخ |
|-----------|------------|-----------------|--|--------------|--------|-------|---------|--------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | |
| | | | بچے اس قابل ہوں کہ: | | | | | شدید سرد علاقے |
| | | | ۸۔ تصویر دیکھ کر عبارت لکھ سکیں | ✓ | | | | |
| ۱۹ | دل پاکستان | | ۱۔ مشکل الفاظ کو جملوں میں استعمال کر سکیں | ✓ | | | ۶ دن | ۱۱ء۲۰۲۵ تا ۱۷ء۲۰۲۵ |
| | | | 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 | ✓ | | | | |
| | | | ۶۔ واحد، جمع میں فرق کر سکیں | ✓ | | | | |
| ۲۰ | | | ۱۔ مشکل الفاظ کو جملوں میں استعمال کر سکیں | ✓ | | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلم | تفہیمی سطحیں | | | دورانیہ | تاریخ | |
|-----------|--------------------------|-----------------|---|--------------|--------|-------|---------|------------------------|--|
| | | | | جاننا | سمجھنا | اطلاق | | شدید سرد علاقے | |
| | | | بچے اس قابل ہوں کہ: | | | | | | |
| | قائد اعظم رحمۃ اللہ علیہ | | ۲۔ نظم کو نثر میں تبدیل کر سکیں | | | ✓ | ۷ دن | ۱۸ء ۲۰۲۵ء تا ۲۵ء ۲۰۲۵ء | |
| | | | ۳۔ جملوں کو ترتیب دے سکیں | | ✓ | | | | |
| | | | ۴۔ جماعت کے مطابق درست املا لکھ سکیں | | ✓ | | | | |
| | | | ۵۔ اسم معرفہ، اسم نکرہ کی پہچان کر سکیں | | ✓ | | | | |
| | | | ۶۔ الفاظ، متضاد پہچان سکیں | | ✓ | | | | |
| | | | ۷۔ مضمون لکھ سکیں | | | ✓ | | | |
| ۲۱ | قدرتی آفات | | ۱۔ عبارت درست طریقے سے پڑھ سکیں | | | ✓ | ۵ دن | ۲۷ء ۲۰۲۵ء تا | |
| | | | ۲۔ عبارت پڑھ کر جوابات دے سکیں | | ✓ | | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلم | تفہیمی سطحیں | | | دورانیہ | تاریخ | |
|-----------|------------|-----------------|---|--------------|--------|-------|---------|----------------|--|
| | | | | جاننا | سمجھنا | اطلاق | | شدید سرد علاقے | |
| | | | بچے اس قابل ہوں کہ: | | | | | | |
| | | | ۳۔ خاص نکات بیان کر سکیں | | ✓ | | | ۳۱ء۲۰۲۵ | |
| | | | ۴۔ اپنا رد عمل دے سکیں | | ✓ | | | | |
| ۲۲ | بچے کی دعا | | ۱۔ مشکل الفاظ کو پہچان کر جملوں میں استعمال کر سکیں | | ✓ | | | | |
| | | | ۲۔ نظم و نثر کو پڑھ کر جوابات دے سکیں | | ✓ | | | | |
| | | | ۳۔ جملوں کو درست ترتیب دے سکیں | | ✓ | | | ۰۱ء۱۱ء۲۰۲۵ | |
| | | | ۴۔ جماعت کے مطابق کہانی کو درست تلفظ کے ساتھ بیان کر سکیں | | ✓ | | ۹ دن | تا | |
| | | | ۵۔ لطیفے پڑھ کر ان میں پوشیدہ دانش کو سمجھ سکیں | | ✓ | | | ۱۱ء۱۱ء۲۰۲۵ | |
| | | | ۶۔ مرکب الفاظ کو پہچان سکیں | | ✓ | | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلم | تفہیمی سطحیں | دورانیہ | تاریخ |
|-----------|---------|-----------------|--|--------------|---------|------------|
| | | | | جاننا | سمجھنا | اطلاق |
| | | | بچے اس قابل ہوں کہ: | | | |
| | | | ۷۔ مذکورہ نمونہ میں تمیز کر سکیں | ✓ | | |
| | | | ۸۔ مضمون لکھ سکیں | | ✓ | |
| | | | ۹۔ گفتگو کے آداب کا مظاہرہ کر سکیں | | ✓ | |
| | | | ۱۰۔ اسم صفت، فاعل اور فعل کی پہچان کر سکیں | ✓ | | |
| | | | اعادہ | | | ۱۲ء۱۱ء۲۰۲۵ |
| | | | | | | ۱۵ء۱۱ء۲۰۲۵ |
| | | | امتحان | | | |
| | | | کل حاصلات تعلم 152 | 25 | 73 | 54 |

تفہیمی سطح کے حساب سے کل حاصلاتِ تعلیم

| نمبر شمار | عنوان | سطح | | | اسباق کے کل حاصلاتِ تعلیم |
|-----------|----------------------------|-------|--------|-------|---------------------------|
| | | جاننا | سمجھنا | اطلاق | |
| 1 | حمد | | ۲ | ۲ | ۶ |
| 2 | نعت | | ۲ | ۳ | ۷ |
| ۲ | بے مثل ہے ذاتِ رسول ﷺ کی | | ۴ | ۳ | ۸ |
| ۲ | اگر میں نہ ہوں تو | 3 | 2 | 2 | 7 |
| ۱ | صحت اور صفائی | 3 | 1 | 4 | 8 |
| 6 | چالاک لومڑی اور چنٹو مرغٹا | 2 | 1 | 1 | 4 |
| 7 | ہم کیوں بھول جاتے ہیں | 2 | 2 | 3 | 7 |
| 8 | شام (نظم) | 1 | 4 | 2 | 7 |
| 9 | اللہ کا انعام | 0 | 5 | 3 | 8 |
| 10 | جس کا خواب تھا دلکش | 0 | 5 | 3 | 8 |

| اسباق کے کل حاصلات تعلم | سطح | | | عنوان | نمبر شمار |
|-------------------------|-------|--------|-------|-----------------------|-----------|
| | 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 | ۱۴ |
| 6 | 2 | 4 | 0 | وہ کون تھا | 15 |
| 7 | 4 | 3 | 0 | داکٹر عبدالقدیر خان | 16 |
| 7 | 3 | 3 | 1 | ہم نے دیکھا ایک روبرٹ | 17 |
| 8 | 1 | 5 | 2 | ملکہ کہسار کی سیر | 18 |
| 6 | 3 | 3 | 0 | دل پاکستان | 19 |
| 7 | 3 | 4 | 0 | قائد اعظم (نظم) | 20 |
| 4 | 1 | 2 | 1 | قدرتی آفات | 21 |

| اسباق کے کل حاصلات تعلم | سطح | | | عنوان | نمبر شمار |
|-------------------------|-------|--------|-------|-------------|-----------|
| | اطلاق | سمجھنا | جاننا | | |
| 10 | 3 | 5 | 2 | بچے کی دعا | 22 |
| 135 | 51 | 59 | 25 | حاصلات تعلم | |

Number of SLOs By Cognitive Level(Term-I)

| اسباق کے کل حاصلاتِ تعلیم | سطح | | | عنوان | نمبر شمار |
|---------------------------|-------|--------|-------|----------------------------|-----------|
| | اطلاق | سمجھنا | جاننا | | |
| ۶ | ۲ | ۲ | ۲ | حمد | 1 |
| ۷ | ۳ | ۲ | ۲ | نعت | 2 |
| ۸ | ۳ | ۲ | ۱ | بے مثل ہے ذاتِ 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 مرغنا | 6 |
| 7 | 3 | 2 | 2 | ہم کیوں بھول جاتے ہیں | 7 |

Number of SLOs By Cognitive Level(Term-II)

| اسباق کے کل حاصلات تعلم | سطح | | | عنوان | نمبر شمار |
|-------------------------|-------|--------|-------|---------------------|-----------|
| | اطلاق | سمجھنا | جاننا | | |
| 7 | 2 | 4 | 1 | شام (نظم) | 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 | ۱۴ |

Number of SLOs By Cognitive Level (Term-III)

| اسباق کے کل حاصلات تعلم | سطح | | | عنوان | نمبر شمار |
|-------------------------|-------|--------|-------|-----------------------|-----------|
| | 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 روبرٹ | 17 |
| 8 | 1 | 5 | 2 | ملکہ کہسار 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 | بچے 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)

| Unit/ Theme | Sub Topics | Students Learning Outcomes | Cognitive Levels | | | Duration/ No. of Days | Dates |
|----------------------|---------------------------------------|---|------------------|---|---|--------------------------|--------------------------|
| | | Students will be able to: | K | U | A | | Extreme Winter Zone |
| Whole Numbers | 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 16-04-2012 |
| | | 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/ No. of Days | Dates |
|-------------------------|---------------------|--|------------------|---|---|--------------------------|--------------------------|
| | | | K | U | A | | Extreme Winter Zone |
| | 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/ No. of Days | Dates |
|-------------|---|---|------------------|---|---|--------------------------|--------------------------|
| | | Students will be able to: | K | U | A | | Extreme Winter Zone |
| | | 4.Solve real –world problems involving Subtraction | | | ✓ | | 24-05-2025 TO 28-05-2025 |
| | Multiplication | 1. Count and write in multiple steps. | ✓ | | | 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 | 2. Develop times tables for 6,7,8,and 9. | ✓ | | | 4 | 18-06-2025 TO 21-06-2025 |
| | | 3. Write multiplication sentences using concrete and pictorial representation. | | ✓ | | 3 | 23-06-2025 TO 25-06-2025 |
| | | 4. Reinforce though concrete and pictorial representations that the multiplication of any two numbers can be done in any order. | | ✓ | | 3 | 26-06-2025 TO 28-06-2025 |

| Unit/ Theme | Sub Topics | Students Learning Outcomes | Cognitive Levels | | | Duration/ No. of Days | Dates |
|-------------|------------|--|------------------|---|---|--------------------------|--------------------------|
| | | | K | U | A | | Extreme Winter Zone |
| | | 5. Multiply mentally and in written form: - 2 digit numbers by 1 digit number. - 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: - 2 digit numbers by 1 digit number. - 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/ No. of Days | Dates |
|-------------|-----------------|--|------------------|---|---|--------------------------|--------------------------|
| | | Students will be able to: | 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 -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/ No. of Days | Dates |
|-------------|--|--|------------------|---|---|--------------------------|--------------------------|
| | | | K | U | A | | Extreme Winter Zone |
| | | 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 |
| | 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 | |
| | 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/ No. of Days | Dates |
|-------------|------------|--|------------------|---|---|--------------------------|--------------------------|
| | | Students will be able to: | K | U | A | | Extreme Winter Zone |
| | | | | ✓ | | 3 | |
| 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 |
| | | 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 |
| | Capacity | 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/ No. of Days | Dates |
|----------------------|-------------|---|------------------|---|---|--------------------------|--------------------------|
| | | Students will be able to: | K | U | A | | Extreme Winter Zone |
| | | | | | | | |
| | | 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/ No. of Days | Dates |
|-------------|-------------------------------------|---|------------------|---|---|--------------------------|--------------------------|
| | | Students will be able to: | K | U | A | | Extreme Winter Zone |
| | | | | | | | |
| | | 4. Read and write days and dates from the Solar Calendar. | | ✓ | | 2 | 10-10-2025 TO 11-10-2025 |
| Geometry | 1.Point ,Line, Ray and line segment | 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/ No. of Days | Dates |
|-------------|------------|--|------------------|---|---|--------------------------|--------------------------|
| | | | K | U | A | | Extreme Winter Zone |
| | | Students will be able to: | | | | | |
| | | 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. (slide 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 |
|-----------------------------------|--|---|------------------|---|---|--------------------------|--|
| | | Students will be able to: | K | U | A | | Extreme Winter Zone |
| Statistics and Probability | Carrol Daigram | Represent data ; read and interpret data using Carrol Diagrams | | ✓ | | २ | 05-11-2025 TO 06-11-2025 |
| | Likelihood of Events | Describe the likelihood that everyday events will occur, using mathematical languages | | ✓ | | २ | 07-11-2025 TO 08-11-2025 |
| | Revision | | | | | 6 | 10-11-2025 TO 15-11-2025 |
| | 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 |
| | 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 | | | | | | 16th December to 31st March |

Total Number of Student Learning Outcomes by Cognitive level

| S# | Theme/Topic | Name of Sub-Topics | SLOs | | | Total SLOs |
|-----|-------------------------|---------------------------------------|------|---|---|------------|
| | | | K | U | A | |
| 12. | Whole Numbers | 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. | Number Operation | 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. | Algebra | Number patterns | 1 | 0 | 0 | 1 |
| | | Pair up to 100 and function machine | 0 | 1 | 0 | 1 |
| 16. | Measurement | 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 Probablity | 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. | Whole Numbers | 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. | Number Operation | 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. | Number Operation | Multiplication | 1 | 3 | 1 | 5 |
| | | Division | 3 | 2 | 0 | 5 |
| 2. | Fraction | Common Fraction | 2 | 6 | 0 | 8 |
| 3. | Algebra | Number patterns | 1 | 0 | 0 | 1 |
| Total SLOs | | | 07 | 11 | 1 | 19 |

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 | 3 |
| | | Mass | 1 | 0 | 2 | 3 |
| | | Capacity | 1 | 0 | 2 | 3 |
| 3. | Temperature and Time | Temperature | 1 | 1 | 0 | 2 |
| | | Time | 1 | 2 | 1 | 4 |
| 4. | Geometry | 1.Point, Line, Ray and line segment | 0 | 1 | 0 | 1 |
| | | 2.Two-dimensional Shape | 4 | 2 | 1 | 7 |

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



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



Subject: Islamiyat

Class: Three (3)

| انتهائی سرد علاقے | دورانیہ | تفہیمی سطحیں | | | حاصلات تعلیم | ذیلی عنوانات | عنوانات | نمبر شمار |
|----------------------|---------|--------------|--------|-------|---|-----------------------|---------------------------------------|-----------|
| | | اطلاق | سمجھنا | جاننا | | | | |
| ۰۳ اپریل تا ۱۶ اپریل | ۱۲ دن | | | | بچے اس قابل ہوں کہ: | (۱) ناظر قرآن مجید | باب اول قرآن مجید و حدیث نبوی ﷺ | ۰۱ |
| | | | | ✓ | ۱: طلبہ حروف تہجی کے مخارج کے بارے میں جانیں، اس کے لئے کمرہ جماعت میں مخارج حروف کا چارٹ آویزاں کیا جائیں۔ | | | |
| | | | ✓ | | ۲: رموزِ اوقاف کو سمجھانے اور درست تلفظ سے حروف کی ادائیگی کے لئے خوب رہنمائی کی جائیں۔ | | | |
| | | ✓ | | | ۳: پارہ نمبر ۲ تا ۸ کی تلاوت قواعد کے مطابق ہر ہفتے میں ایک پریڈ خاص کر کے بچوں کو ناظرہ پڑھایا جائیں اور اجراء کا اہتمام کیا جائے۔ | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلّم | تفہیمی سطحیں | دورانیہ | انتہائی سرد علاقے |
|-----------|---------------------------------------|----------------------|---|--------------|---------|----------------------------|
| | | | | جاننا | سمجھنا | اطلاق |
| | | | ۴: دوران تلاوت آداب تلاوت کا خیال رکھنے کے لئے عملی مشق کمرہ جماعت میں کرایا جائیں۔ | ✓ | | |
| ۰۲ | باب اول قرآن مجید و حدیث نبوی ﷺ | (ب) حفظ قرآن مجید | بچے اس قابل ہوں کہ: ۱: سورۃ الکوتر، سورۃ النصر اور سورۃ اللہب کی درست تلفظ اور مخارج کی پہچان کر سکیں۔ ۲: سورۃ الکوتر، سورۃ النصر اور سورۃ اللہب کو سمجھ کر پڑھیں۔ اس کے لئے روزانہ اسمبلی میں بچوں سے ترتیب وار تلاوت کرایا جائیں۔ ۳: ان سورتوں کو تجوید کے ساتھ نماز کے علاوہ تلاوت کرانے کے لئے سکول کے مختلف پروگراموں میں ان کو شامل کیا جائیں۔ | ✓ | ✓ | ۱۷ اپریل تا ۳۰ اپریل |
| ۰۳ | | | بچے اس قابل ہوں کہ: | | | ۲ مئی |
| | | | | | | ۰۸ دن |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرد علاقے |
|-----------|------------------------------------|--------------------|---|--------------|--------|-------|---------|----------------------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ |
| | باب اوّل قرآن مجید و حدیث نبویؐ | (ج) حفظ و ترجمہ | ۱: اللہ اکبر، استغفر اللہ اور جزاک اللہ خیر اُکے معانی و مفہیم کے ساتھ ان کے ادائیگی کے مواقع بھی بتلائے جائیں۔ | ✓ | | | | ت ۱۱ مئی |
| | | | ۲: ثنا اور سورۃ الفاتحہ کے معانی کو سمجھانے کے مختلف طریقے استعمال کئے جائیں۔ | | ✓ | | | |
| | | | ۳: ان کلمات کو روزمرہ زندگی میں مواقع کی مناسبت سے پڑھنے کے عادی بن سکیں۔ | | | ✓ | | |
| ۰۴ | باب اوّل قرآن مجید و حدیث نبویؐ | (د) | بچے اس قابل ہوں کہ: | | | | ۰۸ دن | ۱۲ مئی تا ۲۱ م |
| | | | ۱: چار مختصر احادیث مبارکہ کو ترجمہ کے ساتھ جاننے کی ترغیب دی جائے۔ | ✓ | | | | |
| | | | ۲: احادیث مبارکہ کے معانی و مفہیم کو سمجھانے کے لئے مثالوں سے مدد لی جائیں۔ | | ✓ | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلّم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرد علاقے | |
|-----------|-----------------------------------|-----------------------|---|--------------|--------|-------|---------|------------------------|-------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ | |
| | | احادیث نبوی ﷺ | ۳: اپنی روزمرہ زندگی میں ان احادیثِ مبارکہ کی تعلیمات پر عمل کرنے کا عملی مشق کرایا جائے۔ | | | ✓ | | | |
| 05 | باب اوّل قرآن مجید و حدیث نبوی | (ہ) دعائیں (زبانی) | بچے اس قابل ہوں کہ: | | | | | ۲۲ مئی تا ۳۰ مئی | ۰۸ دن |
| | | | ۱: دعاؤں کو پڑھنے کی اہمیت و فضیلت سن کر اور جان کر برکات سمیٹنے کی کوشش کریں۔ | | | ✓ | | | |
| | | | ۲: دعاؤں کے معانی و مفاہیم کو سمجھ کر پڑھنے کی عادت اپنائیں۔ | | | ✓ | | | |
| | | | ۳: چھ اسمائے حسنیٰ کو معانی کے ساتھ یاد کر کے کلاس میں سنائیں۔ | | | ✓ | | | |
| | | | ۴: ان دعاؤں کو اپنی روزمرہ زندگی میں پڑھنے کے عادی بن سکیں۔ | | | ✓ | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلّم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرد علاقے |
|-------------------------------------|---|-----------------------|--|--------------|--------|-------|----------------|-------------------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ |
| ۰۶ | باب دوم ایمانیات و عبادات (الف) ایمانیات | (۱) توحید کا تعارف | بچے اس قابل ہوں کہ: | | | | ۳۴ | ۳۱ مئی تا ۴ جون |
| | | | ۱: ارکانِ ایمان کا مختصر تعارف اللہ پاک کی کبریائی اور عظمت کو جاننے کے تقاضے پیش کئے جائیں۔ | ✓ | | | | |
| | | | ۲: توحید کا معانی و مفہوم کو سمجھانے کے لئے ذات و صفات باری تعالیٰ پر گفتگو کی جائیں۔ | | ✓ | | | |
| | | | ۳: عملی زندگی میں توحید کے تقاضوں کو اور کلمہ طیبہ کی تعلیمات کو سمجھ کر اپنائیں۔ | | ✓ | | | |
| | | | ۴: اللہ تعالیٰ کی عظمت کو جان کر اس کی نعمتوں پر شکر ادا کرنے والے بن سکیں۔ | | | ✓ | | |
| ناظرہ قرآن مجید کا جائزہ (۰۵) نمبرز | | | | | | | | |
| Revision | | | اعادہ اور تیاری (۲۱ ایس ایل اوز) | | | ادن | ۴ جون تا ۵ جون | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلّم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرد علاقے |
|-------------|--|------------------|---|--------------|--------|-------|---------|-------------------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ |
| Term I Exam | | | پہلا جائزہ | | | | ۰۸ دن | ۹ جون تا ۱۷ جون |
| ۰۷ | باب دوم ایمانیات و عبادات (الف) ایمانیات | (۲) نبوت و رسالت | بچے اس قابل ہوں کہ: | | | | ۰۸ دن | ۱۸ جون تا ۲۷ جون |
| | | | ۱۔ نبوت و رسالت کا معنی، مفہوم اور ضرورت کو جان سکیں۔ | | ✓ | | | |
| | | | ۲۔ رسول اکرم ﷺ کی عظمت کو نبی آخر الزماں 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 آخر الزماں حضرت محمد خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم کی سیرت کے مطابق ڈھالیں۔ | ✓ | | | | |
| ۰۸ | باب دوم | | بچے اس قابل ہوں کہ: | | | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرد علاقے |
|-----------|--|----------------------|---|--------------|--------|-------|---------|--------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ |
| | ایمانیات و عبادات (الف) ایمانیات | (۱) کلمہ شہادت | ۱: ارکان اسلام کا اجمالی تعارف جاننے کے لئے کمرہ جماعت میں باقاعدہ مذاکرے کا ماحول بنایا جائیں۔ | ✓ | | | ۰۸ دن | ۲۸ جون تا ۹ جولائی |
| | | | ۲: کلمہ شہادت کی اہمیت کو سمجھانے کے لئے ایک مختصر نشست رکھا جائے۔ | | ✓ | | | |
| | | | ۳: کلمہ شہادت مع ترجمہ یاد کر کے کلاس میں سنا سکیں۔ | | | ✓ | | |
| ۰۹ | باب دوم ایمانیات و عبادات (الف) ایمانیات | (۲) اذان اور مؤذن | بچے اس قابل ہوں کہ: | | | | ۰۸ دن | ۱۰ جولائی تا |
| | | | ۱: یہ جان سکیں کہ اذان اسلامی شعائر میں سے ہے اور اذان و مؤذن کی فضیلت و آداب سے واقف ہوں۔ | ✓ | | | | |
| | | | ۲: مستند احادیث کی روشنی میں مؤذن کی فضیلت کے بارے میں جان سکیں۔ | ✓ | | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرد علاقے |
|-----------|--|--------------|---|--------------|--------|-------|---------|-------------------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ |
| | | | ۳: اذان کی فضیلت احادیث کے ذریعے سے سمجھا کر باادب رہنے کی تلقین کی جائیں۔ | | ✓ | | | ۱۸ جولائی |
| | | | ۴: اذان کو خاموشی سے سنے اور جوابی کلمات کی عادت اپنائے۔ | | | ✓ | | |
| ۱۰ | باب دوم ایمانیات و عبادات (الف) ایمانیات | (۳) وضو | بچے اس قابل ہوں کہ: | | | | | ۱۹ جولائی |
| | | | ۱: یہ جان سکیں کہ وضو نماز کی بنیادی شرط ہے اور پاکی اللہ تعالیٰ کی محبت کا سبب ہے۔ | ✓ | | | | تا |
| | | | ۲: وضو کی فضیلت و آداب احادیث سے سمجھا کر دلوں میں اہمیت پیدا کریں۔ | | ✓ | | | |
| | | | ۳: وضو کا طریقہ باقاعدہ بچوں کو خود کر کے اور ان سے کروا کر عملی مظاہرہ کیا جائیں۔ | | | ✓ | | ۲۶ جولائی |
| | | | بچے اس قابل ہوں کہ: | | | | | |
| ۱۱ | | | | | | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرد علاقے |
|-----------|--|--------------|---|--------------|--------|-------|---------|----------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ |
| | باب دوم ایمانیات و عبادات (الف) عبادات | (۴) نماز | ۱: نماز کی اہمیت، فضیلت اور آداب کو جان کر نماز پڑھنے کا شوق پیدا ہو جائیں۔ | ✓ | | | ۰۸ دن | ۲۹ جولائی تا ۱۴ اگست |
| | | | ۲: نمازوں کی تعداد، رکعات، اوقات اور ناموں کو تفصیلاً سمجھائیں تاکہ وہ سب بتا سکیں۔ - نماز کے اوقات کے بارے میں چارٹ بنا کر لگائیں۔ | | ✓ | | | |
| | | | ۳: روزمرہ زندگی میں نمازوں کی پابندی کا اہتمام کر سکیں۔ اس کا عملی مشق کلاس میں کر کے دکھایا جائے۔ | | | ✓ | | |
| ۱۲ | باب دوم | (۵) | بچے اس قابل ہوں کہ: | | | | | |
| | | | ۱: قبلہ و مسجد کا تعارف، اہمیت اور آداب جان کر احترام کو اپنی زندگی میں شامل کر سکیں۔ | ✓ | | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلّم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرد علاقے |
|-----------|---|---|---|--------------|--------|-------|---------|-------------------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ |
| | ایمانیات و عبادات | قبلہ و مسجد | ۲: مسجد کی فضیلت کو سمجھائیں تاکہ ان کے دلوں میں ادب کا جذبہ پیدا ہو سکیں۔ | | ✓ | | ۰۷ دن | ۵ اگست |
| | (الف) عبادات | | ۳: مسجد و قبلہ کے ادب و احترام کو اپنی زندگی میں شامل کر کے عملی نمونہ پیش کر سکیں۔ | | | ✓ | | تا ۱۳ اگست |
| ۱۳ | باب سوم | (۱) | بچے اس قابل ہوں کہ: | | | | | |
| | سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم | حضرت محمد رسول اللہ صلی اللہ علیہ وآلہ واصحابہ وسلم کی ولادت باسعادت اور بوقت ولادت معجزات اور بچپن کے واقعات جان سکیں۔ | ۱: نبی کریم صلی اللہ علیہ وآلہ واصحابہ وسلم کی ولادت باسعادت اور بوقت ولادت معجزات اور بچپن کے واقعات جان سکیں۔ | ✓ | | | | |
| | وآلہ واصحابہ وسلم | ۲: حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم کی حیات طیبہ کو سمجھ سکیں۔ | ۲: حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم کی حیات طیبہ کو سمجھ سکیں۔ | | ✓ | | ۰۷ دن | ۱۵ اگست |
| | | واصحابہ وسلم کی حیات طیبہ (قبل از بعثت) | | | | | | تا |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | دورانیہ | انتہائی سرد علاقے |
|-------------------------------------|--------------------------------|--------------|--|--------------------|---------|-------------------|
| | | | | جاننا | سمجھنا | اطلاق |
| | | | ۳: حیات طیبہ کے مختلف واقعات سے زندگی میں ان سے سبق حاصل کر سکیں اور عملی زندگی بہتر بنائیں۔ | ✓ | | ۱۱ اگست |
| ناظرہ قرآن مجید کا جائزہ (۰۵) نمبرز | | | | | | |
| Revision | اعادہ اور تیاری ۲۳ ایس ایل اوڑ | | ۳ دن | ۱۹ اگست تا ۲۱ اگست | | |
| Term II Exam | دوسرا جائزہ | | ۷ دن | ۲۲ اگست تا ۲۹ اگست | | |
| ۱۴ | باب سوم | (۲) | بچے اس قابل ہوں کہ: | | | |
| | | | ۱: صداقت و امانت اور حسن معاملات کا مفہوم جانیں۔ | ✓ | ۰۹ دن | ۳۰ اگست |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلّم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرد علاقے |
|-----------|--|--|---|--------------|--------|-------|---------|-------------------|
| | | | | جاننا | سمجھنا | اطلاق | | |
| | 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۔ | | ✓ | | | تا ۱۲ ستمبر |
| | | | ۳: نبی کریم خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم کے صداقت و امانت اور حسن معاملات کی اہمیت جانتے ہوئے عملی زندگی میں اپنائیں۔ | | | ✓ | | |
| ۱۵ | باب سوم سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم | (۳) حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وآلہ وسلم کی | بچے اس قابل ہوں کہ: | | | | ۰۹ دن | ۱۳ ستمبر |
| | | | ۱: رواداری کا مفہوم اور سیرت طیبہ سے رواداری کی مثالوں سے آگاہ ہوں۔ | ✓ | | | | |
| | | | ۲: صبر و تحمل کے مفہوم کو سمجھ کر اسوہ حسنہ کو جانیں۔ | | ✓ | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرد علاقے |
|-----------|---------------------------|------------------------|---|--------------|--------|-------|---------|----------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ |
| | | رواداری اور صبر و تحمل | ۴: رواداری اور صبر و تحمل کو اپنی زندگی میں شامل کریں۔ | | | ✓ | | تا ۲۵ ستمبر |
| ۱۶ | باب چہارم اخلاق و آداب | (۱) سچ کی اہمیت | بچے اس قابل ہوں کہ: | | | | | |
| | | | ۱: سچ کی اہمیت اور جھوٹ کے نقصانات جان سکیں۔ | ✓ | | | | |
| | | | ۲: قرآن و سنت کی روشنی میں سچائی کی اہمیت سمجھ سکیں۔ | | ✓ | | | ۲۶ ستمبر تا ۴ اکتوبر |
| | | | ۳: جھوٹ سے اجتناب اور سچائی کو اپنا کر عملی نمونہ پیش کریں۔ | | | ✓ | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرد علاقے |
|-----------|----------------------------------|----------------------|---|--------------|--------|-------|---------|-------------------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ |
| ۱۷ | باب چہارم اخلاق و آداب | (۲) گفتگو کے آداب | بچے اس قابل ہوں کہ: | | | | | |
| | | | ۱: خوش کلامی کی اہمیت و فوائد سے آگاہ ہوں۔ | ✓ | | | | |
| | | | ۲: نرم کلام سے حاصل ہونے والے فوائد کو سمجھ سکیں۔ | | ✓ | | | ۶ اکتوبر |
| | | | ۳: گفتگو کے آداب کو عملی زندگی میں اپنائیں۔ | | | ✓ | ۴ دن | تا ۹ اکتوبر |
| ۱۸ | باب پنجم حسن معاملات و معاشرت | (۱) باہمی تعلقات | بچے اس قابل ہوں کہ: | | | | | |
| | | | ۱: حقوق العباد اور حسن سلوک کی اہمیت سے آگاہ ہو سکیں۔ | ✓ | | | | ۱۰ اکتوبر |
| | | | ۲: حقوق العباد کا مفہوم سمجھ سکیں۔ | | ✓ | | ۳ دن | تا ۱۳ اکتوبر |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | دورانیہ | انتہائی سرد علاقے |
|-----------|---|--|--|--------------|---------|--------------------------------|
| | | | | جاننا | سمجھنا | اطلاق |
| | | | ۳: حقوق العباد کا خیال رکھتے ہوئے حسن سلوک کا مظاہرہ کریں۔ | ✓ | | |
| ۱۹ | باب ششم ہدایت کے سرچشمے اور مشاہیر اسلام انبیاء کرام علیہ السلام | (۱) حضرت تبراہیم (۲) حضرت اسماعیل و حضرت اسحاق علیہم السلام | بچے اس قابل ہوں کہ: ۱: حضرت ابراہیم علیہ السلام کی زندگی سے مختصر آگاہی حاصل کر سکیں۔ ۲: حضرت ابراہیم علیہ السلام کی بعثت کا مقصد سمجھ سکیں۔ | ✓ | | ۱۱۴ اکتوبر تا ۱۱۶ اکتوبر |
| | | | ۳: حضرت ابراہیم، حضرت اسماعیل اور حضرت اسحاق علیہم السلام کی زندگی کے واقعات سے رہنمائی حاصل کر کے انہیں اپنا سکیں۔ | ✓ | | |
| ۲۰ | | (۳) | بچے اس قابل ہوں کہ: | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرد علاقے |
|-----------|---|--|---|--------------|--------|-------|---------|------------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ |
| | باب ششم ہدایت کے سرچشمے اور مشاہیر اسلام | خلیفہ اول حضرت ابو بکر صدیق رضی اللہ عنہ | ۱: حضرت ابو بکر صدیق رضی اللہ عنہ کے حالات زندگی کے متعلق جان سکیں۔ | ✓ | | | ۰۸ دن | ۲۰ اکتوبر تا ۲۸ اکتوبر |
| | | | ۲: حضرت ابو بکر صدیق رضی اللہ عنہ کی خدمات کا ادراک کر سکیں۔ | | ✓ | | | |
| | | | ۳: حضرت ابو بکر صدیق رضی اللہ عنہ کی صفات عالیہ کو اپنی عملی زندگی میں انہیں اپنا سکیں۔ | | | ✓ | | |
| ۲۱ | باب ہفتم اسلامی تعلیمات اور عصر حاضر کے تقاضے | (۱) صحت و تندرستی | بچے اس قابل ہوں کہ: | | | | ۰۹ دن | یکم نومبر تا |
| | | | ۱: قرآن و سنت کی روشنی میں حفظانِ صحت کی اہمیت اور اصولوں کو جان سکیں۔ | ✓ | | | | |
| | | | ۲: قرآن و سنت کی روشنی میں صفائی کی اہمیت اور افادیت کو سمجھ سکیں۔ | | ✓ | | | |
| | | | ۳: صفائی کے مختلف طریقوں پر عمل کر سکیں۔ | | | ✓ | | |

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 (ه) دعائیں (زبانی) | 5 | 5 | 7 | 17 |
| 2 | ایمانیات و عبادات | (۱) توحید کا تعارف (۲) نبوت و رسالت (۱) کلمہ شہادت (۲) اذان اور مؤذن (۳) وضو (۴) 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) (۲) حضرت ﷺ 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) باہمی تعلقات | 1 | 1 | 1 | 03 |
| 6 | ہدایت کے سرچشمے اور مشاہیر اسلام | (۱) حضرت ابراہیم (۲) حضرت اسماعیل و حضرت اسحاق علیہم السلام (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 | |
| Total | | | 22 | 22 | 24 | 68 |



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)

| Topic/ Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level | | | No. of days req. | Extreme Winter Zone |
|-------------------------------|--|---|-----------------|---|---|------------------|----------------------|
| | | | K | U | A | | Date |
| 1. Changing World | 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 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 |
| End of Unit Assessment | | | | | | 1 | 10 April 2025 |

| Topic/ Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level | | | No. of days req. | Extreme Winter Zone |
|--|---------------------|--|-----------------|---|---|------------------|----------------------|
| | | | K | U | A | | Date |
| 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/ Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level | | | No. of days req. | Extreme Winter Zone |
|---|---------------------------|--|-----------------|---|---|------------------|---------------------|
| | | | K | U | A | | |
| | 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 | | | | | | |
| | End of Unit Assessment | | | | | | 1 |
| 4. The Role of the Government and Citizens | 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/ Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level | | | No. of days req. | Extreme Winter Zone | |
|---|---|--|--|--|---|------------------|---------------------|--------------|
| | | | K | U | A | | | |
| | Government and People 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 Contributions | Introduce Quaid-e-Azam Muhammad Ali Jinnah as the founder of Pakistan. | ✓ | | | 2 |
| 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/ Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level | | | No. of days req. | Extreme Winter Zone |
|----------------------------------|------------------------------------|--|-----------------|---|---|------------------|---------------------|
| | | | K | U | A | | |
| End of Unit Assessment | | | | | | 1 | 31 May, 2025 |
| Revision | | | | | | 4 | 2-5 June, 2025 |
| 1 st Term Examination | | | | | | 8 | 9-17 June, 2025 |
| 6. 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 |
| End of Unit Assessment | | | | | | 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/ Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level | | | No. of days req. | Extreme Winter Zone |
|---------------------------------|--------------------|--|-----------------|---|---|------------------|---------------------|
| | | | K | U | A | | |
| Allama Muhammad Iqbal | Muhammad Iqbal. | 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 |
| | Contributions | | | | | | |
| End of Unit Assessment | | | | | | 1 | 30 June, 2025 |
| 8. Resources and their types | Resources | Define the term “resources.” | ✓ | | | 2 | 1-2 July, 2025 |
| | Natural resources | | | | | | |
| | Human Resources | State type of resources, natural resources, human resources and capital resources. | ✓ | | | 2 | 3-4 July, 2025 |
| | Capital 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 |
| | Goods and Services | Define the terms: goods, services, buyers and sellers. | ✓ | | | 2 | 8-9 July, 2025 |

| Topic/ Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level | | | No. of days req. | Extreme Winter Zone |
|------------------------|---|---|-----------------|---|---|------------------|---------------------|
| | | | K | U | A | | |
| | Buyers and Sellers | Identify the main goods and services of their local area. | | ✓ | | 2 | 10-11 July, 2025 |
| | Interdependence | Recognize the need for interdependence as not all goods and services are available in their area | | ✓ | | 2 | 12-14 July, 2025 |
| | Scarcity Economic Choice | 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 | 17 July, 2025 |
| 9. Food | Food Basis Food | Identify certain food groups as fruits, vegetables, grains, dairy product, meat and dry fruit. | | ✓ | | 2 | 18-19 July, 2025 |
| | Balanced Diet Factors for Healthy living | 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 | 23 July, 2025 |

| Topic/ Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level | | | No. of days req. | Extreme Winter Zone |
|--------------------------------------|--|--|-----------------|---|---|------------------|---------------------|
| | | | K | U | A | | |
| 10 Diseases and their control | Diseases Types of diseases Preventions 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. Habitat | Habitat | Define the term habitat | ✓ | | | 2 | 1-2 |
| | Kinds of Habitats | | | | | | August, 2025 |
| | Effects of | Describe the different habitats for living things (polar regions, desert, forest, aquatic) | | ✓ | | 2 | 4-5 August, 2025 |
| | Human Activities and | Name plants and animals that live in each of the different habitats. | ✓ | | | 2 | 6-7 August, 2025 |

| Topic/ Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level | | | No. of days req. | Extreme Winter Zone |
|---------------------------------|--|--|-----------------|---|---|------------------|---------------------|
| | | | K | U | A | | |
| | 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 |
| | | End of Unit Assessment | | | 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 |
| End of Unit Assessment | | | | | | 2 | 20 August, 2025 |
| Revision | | | | | | 00 | 00 |

| Topic/ Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level | | | No. of days req. | Extreme Winter Zone |
|-----------------------------------|---------------------------------|---|-----------------|---|---|------------------|------------------------------------|
| | | | K | U | A | | |
| 2 nd Term Examination | | | | | | 8 | 21-29 August, 2025 |
| 13. Energy and its sources | 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/ Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level | | | No. of days req. | Extreme Winter Zone |
|------------------------|---|---|-----------------|---|---|------------------|------------------------|
| | | | K | U | A | | |
| End of Unit Assessment | | | | | | 1 | 12 September , 2025 |
| 14. Matter | Matter | Identify matter and its states | | ✓ | | 2 | 14-15 September , 2025 |
| | States of Matter | | | | | | |
| | Characteristics of different states of Matter | Recognize basic differences between states of matter, | | ✓ | | 2 | 16-17 September , 2025 |
| | Change in states of matter. | Discuss different states of water | | | ✓ | 2 | 18-19 September , 2025 |
| End of Unit Assessment | | | | | | 1 | 20 September , 2025 |
| 15. Electricity | Electricity Electricity current | Identify how we use electricity and safety measures | | ✓ | | 2 | 22-23 September , 2025 |

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

| Topic/ Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level | | | No. of days req. | Extreme Winter Zone |
|-----------------|-----------|---|-----------------|---|---|------------------|---------------------|
| | | | K | U | A | | Date |
| | | 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/ 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 |
| End of Unit Assessment | | | | | | 1 | 23 October, 2025 |
| 17. Conservation of Natural Resources | Changes in the Natural Environment. | Describe ways in which humans have changed the natural environment. | | ✓ | | 2 | 24-25 October, 2025 |
| | Pollution | Define the term pollution. | ✓ | | | 2 | 26-28 October, 2025 |
| | Conserving Natural Environment. | List different types of pollution (land, water, air, noise). | ✓ | | | 2 | 29-30 October, 2025 |
| | Conserving Natural Resources | Suggest ways to save natural resources. | | | ✓ | 2 | 1-3 |

| Topic/ Theme | Sub-Topic | Student Learning Outcomes | Cognitive Level | | | No. of days req. | Extreme Winter Zone |
|-----------------|-----------------------------------|--|-----------------|---|---|------------------|-----------------------|
| | | | K | U | A | | Date |
| | Protecting the Endangered Animals | | | | | | November, 2025. |
| | Extinct Animals | 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/ 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 Chronology of periods from past to present | 0 | 2 | 1 | 3 |
| 2 | Safety | Personal Safety, Indoor Safety, Outdoor, Safety, Natural Disaster | 0 | 4 | 1 | 5 |
| 3 | Working out Disagreement | Resolving conflicts, Common Disagreement, Causes of Disagreement Impact of Disagreement, Resolving Disagreement, Preventing Disagreement | 0 | 4 | 1 | 5 |
| 4 | The Role of the Government and Citizens | Individuals and Community, Key Problems, Role of Government Government and People, Good Citizen | 0 | 5 | 1 | 6 |
| 5 | Quaid-e-Azam Muhammad Ali Jinnah | Major events in life of Quaid-e-Azam Muhammad Ali Jinnah Contributions | 1 | 2 | 0 | 3 |
| 6 | Fatima Jinnah | Life and services of Fatima Jinnah | 0 | 2 | 0 | 2 |
| 7 | Allama Muhammad Iqbal | Major events in life of Allama Muhammad Iqbal. Contributions | 1 | 1 | 0 | 2 |
| 8 | Resources and their types | Resources, Natural resources Human Resources, Capital Resources Goods and Services, Buyers and Sellers, Interdependence, Scarcity Economic Choice | 3 | 4 | 0 | 7 |
| 9 | Food | Food, Basis Food, Balanced Diet, Factors for Healthy living | 0 | 2 | 0 | 2 |
| 10 | Diseases and their control | Diseases, Types of diseases, Preventions, Science in everyday life | 0 | 3 | 0 | 3 |
| 11 | Habitat | Habitat, Kinds of Habitats, Effects of Human Activities and the Natural Habitat | 2 | 3 | 0 | 5 |
| 20. | Changes in Living Things | Life cycle of some animals, plants, birds and insects. | 0 | 2 | 0 | 2 |
| 13. | Energy and its sources | Energy, Sources of energy, | 1 | 1 | 2 | 4 |
| 14. | Matter | Matter, States of Matter, Characteristics of different states of Matter | 0 | 2 | 1 | 3 |

| | | | | | | |
|-----|-----------------------------------|---|----|----|----|-----------|
| | | Change in states of matter. | | | | |
| 15. | Electricity | Electricity, Electricity current | 0 | 2 | 1 | 3 |
| 16. | The Sun | Sunrise and Sunset. Cardinal Directions, Role of Sunlight in the Formation of Shadows. | 3 | 6 | 0 | 9 |
| 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 | 8 |
| | Total | | 13 | 48 | 11 | 72 |

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 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 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 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 Contributions | 1 | 2 | 0 | 3 |
| Total | | | 1 | 17 | 4 | 22 |

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 Goods and Services, Buyers and Sellers, Interdependence, Scarcity 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 |
| Total | | | 6 | 17 | 0 | 23 |

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 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 |
| Total | | | 6 | 14 | 7 | 27 |



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

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

| S# | Unit/Competencies | Student Learning Outcome | Cognitive Levels | | | Duration/ Number of Days | Timeline |
|----|-------------------|---|------------------|---|---|--------------------------|---|
| | | 3. Recognize and use nouns with no change in number. | | ✓ | ✓ | 01 | May 10 th -12 th |
| | | 4. Write simple descriptive paragraphs. | | | ✓ | 02 | May 13-14-15 |
| | | 5. Provide the missing information in a gaped summary. | ✓ | | | 01 | May 16-17 |
| | | 6. Apply capitalization to the initial letters of proper nouns: names of holidays, special events and groups. | | | ✓ | 03 | May 19-20 |
| | | 7. Articulate, identify and use degrees of regular adjectives. | | ✓ | | 01 | May 21 st , |
| | | 8. Locate, provide and use words to describe a person object or place. | | ✓ | ✓ | 01 | 22 nd May |
| 5 | Thank You Lord | 1. Recite poems with actions. | | ✓ | | 01 | 23 rd , |
| | | 2. Read aloud poems for an accurate reproduction of sounds of letters and words. | | ✓ | | 01 | 24May |
| | | 3. Classify and use personal pronouns. | | ✓ | ✓ | 02 | 26, |
| | | 4. Classify and change the gender(masculine, feminine, neuter) of more nouns from the immediate and extended environment. | ✓ | | ✓ | 03 | 27, |
| | | 5. Distinguish among 'be' , 'do', and 'have' as main and helping words. | ✓ | ✓ | | 01 | 28 May |
| | | 6. Use pre-writing strategies to gather ideas like brainstorming. | | | ✓ | 02 | 30 th May |
| | | 7. Write guided paragraphs using ideas gathered and organized through various strategies. | | | ✓ | 03 | May 31 st |
| | | Revision | | | | 03 | June 2 nd June 3 rd June 4 th |
| | | Term I Exam June 9 to 17 June | | | | 09 | June 9 th to June 17 th |

| 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 th . 19 th |
| | | 2. Guess meaning of difficult words from context | | ✓ | | 02 | June 20 th 21 st |
| | | 3. Use appropriate expressions in conversation to seek permission | | | ✓ | 02 | June 23 rd , 24 th |
| | | 4. Scan a simple text for specific information | | | ✓ | 02 | June 25 th , 26 th |
| | | 5. Break up some common compound words into words they are made of. | | | ✓ | 02 | June 27 th , 28 th |
| | | 6. Construct simple sentence using S+V and S+V+O pattern | | | ✓ | 01 | June,30 th |
| | | 7. Write simple narrative paragraphs. | | | ✓ | 03 | July 1 st ,2 nd ,3 rd |
| | | 8. Recognize simple specific parts of words including common and compound words | | ✓ | | 01 | July 7 th |
| 7 | Colours of Pakistan | 1. Locate difference between the two parts of a compound word. | | ✓ | | 02 | July,8 th ,9 th |
| | | 2. Use appropriate expressions in conversation to respond to instructions and directions. | | | ✓ | 02 | July,10 th ,11 th |
| | | 3. Demonstrate conversation and dynamics of oral interaction in a group to describe local events. | | ✓ | | 01 | July12 th |
| | | 4. Pronounce long vowel sound. | | | ✓ | 01 | July,13 th |
| | | 5. Illustrate the use of pronouns learnt earlier. | | ✓ | | 02 | July 14 th ,15 th |
| | | 6. Identify and use interrogative pronouns. | | ✓ | ✓ | 02 | July 16 th ,17 th |
| | | 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 th |

| S# | Unit/Competencies | Student Learning Outcome | Cognitive Levels | | | Duration/ Number of Days | Timeline |
|----|-------------------|--|------------------|---|---|--------------------------|--|
| | | 8. Write short texts in speech bubbles using vocabulary, tone, style of expression appropriate to the communicative purpose and context. | | | ✓ | 02 | July 19 th ,21 st , 22 nd |
| 8 | Good Study Habits | 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 rd , 24 th |
| | | 2. Use critical thinking to respond to the text (post reading) to apply world knowledge and their own opinion. | | | ✓ | 01 | July 25 th |
| | | 3. Use appropriate expressions in conversations to express regret. | | | ✓ | 01 | ,26 th July |
| | | 4. Use alphabetical order to locate words in a dictionary for an increase in vocabulary. | | | ✓ | 01 | 28 th July |
| | | 5. Pronounce short vowel sounds /i/ as in bit, /o/ as in cot, /u/ as in sun. | | | ✓ | 01 | 29 th July |
| | | 6. Utilize effective study skills e.g brain storming ideas, using illustrations, and note-taking. | | | ✓ | 01 | 30 th July |
| | | 7. Recognize meanings of compound adjectives in relation to each other, e.g. huge-big. | | ✓ | | 01 | 31 st |
| | | 8. Illustrate the use of may/may not, can/can not. | | ✓ | | 01 | August 1 st |
| | | 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 nd August |
| | | 10. Recognize and use reciprocal pronouns. | | ✓ | ✓ | 01 | 4 th 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 th Aug |
| 9 | Manners | 1. Recite poem with actions. | | | ✓ | 01 | 7 th , 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 |
|----|-------------------|---|------------------|---|---|--------------------------|---|
| | | 3. Use critical thinking to respond to the text (post reading) : expressing understanding of a story through a role play. | | | ✓ | 01 | 8 th |
| | | 4. Demonstrate attentive listening and engage appropriately with empathy and respect. | | ✓ | | 01 | 9 th August |
| | | 5. Use some common similes in speech and writing e.g as black as coal. | | | ✓ | | |
| | | 6. Recognize and practice that -ed has three sounds,i.e./d/,/t/,/id/ through context. | | ✓ | ✓ | 01 | 12 th |
| | | 7. Use textual aids such as table of contents and glossary for greater comprehension of text. | | | ✓ | 01 | 13 th August |
| | | 8. Identify and use should/ should not to express permission and prohibition. | | | ✓ | 01 | 15 th August |
| | | 9. Demonstrate the use of ‘an’, ‘or’ and ‘but’. | | ✓ | | | |
| | | 10. Identify and use adverb phrases. | | | ✓ | 01 | 16 th August |
| | | 11. Make a poster for their classroom. | | | ✓ | 01 | |
| | | 12. Identify and write central idea of a given poem in simple language. | | | ✓ | 01 | 17 th August |
| | | Revision | | | | 04 | 18 th , 19 th , 20 th 21 st |
| | | Term II Exam 22nd August to 30th August | | | | 09 | 22 nd August to 30 th 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 st , 2 nd |
| | | 2. Enact a short drama/playscripts showing different roles and scenarios through deliberate choice of dialogue, speeches, gestures and movements. | | | ✓ | 02 | Sep 3 rd , 4 th |
| | | 3. Describe story elements briefly; tell when and where the story is set ; describe the characters. | ✓ | ✓ | | 01 | Sep 6 th |

| S# | Unit/Competencies | Student Learning Outcome | Cognitive Levels | | | Duration/ Number of Days | Timeline |
|----|-----------------------|--|------------------|---|---|--------------------------|---|
| | | 4. Organize vocabulary items learnt in class and from the extended environment in a notebook according to parts of speech. | | | ✓ | 02 | Sep 8 th , 9 th |
| | | 5. Identify and use simple adverbs of time. | | ✓ | ✓ | 02 | Sep 10 th , 11 th |
| | | 6. Recognize that pronouns agree with their antecedents in gender and number. | | ✓ | | 02 | Sep 12 th ,13 th |
| | | 7. Identify elements of a story: beginning, middle and end of a conflict. | | ✓ | | 02 | Sep 15 th ,16 th |
| | | 8. Recognize and use the full stop with some abbreviations. | | ✓ | | 02 | Sep 17 th , 18 th |
| | | 9. Write a guided story using the elements of a story. | | | ✓ | 02 | Sep 19 th ,20 th |
| | | 10. Revise written work for correct spelling and punctuation, pronoun-antecedent agreement, subject-verb agreement. | ✓ | ✓ | | 03 | Sep 22,23,24 |
| 11 | The Fox and the Stork | 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 th |
| | | 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 th , |
| | | 4. Recognize alphabetical arrangement of words in a glossary or a dictionary. | | ✓ | | 01 | Sep 30 th |
| | | 5. Recognize the function of more joining words. | | ✓ | | 01 | October 1 st |
| | | 6. Respond to and ask more WH questions. | | ✓ | ✓ | 01 | Oct 2 nd |
| | | 7. Recognize and use apostrophe with contractions. | | | ✓ | 01 | Oct 3 rd |
| | | 8. Write a short passage, anecdote, fable etc... for pleasure and creativity. | | | ✓ | 01 | Oct 4 th |

| S# | Unit/Competencies | Student Learning Outcome | Cognitive Levels | | | Duration/ Number of Days | Timeline |
|----|-------------------|--|------------------|---|---|--------------------------|--|
| | | 9. Use some strategies to gather ideas such as mind map. | | | ✓ | 01 | Oct 6 th |
| | | 10. Recognize the cases of pronouns: subjective, objective and possessive. | | ✓ | | 01 | Oct 7 th |
| | | 1. Demonstrate conventions and dynamics of oral interaction in group to express needs, feelings, and anger. | | ✓ | | 01 | Oct 8 th |
| | | 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 th |
| | | 3. Explain position and direction on a picture, photograph or map. | | ✓ | | 01 | Oct 10 th |
| | | 4. Describe a series of events in a picture or an illustration. | | | ✓ | 01 | Oct 11 th |
| | | Sports Gala: October 12th to October 19th | | | | 08 | 12 th October to 19 th October |
| | | 5. Spell some words studied in class both orally and in writing. | | | ✓ | 01 | Oct 20 th |
| | | 6. Apply spelling change in plurl form of regular and irregular nouns. | | | ✓ | 01 | Oct 21 st |
| | | 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 nd |
| | | 8. Recognize and use the structure of past continuous tense. | | ✓ | ✓ | 01 | Oct 23 rd |
| | | 9. Use words such as first, second, next and then to show a sequence. | | | ✓ | 01 | Oct 24 th |
| | | 10. Recognize and use hyphens with common compound words. | | ✓ | ✓ | 01 | Oct 25 th |
| | | 11. Demonstrate the use of conventions of letter writing: address, salutation, body and closing. | | ✓ | | 01 | Oct 27 th |
| | | 12. Write a guided formal letter, review their own written work for lay out, legibility, vocabulary and grammar. | | | ✓ | 01 | Oct 29 th |
| 12 | Time to Think | | | | | | |

| 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 th |
| | | 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 st |
| | | 3. Recite poems with actions. | | | ✓ | | |
| | | 4. Read and use symbols and directions in a picture/map | | | ✓ | 01 | Nov 3 rd |
| | | 5. Apply spelling change in regular verb forms. | | | ✓ | | |
| | | 6. Illustrate the use of question words learnt earlier, identify and use question words, when, how many, and how much etc. | | | ✓ | 01 | Nov 4 th |
| | | 7. Recognize and use the structure of future simple tense. | | | ✓ | 01 | Nov 5 th |
| | | 8. Respond and ask simple questions starting with do and does. | | | ✓ | 01 | Nov 6 th |
| | | 9. Identify and write the central idea of a given poem in simple language. | | | ✓ | 01 | Nov 7 th |
| | | 10. List rhyming words and write poems. | | | ✓ | | |
| | | 11. Revise written work for lay out, legibility, vocabulary and grammar. | | | ✓ | 01 | Nov 8 th |
| | | 12. Identify and make two types of sentences; declarative, imperative/ | | | ✓ | | |
| | | 13. Identify and make two types of sentences interrogative and exclamatory. | | | ✓ | 01 | Nov 9 th |

| 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 th |
| | | Revision | | | | 04 | 11 th 13 th 14 th 15 th |
| | | Term III Annual Exam 17th November to 10th December | | | | 21 | 17 th November to 10 th December |
| | In –House Training/ New Session Planning/ Assessment of Answer Scripts, Result Preparation/ Result / PTM | | | | | | 11 th December to 15 th December |
| | Winter Vacations / Winter Camp For Board Classes | | | | | | 16 th December to 31 st 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. | 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 |
| 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 |
| 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 |

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-EXTREME WINTER ZONE



Subject: Urdu

Class: Four (4)

| شدید سرد علاقے | دورانیہ | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|----------------|---------|--------------|--------|-------|---|-----------------|
| | | اطلاق | سمجھنا | جاننا | | |
| تاریخ | | | | | | |
| 03.04.2025 | ادن | | | ✓ | بچے اس قابل ہونگے کہ۔ ۱۔ اپنی جماعت کے معیار کے مطابق واقعہ خطبہ کہانی نظم سن کر سوالات کا زبانی جواب دے سکیں۔ | حمد باری تعالیٰ |
| 04.04.2025 | دن 1 | | ✓ | | ۲۔ عبارت سن کر اہم نکات معلومات، مشاہدات بیان کر سکیں۔ | |
| 05.04.2025 | ادن | ✓ | | | ۳۔ مشکل الفاظ کی پہچان اور جملوں میں استعمال کر سکیں | |
| 07.04.2025 | ادن | | | ✓ | ۴۔ متن کو فہم کے ساتھ پڑھ سکیں۔ | |
| 08.04.2025 | ادن | | ✓ | | ۵۔ نظم کے اشعار کا مطلب لکھ سکیں اور کم از کم چھ نئے الفاظ کی املا کی تیاری کر سکیں | |
| 09.04.2025 | ادن | ✓ | | | ۶۔ عنوان کی مدد سے ۱۲ سے ۱۵ جملوں پر مشتمل کہانی لکھ سکیں۔ | |
| 10.04.2025 | ادن | ✓ | | | 7۔ متضاد جملوں میں استعمال کر سکیں۔ | |
| 11.04.2025 | ادن | | ✓ | | ۱۔ کم از کم ۵۰ الفاظ پر مبنی عبارت درست طریقے سے پڑھ سکیں۔ | نعت علیہ السلام |

| عنوانات | حاصلاتِ تعلیم | تفہیمی سطحیں | | | دورانیہ | شدید سرد علاقے |
|---------------------|---|--------------|--------|-------|---------|----------------|
| | | جاننا | سمجھنا | اطلاق | | |
| | ۲۔ متن کو فہم کے ساتھ پڑھ سکیں۔ | | ✓ | | ادن | 12.04.2025 |
| | ۳۔ نظم و نثر پڑھ کر سوالات کے جواب دے سکیں۔ | ✓ | | | ادن | 14.04.2025 |
| | ۴۔ نظم خلاصہ لکھ سکیں۔ | | ✓ | | 1 دن | 15.04.2025 |
| | ۵۔ نظم کے اشعار کا مطلب لکھ سکیں۔ | | ✓ | | ادن | 16.04.2025 |
| | ۶۔ حروف جار کو پہچان اور ان کا استعمال کر سکیں۔ | | | ✓ | ادن | 17.04.2025 |
| | ۷۔ مرکب الفاظ کے جملے بنا سکیں۔ | | | ✓ | ادن | 18.04.2025 |
| مثالی معلم | ۱۔ اپنی جماعت کے معیار کے مطلوبہ واقعہ کہانی تقریر سن کر سوالات کے زبانی جوابات دے سکیں۔ | ✓ | | | ادن | 19.04.2025 |
| | ۲۔ متن کو فہم کا ساتھ پڑھ سکیں۔ | | ✓ | | ادن | 21.04.2025 |
| | ۳۔ نظم و نثر پڑھ کر سوالات کے جوابات دے سکیں۔ | | ✓ | | ادن | 22.04.2025 |
| | ۴۔ خط کے اجزاء کا خیال رکھتے ہوئے رسمی خط لکھ سکیں۔ | | | ✓ | 1 دن | 23.04.2025 |
| | ۵۔ مشکل الفاظ کی پہچان سمجھ سکیں اور جملوں میں استعمال کر سکیں۔ کم از کم چھ نئے الفاظ کی املا کی تیاری کر سکیں۔ | | | ✓ | ادن | 24.04.2025 |
| | ۶۔ اسم معرفہ اور اسم نکرہ کی پہچان اور استعمال کر سکیں۔ | | | ✓ | ادن | 25.04.2025 |
| | ۱۔ اپنی جماعت کے معیار کے مطابق مشکل الفاظ کو سمجھ سکیں اور جملوں میں استعمال کر سکیں۔ | | ✓ | | ادن | 26.04.2025 |
| ہم بنے گے اچھے شہری | | | | | | |

| عنوانات | حاصلاتِ تعلیم | تفہیمی سطحیں | | | دورانیہ | شدید سرد علاقے |
|-------------|---|--------------|--------|-------|---------|----------------|
| | | جاننا | سمجھنا | اطلاق | | |
| | ۲۔ پڑھے جانے والے نثر کو غور سے سن سکیں۔ نثر میں الفاظ کے جہوں کو پہچان سکیں۔ | | ✓ | | ۱ دن | 28.04.2025 |
| | ۳۔ نظم و نثر پڑھ کر سوالات کے جوابات دے سکیں۔ | ✓ | | | ۱ دن | 29.04.2025 |
| | ۴۔ تذکیر و تانیث پہچان سکیں اور استعمال کر سکیں۔ | | | ✓ | ۱ دن | 30.04.2025 |
| | ۵۔ اس معرفہ اور اسم نکرہ کو پہچان سکیں اور استعمال کر سکیں۔ | | | ✓ | ۱ دن | 02.05.2025 |
| | ۶۔ مختلف موضوعات کے متعلق زبانی اظہار خیال کر سکیں۔ | | | ✓ | ۱ دن | 03.05.2025 |
| | ۷۔ ۱۰ تا ۷۰ تک گنتی لفظوں میں لکھیں۔ | | ✓ | | ۱ دن | 05.05.2025 |
| نصاب تہی | ۱۔ کہانی کو درست تلفظ اور روانی سے پڑھ سکیں۔ | | | | ۲ دن | 06.05.2025 |
| | | ✓ | | | | 07.05.2025 |
| | ۲۔ کہانی کے متعلق سوالات کے جوابات دے سکیں اور چھ نئے الفاظ کی املا کی کر سکیں۔ | | ✓ | | 1 دن | 07.05.2025 |
| | ۳۔ کوئی بھی کہانی زبانی بتا سکیں۔ | ✓ | | | ۱ دن | 08.05.2025 |
| صحت و صفائی | ۱۔ پڑھے جانے والے نثر کو غور سے سن سکیں اور متن کو فہم کے ساتھ پڑھ سکیں۔ | ✓ | | | ۱ دن | 09.05.2025 |
| | ۲۔ جماعت کے معیار کے مطابق کسی بھی موضوع پر اعتماد کے ساتھ تقریر کر سکیں۔ | | | | ۲ دن | 10.05.2025 |
| | | | | ✓ | | 12.05.2025 |

| عنوانات | حاصلاتِ تعلیم | تفہیمی سطحیں | | | دورانیہ | شدید سرد علاقے |
|----------------------|--|--------------|--------|-------|---------|----------------|
| | | جاننا | سمجھنا | اطلاق | | |
| | ۳۔ سابقوں اور لاحقوں کا استعمال کر سکیں۔ | | | ✓ | ادن | 13.05.2025 |
| | ۴۔ عددی ترتیب کا درست استعمال کر سکیں۔ | | ✓ | | ادن | 14.05.2025 |
| | ۵۔ املا کو صحت کے ساتھ تحریر کر سکیں۔ | | ✓ | | ادن | 15.05.2025 |
| | ۶۔ کم از کم ۲۵۰ الفاظ پر مبنی عبارت درست طریقے سے پڑھ سکیں۔ | | ✓ | | ادن | 16.05.2025 |
| | ۷۔ حروف تہجی کے مطابق الفاظ کی تلفظ و ترتیب کی پہچان کر سکیں۔ | | ✓ | | ادن | 17.05.2025 |
| | ۱۔ اپنی جماعت کے معیار کے مطابق نظم سن کر سوالات کے زبانی جوابات دے سکیں۔ | | | ✓ | ادن | 19.05.2025 |
| ہم پاکستانی بچے ہیں۔ | ۲۔ جماعت کے معیار کے مطابق کسی موضوع پر اعتماد انداز میں تقریر کر سکیں۔ | ✓ | | | ادن | 20.05.2025 |
| | ۳۔ مشکل الفاظ کو پہچان کر جملوں میں استعمال کر سکیں۔ | ✓ | | | ادن | 21.05.2025 |
| | ۴۔ متن کو فہم کے ساتھ پڑھ سکیں اور کم از کم چھ نئے الفاظ کے املا کی تیاری کر سکیں۔ | | ✓ | | دن 1 | 22.05.2025 |
| | ۵۔ فعل، فاعل اور مفعول کو پہچان سکیں۔ | | | ✓ | دن 1 | 23.05.2025 |
| | ۶۔ مترادف الفاظ کو جملوں میں استعمال کر سکیں۔ | | | ✓ | دن 1 | 24.05.2025 |
| | ۱۔ سبق پڑھ کر سوالات کے جوابات دے سکیں۔ | | | | دن 2 | 26.05.2025 |
| گلدستہ۔ | | | ✓ | | | 27.05.2025 |

| عنوانات | حاصلاتِ تعلیم | تفہیمی سطحیں | | | دورانیہ | شدید سرد علاقے |
|--------------------------|---|--------------------------------|--------|-------|---------|--------------------------|
| | | جاننا | سمجھنا | اطلاق | | تاریخ |
| | ۲۔ علاقائی شعرا کے متعلق زبانی بتائیں اور کم از کم چھ نئے الفاظ کے املا کی تیاری کر سکیں۔ | ✓ | | | 2 دن | 28.05.2025 29.05.2025 |
| | | ✓ | | | 2 دن | 30.05.2025 31.05.2025 |
| | | | | | | |
| دہرائی | | 02.06.2025 To 05.06.2025 | | | | |
| Term I Examination | | 09.06.2025 To 17.06.2025 | | | | |
| آتے ہیں جو کام دوسروں کے | ۱۔ متن کو سن کر پڑھ سکیں۔ | | ✓ | | 1 دن | 18.06.2025 |
| | ۲۔ اپنی جماعت کے معیار کے مطابق محاورات کی مدد سے جملے بنائیں۔ | ✓ | | | 1 دن | 19.06.2025 |
| | ۳۔ دس بارہ جملوں پر مشتمل کہانی لکھ سکیں۔ | ✓ | | | 1 دن | 20.06.2025 |
| | 4۔ باتر تیب جملوں کو ترتیب دے کر درست کر سکیں۔ | | ✓ | | 1 دن | 21.06.2025 |
| | 5۔ اسم ضمیر کی حالتیں جان سکیں۔ | | ✓ | | 1 دن | 22.06.2025 |

| عنوانات | حاصلاتِ تعلیم | تفصیلی سطحیں | | | دورانیہ | شدید سرد علاقے |
|----------------|---|--------------|--------|-------|---------|----------------|
| | | جاننا | سمجھنا | اطلاق | | |
| | 6۔ گفتگو کے آداب کا عملی مظاہرہ کر سکیں۔ | | | ✓ | دن 1 | 23.06.2025 |
| | 7۔ اپنی جماعت کے معیار کے مطابق کہانی یا واقعہ درست تلفظ لب و لہجہ کے ساتھ پڑھ سکیں۔ | | ✓ | | دن 1 | 24.06.2025 |
| | ۱۔ نظم و نثر پڑھ کر سوالات کے جوابات دے سکیں۔ | | ✓ | | دن 1 | 25.06.2025 |
| پہاڑ اور گلہری | ۲۔ اپنی جماعت کے معیار کے مطابق مشکل الفاظ کی پہچان اور جملے بنا سکیں۔ | | ✓ | | دن 1 | 26.06.2025 |
| | ۳۔ نظم کو درست لب و لہجہ کے ساتھ پڑھ سکیں اور کم از چھ الفاظ | ✓ | | | دن 1 | 27.07.2025 |
| | ۴۔ اکٹھے سے ستر تک گنتی لفظوں میں لکھ سکیں۔ | | ✓ | | دن 1 | 28.06.2025 |
| | ۵۔ کہانی اور نظم پڑھ کر عنوان اور نتیجہ اخذ کر سکیں۔ | | ✓ | | دن 1 | 30.06.2025 |
| | ۶۔ نظم کے اشعار کا مطلب لکھ سکیں۔ | ✓ | | | دن 1 | 01.07.2025 |
| | ۷۔ رموز و قاف و اوین اور قوسین کا درست استعمال کر سکیں۔ | | | ✓ | دن 1 | 02.07.2025 |
| | ۱۔ اپنی جماعت کے مطابق عبارت سن کر اہم نکات اور اجزائے متعلق معلومات مشاہدات خیالات بیان کر سکیں۔ | ✓ | | | دن 1 | 03.07.2025 |
| نیا کمپیوٹر | ۲۔ صوتیات کی پہچان کر سکیں۔ | | ✓ | | دن 1 | 04.07.2025 |
| | ۳۔ موبائی انٹرنیٹ کی مدد سے نظم و نثر پڑھ سکیں۔ | | | ✓ | دن 1 | 07.07.2025 |
| | ۴۔ دس سے بارہ جملوں پر مشتمل مضمون لکھ سکیں۔ | | | ✓ | دن 1 | 08.07.2025 |
| | | | | | | |

| عنوانات | حاصلاتِ تعلیم | تفہیمی سطحیں | | | دورانیہ | شدید سرد علاقے |
|---------------|--|--------------|--------|-------|---------|----------------|
| | | جاننا | سمجھنا | اطلاق | | |
| | ۵۔ خط کے اجزاکا خیال رکھتے ہوئے غیر رسمی خط لکھ سکیں۔ | | | ✓ | ادن | 09.07.2025 |
| | ۶۔ روزنامہ ڈائری لکھ سکیں۔ | | | ✓ | ادن 1 | 10.07.2025 |
| | ۷۔ حروف عطف کی پہچان اور استعمال کر سکیں۔ | | | ✓ | ادن | 11.07.2025 |
| | ۸۔ سابقوں لاحقوں کا استعمال کر سکیں۔ | | | ✓ | ادن | 12.07.2025 |
| | ۱۔ اپنی جماعت کے معیار کے مطابق نظم سن کر سوالات کے زبانی جوابات دے سکیں۔ | | ✓ | | ادن | 14.07.2025 |
| | ۲۔ دس سے پندرہ جملوں پر مشتمل مکالمہ لکھ سکیں۔ | | | ✓ | ادن | 15.07.2025 |
| | ۳۔ واحد جمع کی پہچان اور استعمال کر سکیں۔ | | | ✓ | ادن | 16.07.2025 |
| | ۴۔ دس سے بارہ جملوں پر مشتمل مضمون لکھ سکیں۔ | | | ✓ | ادن | 17.07.2025 |
| | ۵۔ مشاہدہ منظر کی تصویر دیکھ کر مربوط عبارت لکھ سکیں۔ | | ✓ | | ادن | 18.07.2025 |
| | ۶۔ گفتگو اور تقریر سن کر غلط اور صحیح میں فرق کر سکیں۔ | | ✓ | | ادن | 19.07.2025 |
| | ۷۔ نظم کو درست لب و لہجہ کے ساتھ پڑھ سکیں۔ | | ✓ | | ادن | 21.07.2025 |
| | ۸۔ اپنی جماعت کے معیار کے مطابق جملے بنا سکیں۔ | | | ✓ | ادن | 22.07.2025 |
| زیبا کے پڑوسی | ۱۔ اپنی جماعت کے معیار کے مطابق عبارت سن کر اہم نکات سے متعلق معلومات مشاہدات خیالات بیان کر سکیں۔ | | ✓ | | ادن | 23.07.2025 |

| عنوانات | حاصلاتِ تعلیم | تفہیمی سطحیں | | | دورانیہ | شدید سرد علاقے |
|---------|--|--------------|--------|-------|---------|----------------|
| | | جاننا | سمجھنا | اطلاق | | |
| | ۲۔ مشکل الفاظ کو سمجھ سکیں اور جملوں میں استعمال کر سکیں۔ | | ✓ | | ادن | 24.07.2025 |
| | ۳۔ کم از کم ۲۵۰ الفاظ پر مشتمل عبارت درست طریقے سے پڑھ سکیں | | ✓ | | ادن | 25.07.2025 |
| | ۴۔ روزنامہ ڈائری لکھ سکیں اور تذکیر و تانیث پہچان سکیں۔ | | | ✓ | ادن | 26.07.2025 |
| | ۵۔ اسم ضمیر کی حالتیں جان سکیں۔ | | ✓ | | ادن | 28.07..2025 |
| | ۶۔ محاورات کی مدد سے جملے بنا سکیں۔ | | | ✓ | ادن | 29.07.2025 |
| | ۷۔ اپنی جماعت کے معیار کے مطابق بصری الفاظ کی پہچان اور استعمال کر سکیں۔ | | | ✓ | دن 1 | 30.07.2025 |
| | ۱۔ اپنی جماعت کے معیار کے مطابق بصری الفاظ کی پہچان اور استعمال کر سکیں۔ | | | ✓ | ادن | 31.07.2025 |
| | ۲۔ متن کو فہم کے ساتھ پڑھ سکیں۔ | | ✓ | | ادن | 01.08.2025 |
| | ۳۔ کہانی پڑھ کر عنوان، عناصر اور نتائج اخذ کر سکیں۔ | | ✓ | | ادن | 02.08.2025 |
| | ۴۔ سادہ مرکب اور محاورات کی مدد سے جملے بنا سکیں۔ | | | ✓ | دن 1 | 04.08.2025 |
| | ۵۔ دس سے بارہ جملوں پر مشتمل آب بینی لکھ سکیں۔ | | | ✓ | ادن | 05.08.2025 |
| | ۶۔ متضاد الفاظ جملوں میں استعمال کر سکیں۔ | | ✓ | | ادن | 06.08.2025 |
| | ۷۔ اسم، فعل اور ضمیر کو پہچان اور استعمال کر سکیں۔ | | | ✓ | ادن | 07.08.2025 |

| عنوانات | حاصلاتِ تعلیم | تفہیمی سطحیں | | | دورانیہ | شدید سرد علاقے |
|---------------------|---|--------------|--------|-------|---------|----------------|
| | | جاننا | سمجھنا | اطلاق | | |
| صبح کی آمد | ۱۔ اپنی جماعت کے معیار کے مطابق کہانی، نظم، واقعہ درست تلفظ کے ساتھ پڑھ سکیں۔ | ✓ | | | 1 دن | 08.08.2025 |
| | ۲۔ کسی بھی موضوع پر پر اعتماد انداز میں تقریر کر سکیں۔ | | | ✓ | ادن | 09.08.2025 |
| | ۳۔ حروف تہجی کے مطابق الفاظ کے تلفظ اور ترتیب کی پہچان کر سکیں۔ | | ✓ | | ادن | 11.08.2025 |
| | ۴۔ نظم و نثر پڑھ کر سوالات کے جوابات دے سکیں۔ | | ✓ | | 1 دن | 12.08.2025 |
| | ۵۔ متضاد الفاظ جملوں میں استعمال کر سکیں۔ | | ✓ | | ادن | 13.08.2025 |
| | ۶۔ اکاون سے ساٹھ تک لفظوں میں گنتی لکھ سکیں۔ | | ✓ | | 1 دن | 15.08.2025 |
| | ۷۔ رموز اوقاف اور توسین کا درست استعمال کر سکیں۔ | | | ✓ | ادن | 16.08.2025 |
| دہرائی | | | | | | |
| Term II Examination | | | | | | |
| حضرت فاطمہ الزہرا | ۱۔ اپنی جماعت کے معیار کے مطابق واقعہ کہانی سن کر سوالات کے زبانی جوابات دے سکیں۔ | | ✓ | | ادن | 01.09.2025 |
| | ۲۔ کہانی نظم درست تلفظ اور لب و لہجہ کے ساتھ بیان کر سکیں۔ | | ✓ | | ادن | 02.09.2025 |

| عنوانات | حاصلاتِ تعلیم | تفہیمی سطحیں | | | دورانیہ | شدید سرد علاقے |
|---------|---|--------------|--------|-------|---------|--------------------------|
| | | جاننا | سمجھنا | اطلاق | | |
| | ۳۔ اپنی جماعت کے معیار کے مطابق کسی موضوع پر تقریر کر سکیں۔ | | | ✓ | ادن | 03.09.2025 |
| | ۴۔ ارکان سازی اور الفاظ سازی کر سکیں۔ (مصوتوں کی مدد سے) | | | ✓ | ادن | 04.09.2025 |
| | ۵۔ الفاظ کے جھوں کو پہچان سکیں۔ | | ✓ | | ادن | 06.09.2025 |
| | ۶۔ متضاد الفاظ پہچان سکیں۔ | | ✓ | | ادن | 08.09.2025 |
| | ۷۔ سادہ جملے فعل ماضی اور فعل مستقبل میں تحریر کر سکیں۔ | | | ✓ | ادن | 09.09.2025 |
| | ۸۔ سابقوں کا درست استعمال کر سکیں۔ | | | ✓ | ادن | 10.09.2025 |
| | ۱۔ اپنی جماعت کے معیار کے مطابق سوالات کے جوابات زبانی دے سکیں۔ | | ✓ | | ادن | 11.09.2025 |
| | ۲۔ کہانی، نظم درست تلفظ اور لب و لہجہ کے ساتھ بیان کر سکیں۔ | ✓ | | | ادن | 12.09.2025 |
| گری | ۳۔ اپنی جماعت کے معیار کے مطابق کسی موضوع پر تقریر کر سکیں۔ | | | ✓ | 2دن | 13.09.2025 15.09.2025 |
| | ۴۔ ارکان سازی اور الفاظ سازی کر سکیں۔ | | | ✓ | ادن | 16.09.2025 |
| | ۵۔ نظم کے اشعار کا مطلب لکھ سکیں۔ | | ✓ | | ادن | 17.09.2025 |

| عنوانات | حاصلاتِ تعلیم | تفہیمی سطحیں | | | دورانیہ | شدید سرد علاقے |
|-----------------|--|--------------|--------|-------|---------|--------------------------|
| | | جاننا | سمجھنا | اطلاق | | |
| پاکستانی زبانیں | ۶۔ سادہ جملے فعل ماضی، فعل مستقبل میں تبدیل کر سکیں۔ | | | | 2 دن | 18.09.2025 19.09.2025 |
| | ۷۔ اعراب کی مدد سے الفاظ کے معانی کی تبدیلی جان سکیں۔ | | ✓ | | 1 دن | 20.09.2025 |
| | ۱۔ فہم کے ساتھ پڑھ سکیں۔ | | ✓ | | 1 دن | 22.09.2025 |
| | ۲۔ نثر پڑھ کر سوالات جو ابات دے سکیں۔ | | ✓ | | 1 دن | 23.09.2025 |
| | ۳۔ عبارت میں موجود معلومات پڑھ کر نتائج اخذ کر سکیں۔ | | ✓ | | 1 دن | 24.09.2025 |
| | ۴۔ دس سے بارہ جملے لکھ سکیں۔ | ✓ | | | 1 دن | 25.09.2025 |
| | ۵۔ واحد جمع پہچان سکیں۔ | | ✓ | | 1 دن | 26.09.2025 |
| | ۶۔ تذکیر و تانیث پہچان سکیں اور استعمال کر سکیں۔ | ✓ | | | 1 دن | 27.09.2025 |
| | ۷۔ مترادف کو پہچان سکیں اور جملے بنا سکیں۔ | ✓ | | | 1 دن | 29.09.2025 |
| | ۸۔ اسم اور اسم صفت کو پہچان سکیں اور استعمال کر سکیں۔ | ✓ | | | 1 دن | 30.09.2025 |
| رائے کا احترام | ۱۔ کم از کم ۲۵۰ الفاظ پر مشتمل عبارت درست طریقے سے لکھ سکیں۔ | ✓ | | | 1 دن | 01.10.2025 |
| | ۲۔ تحریر میں عددی ترتیب کا درست استعمال کر سکیں۔ | | ✓ | | 1 دن | 02.10.2025 |

| عنوانات | حاصلاتِ تعلیم | تفہیمی سطحیں | | | دورانیہ | شدید سرد علاقے |
|--------------------------|--|--------------|--------|-------|---------|----------------|
| | | جانتا | سمجھتا | اطلاق | | |
| | ۳۔ محاورات کی مدد سے جملے بنائیں۔ | | | ✓ | 1 دن | 03.10.2025 |
| | ۴۔ سابقوں اور لاحقوں کا درست استعمال کر سکیں۔ | | ✓ | | 1 دن | 04.10.2025 |
| | ۵۔ دس سے بارہ جملوں پر مشتمل مکالمہ لکھ سکیں۔ | | | ✓ | 1 دن | 06.10.2025 |
| | ۶۔ گروہی الفاظ کا تصور سمجھ سکیں۔ | | ✓ | | 1 دن | 07.10.2025 |
| | ۷۔ اپنی جماعت کے معیار کے مطابق سادہ مرکب محاورات کی مدد سے جملے بنائیں۔ | | | ✓ | 1 دن | 08.10.2025 |
| یہ بات سمجھ میں آئی نہیں | ۱۔ اپنی جماعت کے معیار کے مطابق مشکل الفاظ کا استعمال کر سکیں اور سمجھ سکیں۔ | | ✓ | | 1 دن | 09.10.2025 |
| | ۲۔ فہم کے ساتھ عبارت کو پڑھ سکیں۔ | | ✓ | | 1 دن | 10.10.2025 |
| | ۳۔ تذکیر و تانیث پہچان سکیں اور استعمال کر سکیں۔ | | | ✓ | 1 دن | 11.10.2025 |
| | ۴۔ گروہی الفاظ کا تصور سمجھ سکیں۔ | | ✓ | | 1 دن | 13.10.2025 |
| | ۵۔ رموز اوقاف و ادین اور قوسین کا درست استعمال کر سکیں۔ | | | ✓ | 1 دن | 14.10.2025 |
| | ۶۔ لطائف اور پہیلیوں کو پڑھنے ان میں پوشیدہ دانش کو سمجھ کر بتا سکیں۔ | | ✓ | | 1 دن | 15.10.2025 |
| | ۷۔ مرکب الفاظ کا درست استعمال کر سکیں۔ | | | ✓ | 1 دن | 16.10.2025 |
| | ۱۔ سبق کو درست تلفظ اور روانی سے پڑھ سکیں۔ | ✓ | | | 1 دن | 17.10.2025 |
| شانداز فیصلے | | | | | | |

| عنوانات | حاصلاتِ تعلیم | تفہیمی سطحیں | | | دورانیہ | شدید سرد علاقے |
|----------------------------|--|--------------|--------|-------|---------|--------------------------|
| | | جاننا | سمجھنا | اطلاق | | |
| | ۲۔ سبق میں دیے گئے سوالات کے جوابات دے سکیں۔ | | ✓ | | ادن | 18.10.2025 |
| | ۳۔ عدل و انصاف کے موضوع پر دس جملے لکھ سکیں۔ | | | ✓ | دن 1 | 20.10.2025 |
| | ۱۔ اپنی جماعت کے معیار کے مطابق بصری الفاظ کا استعمال کر سکیں۔ | | ✓ | | ادن | 21.10.2025 |
| تاریخی عمارتیں | ۲۔ کم از کم ۲۰۰ الفاظ پر مشتمل عبارت درست تلفظ اور روانی سے پڑھ سکیں۔ | ✓ | | | دن 1 | 22.10.2025 |
| | ۳۔ نظم و نثر پڑھ کر سوالات کے جوابات دے سکیں۔ | | ✓ | | ادن | 23.10.2025 |
| | ۴۔ فعل، فاعل اور مفعول کو پہچان سکیں۔ | | ✓ | | دن 1 | 24.10.2025 25.10.2025 |
| | ۵۔ اپنی جماعت کے معیار کے مطابق محاورات کی مدد سے جملے بنا سکیں۔ | | | ✓ | ادن | 28.10.2025 |
| | ۶۔ مشکل الفاظ سمجھ سکیں اور جملے بنا سکیں۔ | | | ✓ | ادن | 29.10.2025 |
| | ۷۔ بے ترتیب جملوں کو ترتیب دے کر درست کر سکیں۔ | | ✓ | | دن 1 | 30.10.2025 |
| | ۱۔ اپنی جماعت کے معیار کے مطابق مختلف موضوعات کے مطلق اپنے احساسات زبانی بیان کر سکیں۔ | ✓ | | | ادن | 31.10.2025 |
| لانس نائیک محمد محفوظ شہید | ۲۔ کسی موضوع پر اعتماد کے ساتھ تقریر کر سکیں۔ | | | ✓ | دن 1 | 01.11.2025 03.11.2025 |

| شدید سرد علاقے | دورانیہ | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|------------------------------|---------|--------------|--------|-------|---|---------|
| | | اطلاق | سمجھنا | جاننا | | |
| 04.11.2025 | ادن | ✓ | | | ۳۔ اپنی جماعت کے معیار کے مطابق کسی موضوع پر سادہ مرکب اور محاورات کی مدد سے جملے بنا سکیں۔ | |
| 05.11.2025 06.11.2025 | 1 دن | | ✓ | | ۴۔ تذکیر و تانیث پہچان سکیں۔ | |
| 07.11.2025 | ادن | ✓ | | | ۵۔ گفتگو کے آداب کا عملی مظاہرہ کر سکیں معیاری اور غیر معیاری اردو میں تفریق کر سکیں۔ | |
| 08.11.2025 | 1 دن | ✓ | | | ۶۔ واحد جمع کی پہچان اور استعمال کر سکیں۔ | |
| 10.11.2025 | 1 دن | | ✓ | | ۷۔ فعل حال، فعل ماضی، فعل مستقبل، فعل امر اور فعل نہی کی پہچان کر سکیں۔ | |
| 11.11.2025 | 1 دن | ✓ | | | 8۔ تخلیقی لکھائی | |
| | 173 | ۶۴ | ۶۸ | ۲۱ | کل حاصلاتِ تعلیم ۱۵۳ | |
| 12.11.2025 To 15.11.2025s | دہرائی | | | | | |

| شدید سرد علاقے | دورانیہ | تقدیمی سطحیں | | | حاصلات تعلیم | عنوانات |
|--------------------------------|---------|--------------|--------|-------|--|---------|
| تاریخ | | اطلاق | سمجھنا | جاننا | | |
| 17.11.2025 To 10.12.2025 | | | | | Term III Examination | |
| 11.12.2025 To 15.12.2025 | | | | | In –House Training/ New Session Planning/ Assessment of Answer Scripts, Result Preparation/ Result / PTM | |
| 16.12.2025 To 31.03.2026 | | | | | Winter Vacations/ Winter Camp For Board Classes | |

Marks/Weightage for a Specific Theme/Unit

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

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

Number of SLOs By Cognitive Level(Term-I)

| اسباق کے کل حاصلات تعلم | سطح | | | عنوان | نمبر شمار |
|-------------------------|-------|--------|-------|----------------------|-----------|
| | اطلاق | سمجھنا | جاننا | | |
| 7 | 3 | 2 | 2 | حد | ۱. |
| 7 | 2 | 4 | 1 | نعت | ۲. |
| 6 | 3 | 2 | 1 | مثالی معلم | ۳. |
| 7 | 4 | 2 | 1 | ہم بنے گے اچھے شہری | ۴. |
| 3 | 0 | 1 | 2 | نصحا ہاتھی | ۵. |
| 7 | 2 | 4 | 1 | صحت و صفائی | ۶. |
| 6 | 3 | 1 | 2 | ہم پاکستانی بچے ہیں۔ | ۷. |
| 3 | 0 | 1 | 2 | گلدستہ۔ | 8. |
| | 17 | 17 | 12 | | |

Number of SLOs By Cognitive Level(Term-II)

| اسباق کے کل حاصلاتِ تعلیم | سطح | | | عنوان | نمبر شمار |
|---------------------------|-------|--------|-------|---------------------------|-----------|
| | اطلاق | سمجھنا | جاننا | | |
| 8 | 3 | 5 | 0 | آتے ہیں جو کام دوسروں کے | 9 |
| 7 | 1 | 4 | 2 | پہاڑ اور گلہری | 10 |
| 8 | 6 | 1 | 1 | نیا کمپیوٹر | 11 |
| 8 | 4 | 4 | 0 | ہمارے قومی شاعر | 12 |
| 7 | 3 | 4 | 0 | زیبا کے پڑوسی | 13 |
| 7 | 4 | 3 | 0 | جب ہر چیز سونے کی بن گئی | 14 |
| 7 | 2 | 4 | 1 | صبح کی آمد | 15 |
| | 23 | 25 | 04 | کل حاصلاتِ تعلیم سینڈ ٹرم | |

Number of SLOs By Cognitive Level(Term-III)

| اسباق کے کل حاصلات تعلم | سطح | | | عنوان | نمبر شمار |
|-------------------------|-------|--------|-------|---------------------------|-----------|
| | اطلاق | سمجھنا | جاننا | | |
| 8 | 4 | 4 | 0 | حضرت فاطمہ 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 | یہ بات سمجھ میں آئی نہیں | 20 |
| 3 | 1 | 1 | 1 | شاندار فیصلے | 21 |
| 7 | 2 | 4 | 1 | تاریخی عمارتیں | 22 |
| 8 | 5 | 2 | 1 | لائسنائیک محمد محفوظ شہید | 23 |
| | 25 | 25 | 05 | کل حاصلات تعلم تھرڈ ٹرم | |



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)

| Unit/ Theme | Sub Topics | Students Learning Outcomes | Cognitive Levels | | | Duration/ No. of Days | Zones |
|---------------------------------|--|--|------------------|---|---|-----------------------|--------------------------|
| | | Students will be able to: | K | U | A | | Extreme Winter |
| Whole numbers | 1. Number up to 5-digits 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 umbers up to 99,999 in numerals and words | ✓ | | | | |
| | 1. Roman numbers 2. Ex 2 | 4. Read and write Roman numbers up to 100 | ✓ | | | 04 | 08-04-2025 to 11-04-2025 |
| | 1. Comparing and Ordering Numbers 2. Estimation 3. Ex 3 4. Review Ex. | 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 | | ✓ | | | |
| Addition and subtraction | 1. Addition 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 f numbers up to 5-digits. | | | ✓ | | |
| | 1. Subtraction 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/ No. of Days | Zones |
|------------------------------|--|--|------------------|---|---|--------------------------|--------------------------|
| | | Students will be able to: | K | U | A | | |
| | | | | | | | |
| | 1. Estimation in Addition and Subtraction 2. Ex 3 3. Review Ex | 11. Estimate sum and difference of numbers up to 5-digits. | | ✓ | | 06 | 29-04-2025 to 06-05-2025 |
| | 1. Multiplication 2. Ex 1 | 12. Multiply numbers up to 5-digits by numbers up to 3-digits. 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 2. Ex 2 | 14. Divides numbers up to 5-digits by a number up to 2-digits. 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 2. Ex 1 | 16. Identify divisibility rules for 2,3,5, and 10. 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 2. Ex 2 | 18. Find factors of a number up to 50. | ✓ | | | 03 | 20-05-2025 to 22-05-2025 |
| | | 19. List the first 10 multiples of a 1-digit number. | ✓ | | | | |
| | | 20. Differentiate between factors and multiples. | | ✓ | | | |
| | | | | | | | |

| Unit/ Theme | Sub Topics | Students Learning Outcomes | Cognitive Levels | | | Duration/ No. of Days | Zones |
|-------------|--|--|------------------|---|---|--------------------------|--------------------------|
| | | Students will be able to: | K | U | A | | |
| | 1. Prime factorization 2. Ex. 3 3. Review Ex | 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. | | ✓ | | | |
| | | 24. Determine common multiples of two or more 2-digit numbers. | | ✓ | | | |
| Algebra | 1. Patterns 2. Ex. 1 | 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 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 2. Ex 3 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/ No. of Days | Zones |
|-------------|--|--|------------------|---|---|--------------------------|--------------------------|
| | | Students will be able to: | K | U | A | | |
| Fractions | 1. Like and unlike fraction 2. Ex 1 | 31. Recognize like and unlike fraction | ✓ | | | 09 | 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. | ✓ | | | | |
| | 1. Addition and subtraction of like and unlike fraction 2. Ex 2 3. Ex. 3 | 40. Add and subtract fractions with like and unlike denominators. | ✓ | | | 06 | 08-07-2025 to 14-07-2025 |
| | | | | | | | |
| | 1. Multiplication of Fraction 2. Percentage 3. Review Ex | 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/ No. of Days | Zones |
|-------------|---|---|------------------|---|---|--------------------------|--------------------------|
| | | Students will be able to: | K | U | A | | |
| Decimals | 1. Decimal Numbers 2. Place Value of Digits in Decimals 3. Ex 1 | 43. Recognize a decimal number as an alternative way of writing a fraction. | ✓ | | | 03 | 24-06-2025 to 26-07-2025 |
| | | 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 2. Ex. 2 | 46. Convert a given fraction to a decimal if ▪ Denominator of the fraction is 10, 100, 1000 43. Denominator of the fraction is not 10, 100, 1000 but can be converted into 10, 100, 1000. | | ✓ | | 03 | 28-06-2025 to 30-07-2025 |
| | | 44. Convert a decimal to fraction. | | ✓ | | | |
| | 1. Addition and Subtraction of Decimals 2. Ex. 3 | 45. Add and subtract 3-digit number | ✓ | | | 02 | 31-07-2025 to 01-08-2025 |
| | 1. Multiplication and Division of Decimals 2. Ex 4 | 46. Multiply a 2 digits number by 10 and 100. | ✓ | | | 04 | 02-08-2025 to 06-08-2025 |
| | | 47. Multiply a 2-digit with 1 decimal place by a 1-digit number and a 2-digit number. | | ✓ | | | |
| | | 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/ No. of Days | Zones |
|--------------------|---|---|------------------|---|---|--------------------------|--------------------------|
| | | Students will be able to: | K | U | A | | |
| | | operations. | | | | | |
| | 1. Comparing and Ordering Decimal Numbers 2. Order of Operations 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 2. Ex. 6 3. Review Ex | 52. Round decimal number to the nearest: ▪ Whole number ▪ One decimal place ▪ Two decimal place | | ✓ | | 04 | 12-08-2025 to 16-08-2025 |
| | | | | | | | |
| | REVISION | | | | | 04 | 18-08-2025 to 21-08-2025 |
| | Term-II-Examinations | | | | | 08 | 22-08-2025 to 30-08-2025 |
| | Total Working Days | | | | | 64 | |
| Measurement | 1. Length 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 ▪ Kilometers into meters ▪ Meter into centimeter ▪ Centimeter into millimeter | | ✓ | | | |
| | 1. Addition and subtraction in units of length 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/ No. of Days | Zones |
|-------------|---|---|------------------|---|---|--------------------------|--------------------------|
| | | Students will be able to: | K | U | A | | |
| | | objects. | | | | | |
| | | 57. Convert larger to smaller metric units ▪ Kilogram into grams ▪ Grams into milligram | | ✓ | | | |
| | 1. Mass 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 2. Ex 4 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 2. Ex 6 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 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 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 2. Ex 4 | 63. Add and subtract measures of time without carrying and borrowing. | ✓ | | | 06 | 06-10-2025 to 11-10-2025 |
| | | 64. Solve simple real life situation involving conversion, addition, and subtraction of measure of time | | | ✓ | | |

| Unit/ Theme | Sub Topics | Students Learning Outcomes | Cognitive Levels | | | Duration/ No. of Days | Zones |
|-------------|---|---|------------------|---|---|--------------------------|--------------------------|
| | | Students will be able to: | K | U | A | | |
| | 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. | | ✓ | | | |
| | Sports Gala | | | | | 06 | 13-10-2025 to 18-10-2025 |
| Geometry | 1. Parallel and Non-parallel lines 2. Ex 1 | 67. Recognize and identify parallel and non-parallel lines | ✓ | | | 01 | 20-10-2025 |
| | 1. Angle 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. | ✓ | | | | |
| | | 72. Identify right angles in 2-d shapes | ✓ | | | | |
| | 1. Circle 2. Ex 3 | 73. Describe the radius, diameter and circumference of a circle. | ✓ | | | 02 | 24-10-2025 to 25-10-2025 |
| | 1. Perimeter and Area 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 |
|--------------------------------------|--|--|------------------|---|---|--------------------------|---|
| | | Students will be able to: | K | U | A | | |
| | 2. Ex 5 | 77. Complete a symmetrical figure with respect to a given line of symmetry on square grid. | | ✓ | | | |
| | 1. 3-D Shapes 2. Ex 6 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 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 2. Ex 2 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 st 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 تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرد علاقے |
|-----------|--|------------------------|---|--------------|--------|-------|---------|----------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ |
| ۰۱ | باب اوّل قرآن مجید و حدیث نبوی ﷺ | (۱) ناظرہ قرآن مجید | بچے اس قابل ہوں کہ: ۱: رموزِ اوقاف اور درست تلفظ سے آگاہ ہوں، ایک چارٹ رموزِ اوقاف کا بورڈ کے ساتھ لگائیں۔ ناظرہ کے گھٹے میں بچوں کے ساتھ تکرار کر کے جاننے کا موقع دیا جائیں۔ ۲: مخارج اور صفات کا ایک چارٹ آویزاں کر کے سمجھنے کی کوشش کریں۔ ۳: پارہ نمبر ۹ تا ۱۸ کی تلاوت قواعد کے مطابق کر کے معلم یا معلمہ کو سنائیں اس لئے ہفتے میں ایک پریڈ ناظرہ قرآن پاک کے لئے مخصوص کر کے پارے مکمل کئے جائیں۔ ۴: دوران تلاوت آداب تلاوت کا خیال رکھیں اور نگرانِ خوب رہنمائی کریں۔ | ✓ | ✓ | ✓ | ۷۰ دن | ۰۳ اپریل تا ۱۰ اپریل |
| ۰۲ | | | بچے اس قابل ہوں کہ: | | | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سر د علاقے |
|-----------|--|----------------------|---|--------------|--------|-------|---------|----------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ |
| | باب اوّل قرآن مجید و حدیث نبوی ﷺ | (ب) حفظ قرآن مجید | ۱: سورۃ الماعون اور سورۃ الکافرون کے تجویدی قواعد سے واقفیت حاصل کر سکیں۔ | ✓ | | | ۰۵ دن | ۱۱ اپریل تا ۱۶ اپریل |
| | | | ۲: مذکورہ بالا سورتوں کی اہمیت و فضیلت نگران سے سمجھنے کی کوشش کریں۔ | | ✓ | | | |
| | | | ۳: ان سورتوں کو تجوید کے ساتھ حفظ کر کے معلم / معلمہ سنائیں۔ | | | ✓ | | |
| ۰۳ | باب اوّل قرآن مجید و حدیث نبوی ﷺ | (ج) حفظ و ترجمہ | بچے اس قابل ہوں کہ: | | | | ۰۵ دن | ۱۷ اپریل تا ۲۲ اپریل |
| | | | ۱: رکوع، قومہ، سجدے اور تشہد کی تسبیحات کے معانی و مفاہیم سے آگاہ ہو سکیں۔ | ✓ | | | | |
| | | | ۲: سورہ الکوتر کے پس منظر یعنی شان نزول کو معلم سے سمجھیں۔ | | ✓ | | | |
| | | | ۳: کلمات نماز اور سورہ الکوتر مع ترجمہ یاد کر کے اپنی روزمرہ زندگی میں پڑھنے کا اہتمام کر سکیں۔ | | | ✓ | | |
| ۰۴ | باب اوّل | (د) | بچے اس قابل ہوں کہ: | | | | | |
| | | | ۱: احادیث کی اہمیت سے واقف ہوں اور حدیث کا معنی و مطلب جان سکیں۔ | ✓ | | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرعہ علاقے |
|-----------|---------------------------------------|-----------------------|--|--------------|--------|-------|---------|----------------------|
| | | | | جاننا | سمجھنا | اطلاق | | |
| | قرآن مجید و حدیث نبوی ﷺ | حدیث نبوی ﷺ | ۲: احادیث مبارکہ کے معانی و مفہیم کو سمجھانے میں بچوں کی خوب رہنمائی کی جائیں۔ | | ✓ | | ۷۰ دن | ۲۳ اپریل تا ۳۰ اپریل |
| | | | ۳: روزمرہ زندگی میں ان احادیث کی تعلیمات پر عمل کا کوئی طریقہ کار وضع کر کے بچوں سے کروائیں۔ | | | ✓ | | |
| | | | ۴: پانچ مختصر صحیح احادیث مبارکہ کو زبانی یاد کرنے کا طریقہ کمرہ جماعت میں ہی سمجھائیں۔ | | ✓ | | | |
| 05 | باب اول قرآن مجید و حدیث نبوی ﷺ | (ہ) دعائیں (زبانی) | بچے اس قابل ہوں کہ: | | | | ۷۰ دن | ۰۲ مئی تا ۰۹ مئی |
| | | | ۱: دعاؤں کو پڑھنے کی اہمیت و فضیلت سے آگاہ ہو سکیں اور نگران عملی دعا مانگ کر بتائیں۔ | ✓ | | | | |
| | | | ۲: دعاؤں کے معانی و مفہیم اور درست تلفظ کے ساتھ یاد کرنے کا انداز سمجھائیں۔ | | ✓ | | | |
| | | | ۳: پیچھے اسمائے حسنیٰ کو معانی کے ساتھ یاد کر کے کلاس میں سنائیں۔ | | | ✓ | | |
| | | | ۴: دعاؤں کو اپنی روزمرہ زندگی میں پڑھنے اور مانگنے کے عادی بنیں۔ اس کا عملی مشق کلاس میں کریں۔ | | | ✓ | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سر د علاقے |
|-----------|--|------------------------|--|--------------|--------|-------|---------|------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ |
| ۰۶ | باب دوم ایمانیات و عبادات (الف) ایمانیات | (i) فرشتوں پر ایمان | بچے اس قابل ہوں کہ: | | | | ۰۷ دن | ۱۰ مئی تا ۱۷ مئی |
| | | | 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 باتیں 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 دئے 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۔ | | | ✓ | | |
| ۰۷ | | | بچے اس قابل ہوں کہ: | | | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سر د علاقے |
|-----------|--|--|---|--------------|--------|-------|---------|------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | |
| | باب دوم ایمانیات و عبادات (ب) ایمانیات | (۲) آسمانی کتابوں اور صحائف پر ایمان | 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۔ | ✓ | | | ۷۰ دن | ۱۹ مئی تا ۲۶ مئی |
| | | | ۲۔ آسمانی کتابوں میں سے قرآن مجید کی فضیلت و انسانی زندگی میں اس کی اہمیت سمجھائیں اور بچوں کو دلائل سے مطمئن کرائیں۔ | | ✓ | | | |
| | | | ۳۔ بچوں کے ساتھ بحث و مباحثہ کر کے ان کا آسمانی کتابوں پر ایمان کی پختگی کا جائزہ لیا جائیں۔ | | | ✓ | | |
| | | | ۴۔ قرآن مجید کی فضیلت اپنے الفاظ میں مختصر اُسب کے سامنے بیان کر سکیں اور اس پر ایک مضمون بھی لکھ کر دیکھائیں۔ | | | ✓ | | |
| ۸۰ | باب دوم ایمانیات و عبادات (الف) عبادات | (۱) روزہ (صوم) | بچے اس قابل ہوں کہ: | | | | ۷۰ دن | ۲۷ مئی تا |
| | | | ۱: ارکان اسلام کا تعارف حاصل کر سکیں اور اسلام کے بنیادی احکام کے متعلق جان سکیں۔ | ✓ | | | | |
| | | | ۲: روزے کا معنی و مفہوم، فرضیت، اہمیت اور فضیلت کے متعلق سمجھائیں اور بہتر انداز میں ان کو ترغیب دیا جائے تاکہ بچے ان کا خوب احترام و اہتمام کریں۔ | ✓ | ✓ | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرعلاقے |
|-----------|--|------------------|--|--------------|--------|-------|---------|------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ |
| | | | ۳: روزے کے حقیقی مقاصد اور فوائد کے متعلق گفتگو کر سکیں۔ | | | ✓ | | ۰۲ جون |
| | | | ناظرہ قرآن مجید کا جائزہ (۰۵) نمبرز | | | | | |
| | Revision | | اعادہ اور تیاری | | | | ۰۳ دن | ۰۳ تا ۰۵ جون |
| | Term I Exam | | پہلا جائزہ | | | | ۰۸ دن | ۰۹ تا ۱۷ جون |
| ۰۹ | باب دوم ایمانیات و عبادات (الف) عبادات | (۲) حقوق اللہ | بچے اس قابل ہوں کہ: | | | | ۰۶ دن | ۱۸ جون تا ۲۳ جون |
| | | | ۱: اللہ تعالیٰ کے حقوق کی اہمیت سے واقف ہو سکیں کہ کس طرح ایک بندہ اپنے اللہ کا حق ادا کرتا ہے۔ | ✓ | | | | |
| | | | 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 دعا مانگتے رہے۔ | ✓ | | | | |
| | | | ۳: اللہ تعالیٰ کو خالق، مالک، رازق اور معبود سمجھ کر توکل کا مظاہرہ کرنے والے بن سکیں۔ | | ✓ | | | |
| | | | ۴: اللہ تعالیٰ کی نعمتوں کو پہچان کر شکر ادا کرنے کے عادی بن سکیں۔ نعمتوں پر شکر ادا کرنے کا آسان طریقہ کلاس میں بتایا جائے۔ | | | ✓ | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرعہ علاقے |
|-----------|--|------------------------|--|--------------|--------|-------|---------|----------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | |
| ۱۰ | باب دوم ایمانیات و عبادات (الف) عبادات | (۳) تلاوت قرآن مجید | بچے اس قابل ہوں کہ: | | | | ۰۶ دن | ۲۵ جون تا یکم جولائی |
| | | | 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 | | | ✓ | | |
| ۱۱ | باب سوم | (۱) | بچے اس قابل ہوں کہ: | | | | | |
| | | | ۱: نزول وحی کے مختلف پہلوؤں سے آگاہی کے لئے اس وقت کی کیفیات بیان کی جائے۔ | ✓ | | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرعلاقے |
|-----------|---|---------------------|--|--------------|--------|-------|---------|------------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | |
| | سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم | نزول وحی کا واقعہ | ۲: حضرت محمد رسول اللہ خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم کی حیات طیبہ کو سمجھ سکیں۔ | | ✓ | | ۰۶ دن | ۰۲ جولائی تا ۰۸ جولائی |
| | | | ۳: 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۔ | | ✓ | | | |
| | | | ۴: سورۃ العلق کی ابتدائی آیات کے مطابق علم کی اہمیت کو اجاگر کر سکیں۔ | | ✓ | | | |
| ۱۲ | باب سوم سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم | (۲) دعوت و تبلیغ | بچے اس قابل ہوں کہ: | | | | ۰۶ دن | ۰۹ جولائی تا ۱۵ جولائی |
| | | | 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 تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سر د علاقے |
|-----------|--|----------------------------------|--|--------------|--------|-------|---------|------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ |
| | | | ۴: نبی رحمت خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم اور صحابہ کرام رضوان اللہ علیہم کی مشکلات اور ثابت قدمی کا اپنی عملی زندگی میں نمونہ پیش کر سکیں۔ | | | ✓ | | |
| ۱۳ | باب سوم سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم | (۳) ہجرت حبشہ (اولیٰ و ثانیہ) | بچے اس قابل ہوں کہ: | | | | ۰۶ دن | ۱۶ جولائی تا ۲۲ جولائی |
| | | | ۱: ہجرت کا مفہوم اور ہجرت حبشہ کے بارے میں جان سکیں۔ | ✓ | | | | |
| | | | ۲: نجاشی اور اس کے کردار سے آگاہ ہو سکیں۔ | ✓ | | | | |
| | | | ۳: حضرت جعفر طیار رضی اللہ عنہ کی نجاشی کے دربار تقریر کے اہم نکات سمجھ سکیں۔ | | ✓ | | | |
| | | | ۴: مشکلات پر صبر کرنے کی عادت اور ان واقعات کو ترتیب کے لحاظ سے اپنے الفاظ میں بیان کر سکیں۔ | | | ✓ | | |
| ۱۴ | باب سوم | (۴) | بچے اس قابل ہوں کہ: | | | | | |
| | | | ۱: شعب ابی طالب کا تعارف جان سکیں۔ | ✓ | | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرد علاقے |
|-----------|---|------------------|---|--------------|--------|-------|---------|------------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | |
| | سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم | شعبہ ابی طالب | ۲: حضرت ابوطالب کے کردار اور محصورین کے مشکلات سے آگاہ ہو سکیں۔ | ✓ | | | ۰۵ دن | ۲۳ جولائی تا ۲۸ جولائی |
| | | | ۳: ان واقعات کے مختلف پہلوؤں کو سمجھ سکیں۔ | | ✓ | | | |
| | | | ۴: اللہ تعالیٰ پر توکل کرنے کے عادی بن سکیں۔ | | | ✓ | | |
| ۱۵ | باب سوم سیرت طیبہ صلی اللہ علیہ وآلہ واصحابہ وسلم | (۵) عام الحزن | بچے اس قابل ہوں کہ: | | | | ۰۵ دن | ۲۹ جولائی تا ۰۲ اگست |
| | | | ۱: عام الحزن کے معانی و مفہوم جان سکیں۔ | ✓ | | | | |
| | | | ۲: نبی کریم خاتم النبیین صلی اللہ علیہ وآلہ و صحابہ وسلم کی زندگی میں حضرت ابوطالب اور حضرت خدیجہ الکبریٰ رضی اللہ عنہا کے کردار سے واقف ہو سکیں۔ | | ✓ | | | |
| | | | ۳: پریشانی اور غم کے موقع پر نبی کریم خاتم النبیین صلی اللہ علیہ وآلہ و صحابہ وسلم کے طرز عمل کو اپنا سکیں۔ | | | ✓ | | |
| ۱۶ | | | بچے اس قابل ہوں کہ: | | | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سر د علاقے |
|-----------|--|-----------------|--|--------------|--------|-------|---------|--------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ |
| | باب سوم سیرت طیبہ صلی اللہ علیہ وآلہ و اصحابہ وسلم | (۶) سفر طائف | ۱: سفر طائف اور سرداروں کے رویے کے بارے میں آگاہ ہو سکیں۔ | ✓ | | | ۰۵ دن | ۰۴ اگست تا ۰۸ اگست |
| | | | ۲: اہل طائف کے لئے نبی کریم خاتم النبیین صلی اللہ علیہ وآلہ و اصحابہ 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۔ | | | ✓ | | |
| ۱۷ | باب چہارم اخلاق و آداب | (۱) سادگی | بچے اس قابل ہوں کہ: | | | | ۰۵ دن | ۰۹ اگست تا ۱۵ اگست |
| | | | ۱: سادگی کا مطلب اور مفہوم جان سکیں۔ | ✓ | | | | |
| | | | ۲: سادگی اور بناوٹ و تکلف میں فرق سمجھ سکیں۔ | | ✓ | | | |
| | | | ۳: نبی کریم ﷺ کی زندگی میں سادگی کی مثالوں کا جائزہ لے سکیں۔ | | | ✓ | | |
| | | | ۴: عملی زندگی میں سادگی اپنا سکیں اور نمود و نمائش سے دور رہ سکیں۔ | | | ✓ | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرعہ علاقے |
|-----------|---------------------------|-------------------|--|--------------|--------|-------|---------|---------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ |
| | | | ناظرہ قرآن مجید کا جائزہ (۰۵) نمبرز | | | | | |
| | Revision | | اعادہ اور تیاری | | | | ۰۳ دن | ۱۶ تا ۲۱ اگست |
| | Term II Exam | | دوسرا جائزہ | | | | ۰۸ دن | ۲۲ اگست تا ۲۹ اگست |
| ۱۸ | باب چہارم اخلاق و آداب | (۲) آدابِ مجلس | بچے اس قابل ہوں کہ: | | | | ۰۶ دن | ۳۰ اگست تا ۰۶ ستمبر |
| | | | 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، غمی) کے پیش نظر ان میں شرکت کر سکیں۔ | ✓ | | | | |
| ۱۹ | باب چہارم | (۳) | بچے اس قابل ہوں کہ: | | | | | |
| | | | ۱: وقت کی پابندی کے فائدے جان سکیں۔ | ✓ | | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرعلاقے |
|-----------|----------------------------------|-------------------|--|--------------|--------|-------|---------|-----------------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ |
| | اخلاق و آداب | وقت کی پابندی | ۲: اسلامی عبادات سے وقت کی پابندی کی اہمیت کو سمجھ سکیں۔ | | ✓ | | ۰۶ دن | ۰۸ ستمبر |
| | | | ۳: اپنی جماعت اور زندگی کے دیگر معاملات میں نظام الاوقات پر عمل پیرا ہو سکیں۔ | | | ✓ | | تا ۱۳ ستمبر |
| ۲۰ | باب پنجم حسن معاشرت و معاملات | (i) دیانت داری | بچے اس قابل ہوں کہ: | | | | | |
| | | | ۱: تمام معاملات میں دیانت داری کی ضرورت و اہمیت سے آگاہ ہو سکیں۔ | ✓ | | | ۰۷ دن | ۱۵ ستمبر |
| | | | ۲: دیانت داری کا مفہوم سمجھ سکیں۔ | | ✓ | | | تا |
| | | | ۳: دیانت داری اور بددیانتی میں فرق کو سمجھیں۔ | | ✓ | | | ۲۲ ستمبر |
| | | | ۴: دیانت داری کے معاشرتی اور معاشی ثمرات سے آگاہ ہو کر ان کے اصولوں پر عمل پیرا ہو سکیں۔ | | | ✓ | | |
| ۲۱ | | | بچے اس قابل ہوں کہ: | | | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تنہبی سطحیں | | | دورانیہ | انتہائی سر د علاقے |
|-----------|----------------------------------|--------------------------------------|--|-------------|--------|-------|---------|-----------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ |
| | باب پنجم حسن معاشرت و معاملات | (۲) حقوق العباد (خدمتِ خلق) | ۱: خدمتِ خلق کے مفہوم سے آگاہ ہو سکیں۔ | ✓ | | | ۰۶ دن | ۲۳ ستمبر تا ۲۹ ستمبر |
| | | | ۲: خدمتِ خلق کی ضرورت و اہمیت سمجھ سکیں۔ | | ✓ | | | |
| | | | ۳: دورِ حاضر کے مسائل کا ادراک کرتے ہوئے خدمتِ خلق کے لئے اپنے آپ کو تیار کر سکیں۔ | | | ✓ | | |
| ۲۲ | باب پنجم حسن معاشرت و معاملات | (۳) وطن سے محبت (ذمہ دار شہری) | بچے اس قابل ہوں کہ: | | | | ۰۷ دن | ۳۰ ستمبر تا ۰۶ اکتوبر |
| | | | ۱: وطن کے معانی اور مفہوم سے آگاہ ہو سکیں۔ | ✓ | | | | |
| | | | ۲: نظریہ پاکستان کی روشنی میں وطن کی اہمیت اور قدر سمجھ سکیں۔ | | ✓ | | | |
| | | | ۳: اپنے آپ کو ملکی سلامتی اور ترقی کے لئے تیار کر سکیں۔ | | | ✓ | | |
| | | | ۴: اچھے شہری کی ملکی اور بین الاقوامی ذمہ داریوں کو سمجھتے ہوئے اس پر عمل کریں۔ | | | ✓ | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سر د علاقے |
|-----------|--|----------------------------------|--|--------------|--------|-------|---------|------------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | |
| ۲۳ | باب ششم ہدایت کے سرچشمے اور مشاہیر اسلام | (۱) حضرت داؤد علیہ السلام | بچے اس قابل ہوں کہ:- | | | | ۰۶ دن | ۰۷ اکتوبر تا ۱۱ اکتوبر |
| | | | ۱: حضرت داؤد علیہ السلام کے حالات زندگی کے بارے میں جان سکیں۔ | ✓ | | | | |
| | | | ۲: حضرت داؤد علیہ السلام کے معجزات کے متعلق سمجھ سکیں۔ | | ✓ | | | |
| | | | ۳: حضرت داؤد علیہ السلام کی خوش الحانی کے وصف سے آگاہ ہو سکیں۔ | ✓ | | | | |
| | | | ۴: حضرت داؤد علیہ السلام کے حالات و واقعات کو اپنے الفاظ میں بیان کر سکیں۔ | | | ✓ | | |
| ۲۴ | باب ششم ہدایت کے سرچشمے اور مشاہیر اسلام | (۲) حضرت موسیٰ علیہ السلام | بچے اس قابل ہوں کہ:- | | | | ۰۵ دن | ۱۳ اکتوبر تا |
| | | | ۱: حضرت موسیٰ علیہ السلام کے متعلق جان سکیں۔ | ✓ | | | | |
| | | | ۲: فرعون کی نافرمانی اور عبرت ناک انجام کے بارے میں سمجھ سکیں۔ | | ✓ | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سر د علاقے |
|-----------|--|--|--|--------------|--------|-------|---------|------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | تاریخ |
| | | | ۳: حضرت موسیٰ علیہ السلام کی صفات کے متعلق جان کر اپنی عملی زندگی میں انہیں اپنا سکیں۔ | | | ✓ | | ۲۰ اکتوبر |
| ۲۵ | باب ششم ہدایت کے سرچشمے اور مشاہیر اسلام | (۳) حضرت عمر فاروق رضی اللہ تعالیٰ عنہ | بچے اس قابل ہوں کہ: | | | | ۰۵ دن | ۲۱ اکتوبر تا ۲۵ اکتوبر |
| | | | ۱: امیر المؤمنین حضرت عمر فاروق رضی اللہ عنہ کے حالات زندگی کے بارے میں جان سکیں۔ | ✓ | | | | |
| | | | ۲: امیر المؤمنین حضرت عمر فاروق رضی اللہ عنہ کو فاروق کا لقب ملنے کی وجہ سمجھ سکیں۔ | | ✓ | | | |
| | | | ۳: حضرت عمر فاروق رضی اللہ عنہ کی سیرت سے رہنمائی حاصل کرتے ہوئے اپنی عملی زندگی میں اس کا اطلاق سکیں۔ | | | ✓ | | |
| ۲۶ | باب ششم | (4) | بچے اس قابل ہوں کہ: | | | | | |
| | | | ۱: امیر المؤمنین حضرت عثمان غنی رضی اللہ عنہ کے حالات زندگی اور خدمات اجمالی طور پر جان سکیں۔ | ✓ | | | ۰۵ دن | ۲۷ اکتوبر |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ | انتہائی سرعہ علاقے |
|-----------|---|------------------------------------|---|--------------|--------|-------|---------|----------------------------|
| | | | | جاننا | سمجھنا | اطلاق | | |
| | ہدایت کے سرچشمے اور مشاہیر اسلام | حضرت عثمان غنی رضی اللہ تعالیٰ عنہ | ۲: امیر المؤمنین حضرت عثمان غنی رضی اللہ عنہ کو ذوالنورین کا لقب ملنے کی وجہ سمجھ سکیں۔ | | ✓ | | | تا ۳۱ اکتوبر |
| | | | ۳: اپنی زندگیوں میں حضرت عثمان غنی رضی اللہ عنہ کی سیرت سے رہنمائی حاصل کر کے عملی نمونہ پیش کر سکیں۔ | | | ✓ | | |
| ۲۷ | باب ہفتم اسلامی تعلیمات اور عصر حاضر کے تقاضے | (۱) صفائی کی ضرورت و اہمیت | بچے اس قابل ہوں کہ: | | | | ۵ دن | یکم نومبر تا ۶ نومبر |
| | | | ۱: صفائی کی ضرورت و اہمیت کو جان سکیں۔ | ✓ | | | | |
| | | | ۲: اپنے ماحول میں صفائی کے مسائل سے آگاہی حاصل کر سکیں۔ | | ✓ | | | |
| | | | ۳: اپنے ارد گرد کے ماحول کو صاف رکھنے میں بطور مسلمان اپنا کردار ادا کر سکیں۔ | | | ✓ | | |
| ۲۸ | باب ہفتم | (۲) | بچے اس قابل ہوں کہ: | | | | | |
| | | | ۱: پانی کی اہمیت اور اس کے استعمال سے متعلق آگاہ ہو سکیں۔ | ✓ | | | | |

| نمبر شمار | عنوانات | ذیلی عنوانات | حاصلات تعلیم | تفہیمی سطحیں | دورانیہ | انتہائی سر د علاقے |
|-----------|--|---------------|--|--------------|---------|--------------------------------|
| | | | | جاننا | سمجھنا | اطلاق |
| | اسلامی تعلیمات اور عصر حاضر کے تقاضے | پانی کی اہمیت | ۲: عصر حاضر میں پانی کے مسائل کے متعلق آگاہی حاصل کر سکیں۔ | ✓ | ✓ | ۰۵ دن |
| | | | ۳: پانی کے ضیاع کے نقصانات جان کر روزمرہ زندگی میں پانی کا درست استعمال کر سکیں۔ | ✓ | ✓ | ۰۷ نومبر تا ۱۲ نومبر |
| | | | ناظرہ قرآن مجید کا جائزہ (۱۰) نمبرز | | | |
| | Revision | | اعادہ اور تیاری | | | ۰۳ دن |
| | Term III / Annual Examination 2025 (۱۱ تا ۱۵ دسمبر) | | تیسرا جائزہ | | | ۲۱ دن |
| | | | | | | 16.12.2025 To 31.03.2026 |
| | | | Winter Vacations/ Winter Camp For Board Examination | | | |

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 و اصحابہ وسلم | 06 | 8 | 6 | 8 | 22 |
| 4 | اخلاق و آداب | 03 | 3 | 3 | 4 | 10 |
| 5 | حسن معاشرت و معاملات | 03 | 3 | 4 | 5 | 12 |
| 6 | ہدایت کے سرچشمے اور مشاہیر اسلام | 04 | 5 | 4 | 4 | 13 |
| 7 | اسلامی تعلیمات اور عصر حاضر کے تقاضے | 02 | 2 | 2 | 2 | 06 |
| 8 | | | | | | |
| Total | | 28 | 32 | 31 | 37 | 100 |



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/ Theme | Unit | Sub Topics | Students Learning Outcomes | Cognitive Levels | | | Duration/ No. of Days | Time line | |
|--------------------------------|--|---|--|------------------|---|---|--------------------------|------------------------------|------------------------------|
| | | | | K | U | A | | From | To |
| Domain A: #Life Science | Unit 1 Organisms - Characteristics and Life Processes of Living Things | 1. Characteristics of Living Things | 1. State that living things grow, take in nutrients, breathe, reproduce eliminate waste and die. | ✓ | | | 2 | 3 rd April, 2025 | 4 th 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 th April, 2025 | 8 th 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 th April, 2025 | 11 th April, 2025 |
| | Unit 2. Organisms - Structure and Functions (Plants) - How plants use their body structures to survive? | 4. Classification of Plants | 4. Classify the plants into two major groups (flowering, non flowering), and give examples of each group. | | ✓ | | 3 | 12 th April, 2025 | 15 th 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 th April, 2025 | 18 th April, 2025 |
| | | 6. Transportation of Water in Plants | 6. Investigate the way in which water is transported within plants. | | | ✓ | 3 | 19 th April, 2025 | 22 nd April, 2025 |
| | | 7. | 7. Identify the parts of the plant transport system and describe their functions | | ✓ | | 3 | 23 rd April, 2025 | 25 th April, 2025 |

| Unit/ Theme | Unit | Sub Topics | Students Learning Outcomes | Cognitive Levels | | | Duration/ No. of Days | Time line | |
|----------------|--|---|---|------------------|---|---|--------------------------|------------------------------|------------------------------|
| | | | | K | U | A | | From | To |
| | | | (stem, -leaf, -root). Note: - Recall of the relative positions of water and food carrying tubes is not required. - The use of specific terms ('xylem' and 'phloem') is not required. | | | | | | |
| | | 8. Structure of a Flower | 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 th April, 2025 | 29 th 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 th April, 2025 | 2 nd 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 rd May, 2025 | 5 th 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 th May, 2025 | 7 th 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 th May, 2025 | 9 th 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 th May, 2025 | 12 th May, 2025 |
| | Unit 3. Organisms - Structure and Functions (Animals) | 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 th May, 2025 | 15 th May, 2025 |

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

| Unit/ Theme | Unit | Sub Topics | Students Learning Outcomes | Cognitive Levels | | | Duration/ No. of Days | Time line | |
|-----------------------------------|---|--|--|------------------|---|---|--------------------------|-----------------------------|-----------------------------|
| | | | | K | U | A | | From | To |
| | Conditions for life on Earth/ Biodiversity and Interdependence | | 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 th June, 2025 | 21 st 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 rd June, 2025 | 24 th 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 th June, 2025 | 26 th 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 th June, 2025 | 30 th June, 2025 |
| | | 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 st July, 2025 | 3 rd July, 2025 |
| Domain B: Physical Science | Unit 5. Matter and its Characteristics | 28. Activity 1 | 28. Design models of sphere, cube, prism, cylinder and cone with clay or playdough/ environment friendly materials. | | | ✓ | 2 | 4 th July, 2025 | 7 th July, 2025 |
| | | 29. States of Matter | 29. Identify and describe three states of | | ✓ | | 2 | 8 th July, | 9 th July, |

| Unit/ Theme | Unit | Sub Topics | Students Learning Outcomes | Cognitive Levels | | | Duration/ No. of 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 th July, 2025 | 12 th 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 th July, 2025 | 15 th 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 th July, 2025 | 18 th July, 2025 |
| | Unit 6. Form of Energy and Energy Transfer | 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 th July, 2025 | 22 nd July, 2025 |
| | | 34. Light | 34. Describe the properties of light (travels in a straight line, travels very fast and in all directions). | ✓ | | | 2 | 23 rd July, 2025 | 24 th July, 2025 |
| | | 35. Formation of Shadow | 35. Relate familiar physical phenomena (shadow, Describe the reflection, rainbow) to the behavior of light. | | ✓ | | 2 | 25 th July, 2025 | 26 th July, 2025 |
| | | 36. Sound Energy | 36. Demonstrate the production of sound. | | ✓ | | 3 | 28 th July, 2025 | 30 th July, 2025 |

| Unit/ Theme | Unit | Sub Topics | Students Learning Outcomes | Cognitive Levels | | | Duration/ No. of Days | Time line | |
|----------------|------|--|--|------------------|---|---|--------------------------|------------------------------|------------------------------|
| | | | | K | U | A | | From | To |
| | | 37. Sound and Vibrating Objects | 37. Relate familiar physical phenomena (vibrating objects) to the behavior of sound. | | ✓ | | 3 | 31 st July, 2025 | 2 nd Aug, 2025 |
| | | 38. Soft and Loud Sounds | 38. Identify the different sounds on the basis of softness and loudness. | | ✓ | | 3 | 4 th Aug, 2025 | 6 th 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 th Aug, 2025 | 9 th Aug, 2025 |
| | | 40. Bodies and their Temperature | 40. Demonstrate that the warmer objects have higher temperature than cooler objects. | | ✓ | | 3 | 11 th Aug, 2025 | 13 th 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 th Aug, 2025 | 18 th Aug, 2025 |
| | | 42. Different Temperature Measuring Instrument | 42. Describe the ways to measure the temperature and its units. | ✓ | | | 2 | 19 th Aug, 2025 | 20 th Aug, 2025 |
| | | | Revision/recap | | | | 1 | 21 st Aug, 2025 | ----- |
| | | Term II Examination | | | | | | 22 nd August 2025 | 30 th 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 st Sep, 2025 | 3 rd 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 th Sep, 2025 | 8 th Sep, 2025 |

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

| Unit/ Theme | Unit | Sub Topics | Students Learning Outcomes | Cognitive Levels | | | Duration/ No. of Days | Time line | |
|--|---|--|---|------------------|---|---|--------------------------|----------------------------|----------------------------|
| | | | | K | U | A | | From | To |
| | | 53. Activity | 53. Design hammer, wheels, rollers and gears using clay or playdough/ cardboard/ environment friendly material. | | | ✓ | 3 | 6 th Oct, 2025 | 8 th Oct, 2025 |
| Domain C: Earth and Space Science | Unit 8. Earth and its resources and atmosphere | 54. Natural Resource | 54. Define natural resources. | ✓ | | | 2 | 9 th Oct, 2025 | 10 th Oct, 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 th Oct, 2025 | 14 th Oct, 2025 |
| | | 56. Distribution of Water on Earth's Surface | 56. Describe the sources of water on earth. | ✓ | | | 2 | 15 th Oct, 2025 | 16 th Oct, 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 th Oct, 2025 | 20 th Oct, 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 st Oct, 2025 | 22 nd Oct, 2025 |
| | | | | | | | | | |
| | 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 rd Oct, 2025 | 25 th Oct, 2025 |
| | | 60. Planetary System | 60. Understand that planetary systems can contain stars, planets, asteroids, and comets. | ✓ | | | 3 | 27 th Oct, 2025 | 29 th Oct, 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 th Oct, 2025 | 1 st Nov, 2025 |

| Unit/ Theme | Unit | Sub Topics | Students Learning Outcomes | Cognitive Levels | | | Duration/ No. of Days | Time line | |
|---|--|---|--|------------------|---|---|--------------------------|----------------------------|-----------------------------|
| | | | | K | U | A | | From | To |
| | | | different times of the month (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 rd Nov, 2025 | 5 th Nov, 2025 |
| | | 63. Solar and Lunar Eclipse | 63. Illustrate and explain how Solar and Lunar Eclipses occur | | | ✓ | 2 | 6 th Nov, 2025 | 7 th Nov, 2025 |
| | Unit#10 Technology in Everyday Life | 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 th Nov, 2025 | 11 th Nov, 2025 |
| | | 65. Plumb Line | 65. Use a plumb line to install a flagpole vertically. | | | ✓ | 3 | 12 th Nov, 2025 | 14 th Nov, 2025 |
| | | | Revision/recap | | | | 1 | 15 th Nov, 2025 | ----- |
| Term III Examination | | | | | | | | 17 th Nov 2025 | 10 th Dec 2025 |
| In -house trainings / New Session Planning / Assessment of Answer Scripts/ Result/ PTM | | | | | | | | 11 th Dec 2025 | 15 th Dec 2025 |
| Winter Vacations/ Winter Camp For Board Classes | | | | | | | | 16 th Dec 2025 | 31 st 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 |
| | Total | 20 | 4 | 12 | 4 | 20 |

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 |
| | Total | 21 | 3 | 15 | 3 | 21 |

Number of SLOs by Cognitive Level (TERM –III)

| Unit No. | Theme/ Unit | No. Sub- Topics | SLOs | | | Total SLOs |
|----------|--|-----------------|------|----|---|------------|
| | | | K | U | A | |
| 6 | Form of Energy and Energy Transfer | 3 | 0 | 2 | 1 | 3 |
| 7 | Force and Simple Machines | 8 | 3 | 3 | 2 | 8 |
| 8 | Earth and its resources and atmosphere | 4 | 2 | 2 | 1 | 5 |
| 9 | Solar System and our Earth | 5 | 2 | 1 | 2 | 5 |
| 10 | Technology in Everyday Life | 2 | 0 | 2 | 0 | 2 |
| | Total | 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 (Student will be able to) | Cognitive Level | | | No. of Days Required | Dates |
|----------|----------------------|--|--|-----------------|---|---|----------------------|---------------------|
| | | | | K | U | A | | Extreme Winter Zone |
| 1. | Citizenship | *** Winter Vacations *** | | | | | | Jan 1 – Mar 31 |
| | | 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; Peace and Conflict, Resolving Conflicts | Describe the term ‘Tolerance’. | | ✓ | | 6 | Apr 11-12, 14-17 |
| | | | Explain that attitudes affect and create conflict and peace. | | ✓ | | | |
| | | | Resolve conflicts through discussions. | | | ✓ | | |
| | | Living in Harmony, 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, 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 (Student will be able to) | Cognitive Level | | | No. of Days Required | Dates |
|----------|-----------------------|--|---|-----------------|---|---|----------------------|---------------------------|
| | | | | K | U | A | | Extreme Winter Zone |
| | | | Identify common etiquettes for example good manners, politeness, respect for elders, helping others, the dignity of labor, and discipline | ✓ | | | | 28-30 |
| | | Communication; Art, Language, letter and Post Card, E-Mail, Radio, Television, Mobile Phone and Computer | List and describe forms of communication. | | ✓ | | 6 | May 2-3, 5-8 |
| | | | Investigate how forms of communication have evolved with time. | | | ✓ | | |
| 2. | Culture and Diversity | Nation, 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, 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 st Term Exams | | | | | | 4 days Jun 2-5 |
| | | Term-I Examinations | | | | | | 8 days June 9 – Jun 17 |
| | | 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 (Student will be able to) | Cognitive Level | | | No. of Days Required | Dates |
|----------|----------------------|--|--|-----------------|---|---|----------------------|---------------------|
| | | | | K | U | A | | Extreme Winter Zone |
| | | 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 ~ “5#%4047h Caliphate | Describe key events (social and political) during life of Hazrat Muhammad ~ “5#%4047 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 (Student will be able to) | Cognitive Level | | | No. of Days Required | Dates | |
|----------|----------------------|---|--|-----------------|---|---|----------------------|---------------------|-----------------|
| | | | | K | U | A | | Extreme Winter Zone | |
| | | 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 nd Term Exams | | | | | | 4 days | Aug 18-21 |
| | | Term-II Examinations | | | | | | 8 days | Aug 22 – Aug 30 |
| | | 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 (Student will be able to) | Cognitive Level | | | No. of Days Required | Dates |
|----------|----------------------|---|--|-----------------|---|---|----------------------|---------------------|
| | | | | K | U | A | | Extreme Winter Zone |
| | | 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. | | | ✓ | | |
| | Economics | Goods, Services, Public/Private Goods and Services | Define the terms 'goods' and 'services' and list some examples. | ✓ | | | 3 | Oct 10-11, 13 |
| | | Consumer and Producer, Goods, Services, Producer and Consumer, | Identify the function of consumers and producers. | ✓ | | | 5 | Oct14-18 |
| | | | 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, | Define and differentiate between different types of entrepreneurship (production, trade, services, manufacturing) with examples of businesses from Pakistan. | ✓ | | | 5 | Oct 24-25, 27-29 |
| | | Successful Pakistani Entrepreneurs; | Read stories of at least one male and one female entrepreneur from Pakistan. | | ✓ | | 3 | Oct 30-31, |

| Unit No, | Theme/Reference Unit | Sub Topics | Student Learning Outcomes (Student will be able to) | Cognitive Level | | | No. of Days Required | Dates | |
|--|----------------------|--|---|-----------------|---|---|----------------------|---------------------|---|
| | | | | K | U | A | | Extreme Winter Zone | |
| | | (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 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 | Citizenship | 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 | Culture | 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 | State and Government | State, Government, The difference between State and Government, Constitution, Leader, Quality of a Leader, General Elections | 1 | 4 | 1 | 6 |
| 4 | History | 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 | Geography | 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 | 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 |
| Total | | | 22 | 29 | 10 | 61 |

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

| S. # | Theme/ Units | Name of Sub-Topics | SLOs | | | Total SLOs |
|-------|--------------|---|------|----|---|------------|
| | | | K | U | A | |
| 1 | Citizenship | 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 | Culture | Nation, Nationalism, Culture, Festivals and Fairs, The role of Diversity in Society's Prosperity, Festival of Minorities | 1 | 4 | 2 | 7 |
| Total | | | 4 | 11 | 4 | 19 |

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

| S. # | Theme/ Units | Name of Sub-Topics | SLOs | | | Total SLOs |
|--------------|----------------------|---|----------|----------|----------|------------|
| | | | K | U | A | |
| 2 | Culture | Divers Culture of Pakistan, Divers Group of Pakistani Society | 2 | 0 | 0 | 2 |
| 3 | State and Government | State, Government, The difference between State and Government, Constitution, Leader, Quality of a Leader, General Elections | 1 | 4 | 1 | 6 |
| 4 | History | 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 | Geography | Globe and Maps Skills | 3 | 3 | 0 | 6 |
| Total | | | 7 | 9 | 3 | 19 |

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 |
| Total | | | 11 | 9 | 3 | 23 |

Determining Marks/Weightage for a Specific Theme/Unit

| S. # | Theme/Unit | No of SLOs in the Unit | Weightage in % = $\frac{\text{No of SLOs in the Unit}}{\text{Total No of SLOs of the Subject}} \times 100$ | Weightage in Marks = $\frac{\text{Calculated Percentage in previous column} \times \text{Total Marks}}{100}$ |
|--------------|---|------------------------|--|--|
| 1 | Unit 1 Citizenship | 12 | 19.67 | 19.67 |
| 2 | Unit 2 Culture | 9 | 14.76 | 14.76 |
| 3 | Unit 3 State and Government | 6 | 9.84 | 9.84 |
| 4 | Unit 4 History | 5 | 8.20 | 8.20 |
| 5 | Unit 5 Geography | 17 | 27.86 | 27.86 |
| 6 | Unit 6 Economics | 12 | 19.67 | 19.67 |
| Total | | 61 | 100 | 100 |



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



Subject: English

Class: 5

| Unit /Competencies | Student Learning Outcomes | Cognitive levels | | | Duration/ No of Days | Extreme Winter Zone |
|-------------------------------|---------------------------|---|---|---|-------------------------|---|
| | | K | U | A | Total days: 20 | |
| Unit 1: | Students will be able to: | | | | | |
| Patience | 1 | Introduce themselves or their fellow friends to the whole class using different adjectives. | | ✓ | 2 days | 3 rd and 4 th April, 2025 |
| Listening and Speaking | 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 th and 7 th April, 2025 |
| Reading and Critical Thinking | 3 | Exhibit values such as tolerance, patience, honesty, empathy, equality etc. through discussion or actions. | | ✓ | | |
| Vocabulary and Grammar | 4 | Apply reading strategies such as skimming, scanning, inferring, predicting etc. | ✓ | | 2 days | 8 th and 9 th April, |
| Writing Skills | 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. | | ✓ | 3 days | 10 th to 12 th April |

| Unit /Competencies | Student Learning Outcomes | | Cognitive levels | | | Duration/ No of Days | Extreme Winter Zone |
|--------------------|---------------------------|---|------------------|---|---|-------------------------|---|
| | | | K | U | A | Total days: 20 | |
| | 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 th April |
| | 10 | Write a short paragraph how to handle the incidents related to themes of the topic (tolerance, patience and honesty). | | | ✓ | 1 day | 15 th April |
| | 11 | Read the sentences and notice the use of diagraphs, tri-graphs and silent letters. | | | ✓ | 1 day | 16 th 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 th and 18 th April |
| | 14 | Write the types of nouns while listening to a pre-recorded listening exercise or listening to the narrator. | | ✓ | | 2 days | 19 th and 21 st 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 nd 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 rd and 24 th April |

| Unit /Competencies | Student Learning Outcomes | | Cognitive levels | | | Duration/ No of Days | Extreme Winter Zone |
|---|----------------------------|--|------------------|---|---|-------------------------|---|
| | | | K | U | A | Total days: 20 | |
| | 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 th 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: Be Grateful (Poem) •Listening Skill Speaking Skills Reading and Critical Thinking • Vocabulary and Grammar | 1 | Take turns to speak on a range of topics of their own choices. | | | ✓ | 1 day | 26 th April |
| | 2 | Ask questions to obtain information and explain ideas clearly, making meaning explicit. | | | | 1 day | 28 th 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 th and 30 th 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 nd May |

| Unit /Competencies | Student Learning Outcomes | | Cognitive levels | | | Duration/ No of Days | Extreme Winter Zone |
|--------------------|---------------------------|---|------------------|---|---|-------------------------|---|
| | | | K | U | A | Total days: 20 | |
| • Writing Skills | 8 | Classify words based on their initial vowel sound. | | ✓ | | | |
| | 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. | | | ✓ | 2 days | 3 rd and 5 th May |
| | 11 | Distinguish between regular and irregular nouns | | | ✓ | 2 days | 6 th and 7 th May |
| | 12 | Form plurals of regular and irregular nouns | | | ✓ | | |
| | 13 | Identify and use different degrees of adjectives. | | | ✓ | 1 day | 8 th 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 th May |
| | 16 | Recall and write an event from personal experiences of students (what happened, their feelings, emotions). | | | ✓ | 1 day | 10 th May |
| | 17 | Define masculine and feminine genders and give examples. | | | ✓ | 1 day | 12 th May |
| | 18 | Identify common and proper nouns | | | ✓ | | |
| | 19 | Create a short poem using different rhyming words. | | | ✓ | | |
| | 20 | Relate tasks performed by male members and female members of the family. | | | ✓ | 2 days | 13 th and 14 th May |
| | 21 | Demonstrate role of brother, sister, father, mother, grandfather and grandmother in role play. | | | ✓ | | |

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

| Unit /Competencies | Student Learning Outcomes | | Cognitive levels | | | Duration/ No of Days | Extreme Winter Zone |
|--|---------------------------|--|------------------|---|---|-------------------------|---|
| | | | K | U | A | Total days: 20 | |
| | 10 | Write words beginning with vowel sounds. | | | ✓ | 2 days | 21 st and 22 nd 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 •Listening Skills Speaking Skills • Reading and Critical Thinking • Vocabulary and Grammar • Writing | 1 | Describe the picture in four to six sentences. | | | ✓ | 1 day | 23 rd 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 th 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 th May |
| | 6 | Explore the different processes of reading silently and reading aloud | ✓ | | | 2 days | 27 th and 29 th May |
| | 7 | Pronounce and practice diphthongs in reading and in speech. | | ✓ | | 2 days | |

| Unit /Competencies | Student Learning Outcomes | | Cognitive levels | | | Duration/ No of Days | Extreme Winter Zone |
|---|---------------------------|--|------------------|---|---|-------------------------|---|
| | | | K | U | A | Total days: 20 | |
| | 8 | Classify gender related nouns such as masculine, feminine, and neuter. | ✓ | | | | 30 th and 31 st 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 | |
| Unit5: Amazing Planet •Listening Skill •Speaking Skill •Reading and Critical Thinking skills •Vocabulary and Grammar •Writing Skill | 1 | Speak confidently using varied vocabulary and tone to express, persuade, instruct, or offer advice to engage the listener. | | | ✓ | 1 days | 2 nd 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 rd June |
| | 3 | Discuss the meaning of unfamiliar words encountered in reading. | | ✓ | | 2 days | 4 th and 5 th 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 th June to 17 th June | | | | | |

| Unit /Competencies | Student Learning Outcomes | | Cognitive levels | | | Duration/ No of Days | Extreme Winter Zone |
|--------------------|---------------------------|---|------------------|---|---|-------------------------|-----------------------|
| | | | K | U | A | Total days: 20 | |
| | 6 | Locate, connect and use words similar and apposite in meaning. | | | ✓ | 1 day | 18 th 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 th 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 th 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 st June |
| | 13 | Participate in class discussion in climate friendly activities like, sanitization, cleanliness tasks, and pollution reduction campaigns. | | | ✓ | | 23 rd June |
| | 14 | Use guide words, dictionary entries, dictionary definitions to check spelling, and meaning of words | | | ✓ | | |
| | | | | | | | |

| Unit /Competencies | Student Learning Outcomes | | Cognitive levels | | | Duration/ No of Days | Extreme Winter Zone |
|--|---------------------------|---|------------------|---|---|-------------------------|--|
| | | | K | U | A | Total days: 20 | |
| Unit/Competencies | Student Learning Outcomes | | K | U | A | 10 Days | |
| Unit 6: A fit and Healthy Life •Listening Skill •Speaking Skill •Reading and Critical Thinking Skills •Vocabulary and Grammar •Writing Skill | 1 | Recognize and respond to direct questions used frequently in the class. | | ✓ | | 1 day | 24 th June |
| | 2 | Explore different processes of reading silently and reading aloud for comprehension. | | ✓ | | 2 days | 25 th and 26 th June |
| | 3 | Read the paragraph with correct pronunciation and intonation. | | ✓ | | | |
| | 4 | Surf internet/library/newspaper and read about sports activities. | | ✓ | | | |
| | 5 | Engage in debate on healthy and unhealthy food in the class. | | | ✓ | 1 day | 27 th June |
| | 6 | Differentiate among subject pronouns, object pronouns and possessive pronouns | | ✓ | | 2 days | 28 th and 30 th June |
| | 7 | Identify, differentiate between and use some simple pairs of words including homophones. | | ✓ | | | |
| | 8 | Write sentences using types of pronouns. | | | ✓ | | |
| | 9 | Pronounce and practice three-consonant clusters in initial and final positions. | | ✓ | | 1 day | 1 st July |
| | 10 | Use a simple thesaurus to locate synonyms/ antonyms and other functions definitions, etc. | | | ✓ | | |
| | 11 | Provide the missing letter in simple multi-syllable three/four syllable words. | | | ✓ | 1 day | 2 nd July |

| Unit /Competencies | Student Learning Outcomes | | Cognitive levels | | | Duration/ No of Days | Extreme Winter Zone |
|---|---------------------------|--|------------------|---|---|-------------------------|--|
| | | | K | U | A | Total days: 20 | |
| | 12 | Use suffixes to make nouns, adjectives (e.g., ion, ay, ship, ance, ence, able, le, ful, ent) | | | ✓ | 2 days | 3 rd and 4 th 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 | |
| Unit 7: What Goes Around Comes Around •Listening Skill Speaking Skill •Reading and Critical Thinking Skill •Vocabulary and Grammar •Writing Skill | 1 | Participate in group discussions, presentations and debates. | | | ✓ | 1 day | 7 th July |
| | 2 | Differentiate between vowel and consonant sounds. | | ✓ | | 1 day | 8 th July |
| | 3 | Practice vowel and consonant sounds. | | ✓ | | | |
| | 4 | Locate information in different parts of the text, collect the information and list the major points. | | | ✓ | | |
| | 5 | Read and identify type of the text (fictional including short stories, fables) | | ✓ | | 1 day | 9 th July |
| | 6 | Discuss and compare characters of the story | | | ✓ | | |
| | 7 | Describe themes occurring in the stories (fables) | | ✓ | | 1 day | 10 th July |
| | 8 | Identify structural elements of a plot (beginning, rising action, climax, falling action, resolution) in the simple story. | | ✓ | | 1 day | 11 th July |
| | 9 | Retell the story briefly in simple sentences | | | ✓ | | |
| | 10 | Use knowledge of the meaning of individual words to predict the meaning of compound words | | | ✓ | 2 days | 12 th and 14 th July |

| Unit /Competencies | Student Learning Outcomes | | Cognitive levels | | | Duration/ No of Days | Extreme Winter Zone |
|---|---------------------------|--|------------------|---|---|-------------------------|--|
| | | | K | U | A | Total days: 20 | |
| | 11 | Write five words starting with consonant and vowel sounds. | | | ✓ | 2 days | 15 th and 16 th July |
| | 12 | Identify homonyms and use the homonyms in sentences. | | ✓ | | | |
| | 13 | Make interrogative sentences using with: be and do. | | | ✓ | | |
| | 14 | Use punctuation marks like, full stop, question mark, exclamation mark and hyphen. | | | ✓ | 1 day | 18 th 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 | |
| Unit 8: Do What's Right •Listening Skill •Speaking Skill •Reading and Critical Thinking Skills •Vocabulary and Grammar | 1 | Prepare and present an argument to persuade others to adopt a point of view. | | | ✓ | 1 day | 19 th July |
| | 2 | Use reading strategies to predict the content of the text, to locate information. | | | ✓ | 2 days | 21 st and 22 nd July |
| | 3 | Relate their thoughts, feelings and experiences to what they read. | | | ✓ | | |
| | 4 | Answer the reading comprehension question. | | ✓ | | | |
| | 5 | Listen to a prerecorded audio or narrator and identify short and long vowel sounds. | | ✓ | | 1 day | 23 rd July |
| | 6 | Use guide words, dictionary entries, dictionary definitions to check spelling, and meaning of words. | | | ✓ | | |

| Unit /Competencies | Student Learning Outcomes | | Cognitive levels | | | Duration/ No of Days | Extreme Winter Zone |
|---|---------------------------|---|------------------|---|---|-------------------------|--|
| | | | K | U | A | Total days: 20 | |
| •Writing Skill | 7 | Identify pair of words and write their meanings. | | ✓ | | 1 day | 24 th July |
| | 8 | Arrange the given jumbled words. | | | ✓ | | |
| | 9 | Use paired adjectives in sentences. | | | ✓ | 1 day | 25 th July |
| | 10 | Listen recoded lecture on environmental ethics and answer the questions. | | ✓ | | 1 day | 26 th July |
| | 11 | Interview elder family members about right and wrong things they observe. | | | ✓ | 1 day | 28 th July |
| | 12 | Think pair and share on what is wrong and what is right around us. | | | ✓ | 2 days | 29 th and 30 th 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 st and 2 nd 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: Patriotism •Listening Skill | 1 | Pronounce the “ed” sound with correct pronunciation in three different ways (/d/, /id/, /t/). | | ✓ | | 1 day | 4 th Aug |
| | 2 | Discuss the picture in the class by using picture prediction strategy to guess the theme of the poem. | | | ✓ | | |

| Unit /Competencies | Student Learning Outcomes | | Cognitive levels | | | Duration/ No of Days | Extreme Winter Zone |
|--|---------------------------|---|------------------|---|---|-------------------------|--|
| | | | K | U | A | Total days: 20 | |
| •Speaking Skill •Reading and Critical Thinking Skill •Vocabulary and Grammar •Writing Skill | 3 | Read the poem with rhythm and correct pronunciation. | | ✓ | | 1 day | 5 th Aug |
| | 4 | Identify rhyme and rhythm, repetition, similes, and sensory images in poems. | | | ✓ | 1 day | 6 th Aug |
| | 5 | Read tables and charts in the text book. | | ✓ | | 1 day | 7 th 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 th Aug |
| | 8 | Use model verbs in the sentences of their own. | | | ✓ | 2 days | 9 th and 11 th Aug |
| | 9 | Understand and use adverbs of time and place in sentences. | | | ✓ | 1 day | 12 th Aug |
| | 10 | Exhibit patriotism by participating in girl guides/boy scout activities, organizing tutorial days on the theme of patriotism. | | | ✓ | 1 day | 13 th Aug |
| | 11 | Recognize and use the full stop with abbreviation. | | | ✓ | 1 day | 15 th Aug |
| | 12 | Write the central idea of a given poem in simple words. | | ✓ | | 1 day | 16 th Aug |
| | 13 | Create a short poem using rhyming words on a given topic. | | | ✓ | | |
| Unit/Competencies | Student Learning Outcome | | K | U | A | Total Days: 11 | |
| Unit 10: Eid-ulAzha •Listening Skill | 1 | Listen to a prerecorded audio or narrator about a recipe of any dessert and identify main ingredients. | | ✓ | | 1 day | 18 th Aug |
| | 2 | Discuss the main steps of the recipe in the class. | | | ✓ | 1 day | 19 th Aug |

| Unit /Competencies | Student Learning Outcomes | | Cognitive levels | | | Duration/ No of Days | Extreme Winter Zone |
|---|---------------------------|--|------------------|---|---|-------------------------|---|
| | | | K | U | A | Total days: 20 | |
| •Speaking Skill •Reading and Critical Thinking Skills •Vocabulary and Grammar •Writing Skill | 3 | Apply intensive reading strategies to distinguish fact from the opinion. | | | ✓ | 2 days | 20 th and 21 st Aug |
| | 4 | Read the words with their syllable division also write their number of syllables. | | ✓ | | | |
| | | 2 nd Term Exam from 22 nd August to 30 th August | | | | | |
| | 5 | Discuss in groups how students celebrate their religious festivals. | | | ✓ | 2 days | 1 st and 2 nd Sep |
| | 6 | Connect and use words similar and opposite in meaning. | | ✓ | | 1 day | 3 rd Sep |
| | 7 | Build vocabulary using demonstrative pronouns or pointing words. | | ✓ | | 1 day | 4 th Sep |
| | 8 | Write correct sentences using ‘should’ and ‘should not’. | | | ✓ | 3 days | 6 th to 9 th 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 | |
| Unit 11: Let’s Be Helpful •Listening Skill •Speaking Skill •Reading and Critical Thinking Skills | 1 | Describe a series of events or a sequence depicted in given pictures. | | ✓ | | 1 day | 10 th Sep |
| | 2 | Use pre-reading strategies to guess the meanings if unfamiliar words in a given context. | | ✓ | | 2 days | 11 th and 12 th Sep |
| | 3 | Apply post-reading strategy to express understanding of the story through a role play. | | | ✓ | | |

| Unit /Competencies | Student Learning Outcomes | | Cognitive levels | | | Duration/ No of Days | Extreme Winter Zone |
|--|---------------------------|--|------------------|---|---|-------------------------|---|
| | | | K | U | A | Total days: 20 | |
| •Vocabulary and Grammar •Writing Skills | 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 th Sep |
| | 6 | Model the dialogue by reading with correct pronunciation. | | | ✓ | 1 day | 15 th Sep |
| | 7 | Highlight important information by reading paragraphs and also summarize in 2-3 sentences. | | | ✓ | 3 days | 16 to 18 th 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 th and 20 th Sep |
| | 12 | Make positive, negative and interrogative sentences in present simple tense. | | | ✓ | 2 days | 22 nd and 23 rd 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 | | | ✓ | | |
| Unit/Competencies | Student Learning Outcome | | K | U | A | Total Days: 14 | |
| Unit 12: Our National Animal | 1 | Share feeling of joy, sadness and anger in pairs. | | | ✓ | | |

| Unit /Competencies | Student Learning Outcomes | | Cognitive levels | | | Duration/ No of Days | Extreme Winter Zone |
|---|---------------------------|--|------------------|---|---|-------------------------|---|
| | | | K | U | A | Total days: 20 | |
| •Listening Skill •Speaking Skill •Reading and Critical Thinking Skills •Vocabulary and Grammar •Writing Skill | 2 | Pronounce the weak forms of shall/will not in contraction. | | ✓ | | 3 days | 24 th to 26 th Sep |
| | 3 | Express needs using will not and shall not. | | | ✓ | | |
| | 4 | Locate specific information by using skim and scan strategies. | | ✓ | | 1 day | 27 th 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 th Sep to 1 st 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. | | ✓ | | 7 days | 2 nd to 8 th Oct |
| | 10 | Join the sentences using the correct joining words. | | | ✓ | | |
| | 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 | |
| Unit 13: When Something Went Wrong •Listening Skill Speaking Skill | 1 | Make polite requests for taking leave for different reasons. | | | ✓ | 1 day | 9 th 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/ No of Days | Extreme Winter Zone |
|---|--|---|------------------|----------|----------|-------------------------|---|
| | | | K | U | A | Total days: 20 | |
| •Reading and Critical Thinking Skills •Vocabulary and Grammar •Writing Skill | 3 | Read samples of formal and informal letters from any source and differentiate between them. | | ✓ | | | 10 th and 11 th Oct |
| | Sports Gala 12th Oct to 19th Oct | | | | | | |
| | 4 | Use reading strategies to locate specific information in the text. | | ✓ | | 1 day | 20 th Oct |
| | 5 | Identify regular and irregular verbs. | | ✓ | | 3 days | 21 st to 23 rd 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 th Oct |
| | 9 | Write yesterday's activities using simple past tense. | | ✓ | | 4 days | 25 th to 29 th 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 | |
| Unit 14: Together we live • Listening Skill •Speaking Skill •Reading and Critical Thinking Skills | 1 | Read the poem with correct pronunciation, rhythm and intonation. | | ✓ | | 3 days | 30 th Oct to 1 st Nov |
| | 2 | Relate the poem to their feelings and experiences and share with whole class. | | | ✓ | | |
| | 3 | Write down rhyming scheme of the poem. | | ✓ | | | |

| Unit /Competencies | Student Learning Outcomes | | Cognitive levels | | | Duration/ No of Days | Extreme Winter Zone |
|---|---------------------------|--|------------------|---|---|-------------------------|--|
| | | | K | U | A | Total days: 20 | |
| •Vocabulary and Grammar •Writing Skill | 4 | Summarize the poem “Together we live” in simple words. | | ✓ | | 3 days | 3 rd to 5 th 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. | | | ✓ | 3 days | 6 th to 8 th Nov |
| | 8 | Make sentences using future simple tense. | | | ✓ | 3 days | 10 th to 12 th Nov |
| | 9 | Compose a creative poem using given rhyming words. | | | ✓ | | |
| | 10 | Write an application on the given topic by the teacher. | | | ✓ | | |
| Revision | | The remaining days for the revision | | | | | |
| | | The Final Term Exams: 17 th November to 10 th December | | | | | |

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

[illegible]

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

Total Number of Student Learning Outcomes by Cognitive level

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

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

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

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

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

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

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

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

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

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

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

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

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



اسکیم آف سٹڈیز اور حاصلات تعلیم کی بنیاد پر سلیبس کی تقسیم

جماعت پنجم شدید سرد علاقے

سنٹرلائزڈ سلیبس بریک اپ ۲۰۲۵

مضمون: اردو

جماعت: پنجم

| عنوانات | حاصلات تعلیم | تفہیمی سطحیں | | | دورانیہ / دن | تاریخ |
|---------|--|--------------|--------|-------|--------------|----------------------|
| | | جاننا | سمجھنا | اطلاق | | |
| 1- حمد | ۱۔ نظم روانی، درست تلفظ اور ترنم کے ساتھ پڑھ سکیں۔ | ✓ | | | 9 | 3 اپریل تا 12 اپریل |
| | 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 بنا سکیں۔ | | | ✓ | | |
| | ۵۔ رموز و اوقاف (ختمہ، استغناء میہ) کا درست استعمال کرنا سمجھ سکیں۔ | | ✓ | | | |
| 2- نعت | ۱۔ ہم آواز الفاظ لکھ سکیں۔ | ✓ | | | ۸ | 14 اپریل تا 22 اپریل |

| تاریخ | دورانیہ / دن | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|-------------------|--------------|--------------|--------|-------|---|--------------|
| | | اطلاق | سمجھنا | جاننا | | |
| | | | | ✓ | ۲۔ ہم قافیہ الفاظ لکھ سکیں۔ | |
| | | | ✓ | | ۳۔ برقی ذرائع سے نظم سن کر مفہوم بیان کر سکیں۔ | |
| | | | ✓ | | ۴۔ اسم معرفہ اور اسم نکرہ میں فرق کرتے ہوئے ان کا درست استعمال کر سکیں۔ | |
| | | | ✓ | | ۵۔ عبارت پڑھ کر سوالوں کے جواب دے سکیں۔ | |
| | | | | | | |
| 23 اپریل تا 2 مئی | ۸ | | ✓ | | 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۔ رگبط | |
| | | ✓ | | | ۳۔ کسی واقعے یا سرگرمی پر اپنے رد عمل کا اظہار کر سکیں۔ | |
| | | | ✓ | | ۴۔ رموز و اوقاف کا استعمال کر سکیں۔ (داوین اور قوسین) | |
| | | ✓ | | | ۵۔ کسی موضوع پر ۱۰۰ الفاظ پر مشتمل ترتیب وار پیرگراف لکھ سکیں۔ | |
| 3 مئی تا 12 مئی | 8 | | | ✓ | ۱۔ آڈیو ریکارڈ / بیان سن کر سوالات کا جواب دے سکیں۔ | |

| تاریخ | دورانیہ / دن | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|------------------|-----------------|--------------|--------|-------|--|----------------------------|
| | | اطلاق | سمجھنا | جاننا | | |
| | | | ✓ | | ۲۔ اشعار کا مفہوم لکھ سکیں۔ | 4۔ اے وطن تو سلامت رہے |
| | | | ✓ | | ۳۔ عام استعمال کے الفاظ کے معنی سمجھ کر جملے بنا سکیں۔ | |
| | | | | ✓ | ۴۔ واحد جو جمع اور جمع کو واحد لکھ سکیں۔ | |
| | | | | ✓ | ۵۔ جملوں میں حروف جار کی نشان دہی کر سکیں۔ | |
| | | | ✓ | | ۱۔ متن / عبارت کو سن کر سوالات کے جوابات دے سکیں۔ | |
| 13 مئی تا 21 مئی | ۸ | | | ✓ | ۲۔ سبق میں موجود نئے الفاظ کے معنی لکھ سکیں۔ | 5۔ جو وعدہ کرو سو پورا کرو |
| | | | ✓ | | ۳۔ حروف عطف، جزاء، شرط، علت، میں فرق سمجھتے ہوئے ان حروف کا استعمال کر سکیں۔ | |
| | | ✓ | | | ۴۔ ٹی وی یا موبائل پر نظمیں سن کر سوالوں کے جواب دے سکیں۔ | |
| | | | | ✓ | ۵۔ متشابہ الفاظ لکھ سکیں۔ | |
| | | | | ✓ | ۱۔ کم از کم ۱۰۰ الفاظ کی عبارت درست تلفظ اور روانی سے پڑھ سکیں۔ | |
| 22 مئی تا 26 مئی | 4 | | | ✓ | | 6۔ قومی تہوار |

| تاریخ | دورانیہ / دن | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|------------------|-----------------|--------------|--------|-------|---|---------------------|
| | | اطلاق | سمجھنا | جاننا | | |
| | | | ✓ | | | |
| | | | ✓ | | ۲۔ مکالمہ نویسی کے اصولوں سے واقف ہو کر سادہ اور مختصر مکالمے لکھ سکیں۔ | |
| 27 مئی تا 4 جون | 8 | | ✓ | | ۱۔ کہانی، نظم یا تقریر سن کر اپنے الفاظ میں بیان کر سکیں۔ | 7۔ ہوا چلی |
| | | | | ✓ | ۲۔ نظم کی تشریح، خلاصہ اور مرکزی خیال لکھ سکیں۔ | |
| | | | ✓ | | ۳۔ نظم روانی، درست تلفظ اور ترنم کے ساتھ پڑھ سکیں۔ | |
| | | | ✓ | | ۴۔ لاحقے اور سابقے میں فرق کر کے نئے الفاظ بنا سکیں۔ | |
| | | | ✓ | | ۵۔ متلازم الفاظ کا استعمال سیکھ اور کر سکیں۔ | |
| 5 جون | | | | | اعادہ | |
| 9 جون تا 17 جون | | | | | فرسٹ ٹرم امتحانات | |
| 18 جون تا 26 جون | 8 | | ✓ | | ۱۔ عبارت درست تلفظ اور روانی سے پڑھ سکیں۔ | 8۔ میری پہچان ہے تو |
| | | | ✓ | | ۲۔ پہیلیاں پڑھتے ہوئے ان میں پوشیدہ دانش سمجھ سکیں۔ | |

| تاریخ | دورانیہ / دن | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|-----------------------|--------------|--------------|--------|-------|--|-----------------------|
| | | اطلاق | سمجھنا | جاننا | | |
| | | ✓ | | | ۳۔ حسب ضرورت درخواست لکھ سکیں۔ | |
| | | | ✓ | | 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۔ | |
| | | | | ✓ | | |
| 27 جون تا 7 جولائی | 8 | | | ✓ | سنی ہوئی چیزوں کی تفہیم کر کے بتا سکیں۔ | 9۔ عظیم لوگ |
| | | | | ✓ | الفاظ کے ہجوں کی پہچان کر سکیں۔ | |
| | | | ✓ | | پیرا گراف کی تشریح لکھ کر مختصر سوالوں کے جوابات لکھ سکیں۔ | |
| | | ✓ | | | ۴۔ ماحول اور واقعہ دیکھ کر مربوط عبارت لکھ سکیں۔ | |
| | | | | ✓ | ۵۔ الفاظ کے متضاد / مترادفات لکھ سکیں۔ | |
| 8 جولائی تا 16 جولائی | 8 | ✓ | | | ۱۔ حسب ضرورت درخواست لکھ سکیں۔ | 10۔ ایک گائے اور بکری |

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|------------------------|--------------|--------------|--------|-------|--|-------------------------|
| | | اطلاق | سمجھنا | جاننا | | |
| | | | ✓ | | ۲۔ الفاظ کا املا درست کر سکیں۔ | |
| | | ✓ | | | ۳۔ نظم کو مکالمے کی صورت میں پیش کر سکیں۔ | |
| | | | ✓ | | ۴۔ واحد کی جمع اور جمع کے واحد میں لکھ سکیں۔ | |
| | | | ✓ | | ۵۔ غلط فقرات کو درست کر سکیں۔ | |
| 17 جولائی تا 24 جولائی | ۷ | | | ✓ | ۱۔ متن درست تلفظ اور روانی کے ساتھ پڑھ سکیں۔ | 11۔ حضرت عثمان غنی |
| | | ✓ | | | ۲۔ مختلف موضوعات پر مختصر تقاریر لکھ سکیں۔ | |
| | | | ✓ | | ۳۔ فعل حال، ماضی اور مستقبل کے جملے بنا سکیں۔ | |
| | | | ✓ | | ۴۔ اسم صفت اور اسم موصوف کا تصور سمجھ سکیں۔ | |
| 25 جولائی تا 2 اگست | ۸ | ✓ | | | ۱۔ کسی بھی عنوان پر اپنی مثبت اور تعمیری تجاویز دے سکیں۔ | 12۔ دنیا آپ کی مٹھی میں |
| | | ✓ | | | ۲۔ خط کے اجزا کا خیال رکھتے ہوئے رسمی خط تحریر کر سکیں۔ | |

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|-------------------|-----------------|--------------|--------|-------|---|------------------------|
| | | اطلاق | سمجھنا | جاننا | | |
| | | | ✓ | | ۳۔ بجلی، ٹیلیفون کے بلوں کے مندرجات پڑھ سکیں۔ | |
| | | | ✓ | | ۴۔ اسم کی اقسام آلہ، صوت، فاعل اور مفعول کو سمجھ کر پہچان سکیں۔ | |
| | | | | ✓ | ۵۔ ماضی تکمیل اور ماضی تمنائی کے جملے بنا سکیں۔ | |
| | | | | ✓ | ۱۔ نظم روانی، درست تلفظ اور ترنم کے ساتھ پڑھ سکیں۔ | |
| 4 اگست تا 13 اگست | ۹ | ✓ | | | ۲۔ طلباء ۱۲ سے ۱۵ جملوں پر مشتمل آپ بیتی لکھ سکیں۔ | 13۔ ہم پھول ایک چمن کے |
| | | | | ✓ | ۳۔ مصوٰتہ اور مصمتے کا فرق جان سکیں۔ | |
| | | | ✓ | | ۴۔ الفاظ میں مصوٰتے اور مصمتے الگ کر سکیں۔ | |
| | | | | ✓ | ۵۔ علامت قوسین کا استعمال جان سکیں۔ | |
| | | | | ✓ | ۶۔ ہم قافیہ الفاظ لکھ سکیں۔ | |
| | | | | ✓ | | |
| 15 اگست | ۶ | ✓ | | | ۱۔ کسی موضوع پر مکالمہ لکھ سکیں۔ | 14۔ آؤ بچو سنو کہانی |

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|----------------------|--------------|--------------|--------|-------|--|---------------------|
| | | اطلاق | سمجھنا | جاننا | | |
| تا 21 اگست | | | ✓ | | ۲۔ الفاظ اور محاورات کو جملوں میں استعمال کر سکیں۔ | |
| | | | | ✓ | ۳۔ کم از کم تین سو الفاظ پر مبنی عبارت پڑھ سکیں۔ | |
| | | | | | | |
| 22 تا 30 اگست | | | | | سیکینڈ ٹرم ایگزمنیشن | |
| 10 ستمبر تا 10 ستمبر | ۸ | ✓ | | | ۱۔ حروف کی مختلف اقسام میں فرق کر سکیں۔۔ | 15۔ آئیں مدد کریں |
| | | ✓ | | | ۲۔ مختلف مسائل کے حوالے سے متن پڑھ کر ان حل پڑھ کر بتا سکیں۔ | |
| | | | ✓ | | ۳۔ درست املا کے ساتھ متشابہ 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 | ۸ | | ✓ | | ۱۔ واقعہ یا ماحول کا مشاہدہ کر کے زبانی اظہار کر سکیں۔۔ | 16۔ رکھیں میرا خیال |
| | | ✓ | | | ۲۔ اشارات اور تصاویر کی مدد سے کہانی تیار کر سکیں۔ | |

| تاریخ | دورانیہ / دن | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|----------------------|--------------|--------------|--------|-------|--|-------------------------|
| | | اطلاق | سمجھنا | جاننا | | |
| | | | | ✓ | 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۔ | |
| 20 ستمبر تا 29 ستمبر | 8 | | ✓ | | ۱۔ سنے ہوئے متن / آڈیو ریکارڈ کی تفہیم کر کے بتا سکیں۔ | 17۔ نیک بنو نیکی 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 پُر 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 7 اکتوبر | 8 | | ✓ | | ۱۔ متن یا آڈیو ریکارڈ سن کر اہم نکات کی نشاندہی کر سکیں۔ | 18۔ ایک قدیم شہر |

| تاریخ | دورانیہ / دن | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|-----------------------|-----------------|--------------|--------|-------|--|--------------|
| | | اطلاق | سمجھنا | جاننا | | |
| | | | | ✓ | ۲۔ متن درست تلفظ اور روانی سے پڑھ سکیں۔ | |
| | | ✓ | | | ۳۔ ترتیب وار جملوں پر مشتمل پیرا گراف لکھ سکیں۔ | |
| | | | ✓ | | ۴۔ سادہ و مرکب محاورات کی مدد سے جملے بنا سکیں۔ | |
| | | | ✓ | | ۵۔ اخبارات اور رسائل کی مدد سے خبریں تیار کر کے سُنا سکیں۔ | |
| | | | | ✓ | ۶۔ مترادف اور متضاد الفاظ لکھ سکیں۔ | |
| | | | ✓ | | ۱۔ کسی بھی واقعے یا کہانی کو پڑھ کر اپنے الفاظ میں بیان کر سکیں۔ | 19۔ حسن سلوک |
| 8 اکتوبر تا 16 اکتوبر | 8 | ✓ | | | ۲۔ کسی بھی عنوان پر پیرا گراف 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 / دن | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|------------------------|-----------------|--------------|--------|-------|---|------------------------|
| | | اطلاق | سمجھنا | جاننا | | |
| | | | | ✓ | | |
| 17 اکتوبر تا 24 اکتوبر | ۷ | | ✓ | | ۱۔ آڈیو ریکارڈنگ یا کسی کی زبانی متن / نظم سن کر اس کے اہم نکات بتا سکیں۔ | ۲۰۔ کہا اقبال نے (نظم) |
| | | | ✓ | | ۲۔ ایک سے سو تک گنتی لفظوں میں لکھ سکیں۔ | |
| | | ✓ | | | ۳۔ نظم کے اشعار کا مفہوم لکھ سکیں۔ | |
| | | | ✓ | | ۴۔ شعر اور بند میں فرق کر سکیں۔ | |
| 25 اکتوبر تا 1 نومبر | ۷ | | ✓ | | ۱۔ متن کو تفہیم کے ساتھ پڑھ کر اس سے معنی اخذ کر سکیں۔ | ۲۱۔ بے مثل ہے نظام |
| | | ✓ | | | ۲۔ ماحول کا مشاہدہ کر کے ایک بامعنی اور بامقصد پیرا گراف لکھ سکیں۔ | |
| | | | ✓ | | ۳۔ فعل، فاعل اور مفعول کا فہم کے ساتھ استعمال کر سکیں۔ | |
| | | | | ✓ | ۴۔ الفاظ کے جمع اور واحد بنا سکیں۔ | |
| 3 نومبر تا 5 نومبر | ۳ | ✓ | | | ۱۔ اقوال زریں پڑھ کر اپنی رائے کا زبانی اظہار کر سکیں۔ | ۲۲۔ اقوال زریں |

| تاریخ | دورانیہ / دن | تفہیمی سطحیں | | | حاصلاتِ تعلیم | عنوانات |
|----------------------|-----------------|--------------|--------|-------|--|----------------------|
| | | اطلاق | سمجھنا | جاننا | | |
| | | | | ✓ | | |
| | | | | ✓ | ۲۔ نئی تراکیب اور محاورات کے معنی بتا سکیں۔ | |
| 6 نومبر تا 13 نومبر | ۷ | | | ✓ | ۱۔ اشعار یاد کر کے کمرہ جماعت میں سناسکیں۔ | ۲۳۔ ٹوٹ بٹوٹ کے مرغے |
| | | | ✓ | | ۲۔ حروفِ نداء، افسوس، استعجاب کا درست استعمال کر سکیں۔ | |
| | | | | ✓ | ۳۔ اشاروں کی مدد سے خالی جگہیں پُر کر سکیں۔ | |
| | | ✓ | | | ۴۔ ضروری کام اور بیماری کی درخواست لکھ سکیں۔ | |
| 14 اور 15 نومبر | | | | | اعادہ | |
| 17 نومبر تا 10 دسمبر | | | | | فائنل ٹرم ایگزمنٹ | |
| | 173 | 25 | ۵۱ | 32 | کل حاصلاتِ تعلیم ۱۰۸ | |

حاصلات تعلیم کی درجہ بندی

| ابواب نمبر | عنوانات | جاننا | سمجھنا / تفہیم | اطلاق | حاصلات تعلیم |
|------------|-------------------------|-------|----------------|-------|--------------|
| 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 تہوار | ۱ | ۱ | | ۲ |
| ۷ | ہوا چلی | ۱ | ۴ | 0 | ۵ |
| ۸ | میری پہچان ہے تُو | ۲ | ۳ | ۱ | ۶ |
| ۹ | عظیم لوگ | ۳ | ۱ | ۱ | ۵ |
| ۱۰ | ایک گائے اور بکری | | ۳ | ۲ | ۵ |

| ابواب نمبر | عنوانات | جاننا | سمجھنا / تفہیم | اطلاق | حاصلاتِ تعلیم |
|------------|---------------------|-------|----------------|-------|---------------|
| ۱۱ | حضرت عثمان غنی | ۱ | ۲ | ۱ | ۴ |
| ۱۲ | دنیا آپ کی مٹھی میں | ۱ | ۲ | ۲ | ۵ |
| ۱۳ | ہم پھول ایک چمن کے | ۴ | ۱ | ۱ | ۶ |
| ۱۴ | آؤ بچو کہانی سنو | ۱ | ۱ | ۱ | ۳ |
| ۱۵ | آئیں مدد کریں | ۰ | ۲ | ۳ | ۵ |
| ۱۶ | رکھیں میرا خیال | ۰ | ۳ | ۱ | ۴ |
| ۱۷ | نیک بنو نیکی پھیلاؤ | ۰ | ۴ | 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 | ۴ |
| ۲۱ | بے مثل ہے نظام | ۱ | ۲ | ۱ | ۴ |

| ابواب نمبر | عنوانات | جاننا | سمجھنا / تفہیم | اطلاق | حاصلات تعلیم |
|------------|------------------|-------|----------------|-------|--------------|
| ۲۲ | اقوال زریں | ۱ | ۰ | ۱ | ۲ |
| ۲۳ | ٹوٹ بٹوٹ کے مرنے | ۲ | ۱ | ۱ | ۴ |
| | کل | 31 | 50 | 25 | 106 |

Number of SLOs by Cognitive Level (Term-I)

| اسباق کے کل حاصلات تعلم | سطح | | | عنوانات | نمبر شمار |
|-------------------------|-------|--------|-------|-------------------------|-----------|
| | اطلاق | سمجھنا | جاننا | | |
| 5 | 2 | ۲ | ۱ | حمد | ۱. |
| ۵ | ۰ | ۳ | ۲ | نعت | ۲. |
| ۵ | ۲ | ۲ | ۱ | رحمت عالم | ۳. |
| 5 | 0 | ۲ | ۳ | اے وطن تو سلامت رہے | ۴. |
| ۵ | ۱ | ۲ | ۲ | جو وعدہ کرو سو پورا کرو | ۵. |
| ۲ | ۰ | ۱ | ۱ | قومی تہوار | ۶. |
| ۵ | ۰ | ۴ | ۱ | ہوا چلی | ۷. |
| 32 | 5 | 16 | ۱1 | کل حاصلات تعلم فرسٹ ٹرم | |

Number of SLOs by Cognitive Level (Term-II)

| اسباق کے کل حاصلات تعلم | سطح | | | عنوان | نمبر شمار |
|-------------------------|-------|--------|-------|-------------------------|-----------|
| | اطلاق | سمجھنا | جاننا | | |
| ۶ | ۱ | ۳ | ۲ | میری پہچان ہے تو | ۱ |
| ۵ | ۱ | ۱ | ۳ | عظیم 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 |
| 6 | ۱ | ۱ | 4 | ہم پھول ایک چمن کے | ۶ |
| ۳ | ۱ | ۱ | ۱ | آؤ بچو سنو کہانی | ۷ |
| ۳4 | ۹ | ۱۳ | ۱2 | کل حاصلات تعلم سینڈ ٹرم | |

Number of SLOs by Cognitive Level (Term-III)

| اسباق کے کل حاصلاتِ تعلیم | سطح | | | عنوان | نمبر شمار |
|---------------------------|-------|--------|-------|---------------------------|-----------|
| | اطلاق | سمجھنا | جاننا | | |
| ۵ | ۳ | ۲ | ۰ | آئیں مدد کریں | ۱۔ |
| 4 | ۱ | ۳ | 0 | رکھیں میرا خیال | ۲۔ |
| 5 | ۱ | 4 | ۰ | نیک بنو نیکی پھیلاؤ | ۳۔ |
| ۶ | ۱ | ۳ | ۲ | ایک قدیم 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 بٹوٹ کے مرنے | ۹۔ |
| ۴۲ | 40 | 21 | 8 | کل حاصلاتِ تعلیم تھرڈ ٹرم | |



SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS

BREAK-UP

GRADE 5 – EXTREME WINTER ZONE



Subject: Mathematics

Class: 5th

| Themes/ Topics | Student Learning Outcomes | | Cognitive Domains | | | Durations | Zones |
|--|---------------------------|--|-------------------|----------|----------|-----------|--------------------------|
| 1. Whole Numbers and Operations | Students will be able to: | | K | U | A | Days | Extreme Winter |
| 1.1 Numbers up to one Million | 1 | Count, read and write numbers up to 9,999,999 | | ✓ | | 3 | 03-04-2025 to 05-04-2025 |
| 1.2 Comparing and Ordering Whole Numbers | | | | | | | |
| 1.3 Addition and Subtraction | 2 | Recognize the place value of 6 and 7 digit numbers and Compare and order Whole numbers | | ✓ | | 3 | 07-04-2025 to 09-04-2025 |
| 1.4 Estimation in Sum and Difference of Numbers. | 3 | Add and subtract numbers up to 6-digit numbers mentally and in written form. | | ✓ | | 3 | 10-04-2025 to 12-04-2025 |

| | | | | | | | |
|---|---|---|----------|----------|----------|-----------------|--------------------------|
| 1.5 Multiplication and Division 1.6 Number Pattern 1.7 Squared Numbers 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. Recognize and use square and cube numbers. | | | ✓ | 3 | 29-04-2025 to 02-05-2025 |
| Themes/ Topics | | Student Learning Outcomes | K | U | A | Duration | |
| 2.HCF and LCM | | Students will be able to: | | | | | |
| | 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 11. 2.2 Prime Numbers 2.3 Composite Numbers 2.4 H.C.F 2.5 L.C.M 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 3.2 Addition and Subtraction of Fractions 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 |
| REVISION | | | | | | 4 | 02-06-2025 to 05-06-2025 |
| TERM-I Examinations | | | | | | 8 | 09-06-2025 to 17-06-2025 |
| Total Working Days | | | | | | 62 | |
| 4. Decimals and Percentage | | Students will be able to: | | | | | |
| 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 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 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 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 Decimals 4.7 Order of Operations 4.8 Percentages 4.9 Conversion Of Decimals to Percentage 4.10 Conversion of Percentage to Decimals 4.11 Estimating Sum & Difference of Decimals | 6 | Multiply and divide decimal numbers by 10, 100 and 1000. | | | ✓ | 3 | 07-07-2025 to 09-07-2025 |
| | 7 | 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 |
| | 8 | 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 |
| | 9 | Express percentages as a fraction with denominator 100 as a decimal number | | | ✓ | 3 | 17-07-2025 to 19-07-2025 |
| | 10 | Use equivalences between simple fractions, decimals and percentages in real world contexts | | | ✓ | 3 | 21-07-2025 to 23-07-2025 |
| | 11 | Solve real world problems involving conversion of percentage, fraction and decimal numbers | | | ✓ | 3 | 24-07-2025 to 26-07-2025 |
| | 12 | 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 |
| Themes/ Topics | | Student Learning Outcomes | K | U | A | Duration | |
| 5. Distance, Mass, Capacity and Time | | Students will be able to: | | | | | |

| | | | | | | | |
|---|-----------------------------|--|----------|----------|----------|-----------------|--------------------------|
| 5.1 Conversion of Units of Distance 5.2 Conversion of Units of Mass 5.3 Conversion of Units of Time | 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 |
| | REVISION | | | | | 4 | 18-08-2025 to 21-08-2025 |
| | TERM-II Examinations | | | | | 8 | 22-08-2025 to 30-08-2025 |
| | Total Working Days | | | | | 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 |
| Themes/ Topics | | Student Learning Outcomes | K | U | A | Duration | |

| | | | | | | | |
|---|---|--|----------|----------|----------|-----------------|--------------------------|
| 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 |
| Themes/ Topics | | Student Learning Outcomes | K | U | A | Duration | |
| 7. Geometry | | Students will be able to: | | | | | |
| 7.1 Pairs of Angles 7.2 Types of Triangles w.r.t the sides 7.3 Types of Triangles w.r.t their angles 7.4 Quadrilaterals 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 |
| Themes/ Topics | | Student Learning Outcomes | K | U | A | Duration | |
| 8. Perimeter and Area | | 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 | 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 |
| 8.5 Real World word problems | | | | | | | |
| Themes/ Topics | | Student Learning Outcomes | K | U | A | Duration | |
| 9. Data Handling and Probability | | | | | | | |
| 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 9.3 Line Graph 9.4 Pie Chart 9.5 Probability | 2 | Interpret Pie charts. (including real-world problems) | | | ✓ | 3 | 30-10-2025 to 31-10-02025 |
| | 3 | Find the average of given quantities, measures and number in a data. | | | ✓ | 2 | 01-11-2025 to 04-11-02025 |
| | 4 | Solve real world problems related to averages involving quantities, measures and numbers. | | | ✓ | 3 | 05-11-2025 to 07-11-02025 |
| | 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 |
| REVISION | | | | | | 04 | 12-11-2025 to 15-11-02025 |
| TERM-III Examinations | | | | | | 21 | 17-11-2025 to 10-12-02025 |
| In-house Training/ Session Planning/ Assessment of Answer Scripts | | | | | | 03 | 11-12-2025 to 13-12-02025 |
| Result Announcement | | | | | | 01 | 15-12-2025 |
| Total Working Days | | | | | | 90 | |
| WINTER VACATIONS | | | | | | | 16-12-2025 to 31-03-02026 |

Total Number of SLOs in TERM-I Extreme Summer Zone

| Themes/ Topics | Student Learning Outcomes | | Cognitive Level | | | Total Number of SLOs |
|--|----------------------------------|---|-----------------|---|---|----------------------|
| | | | K | U | A | |
| 1. Whole Numbers and Operations | Students will be able to: | | | | | |
| 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 | 7 | Use appropriate operations to solve real world problems involving addition, subtraction, multiplication and division. | | | ✓ | 1 |
| 1.7 Squared Numbers | 8 | Use a pattern rule, describe the pattern found in a given table or chart. | | | ✓ | 1 |
| 1.8 Cubed Numbers | | Recognize and use square and cube numbers. | | | ✓ | |

| 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 11. 2.2 Prime Numbers 2.3 Composite Numbers 2.4 H.C.F 2.5 L.C.M 2.6 Word Problem | 1 | Identify divisibility rules for 7 and 11 and use them on up to 5-digit numbers. | | | | ✓ | 1 |
| | 2 | Identify and differentiate between 2 digit prime and 2-digit composite numbers up to 100. | | | | ✓ | 1 |
| | 3 | Find HCF and LCM of two numbers (up to 2 digits) using various methods | | | | ✓ | 1 |
| | 4 | Solve real life problems involving HCF & LCM. | | | | ✓ | 1 |
| | | | | | | | |
| 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 |
| | 4 | Solve real life problems involving fractions. | | | ✓ | 1 |
| Total Number of SLOs | | | 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 4.2 Addition and Subtraction of Decimals 4.3 Multiplication of Decimals 4.4 Division of Decimals 4.5 Conversion of Decimal to Fractions 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 | 1 | Use equivalences between simple fractions, decimals and percentages in real world contexts | | | ✓ | 1 |
| 4.8 Percentages | 0 | | | | | |
| 4.9 Conversion Of | 1 | Solve real world problems involving conversion of percentage, fraction and decimal numbers | | | ✓ | 1 |
| Decimals to Percentage | 1 | | | | | |
| 4.10 Conversion of | 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 |
| Percentage to Decimals | 2 | | | | | |
| 4.11 Estimating Sum & Difference of Decimals | | | | | | |
| 5. Distance, Mass, Capacity and Time | | Students will be able to: | | | | |
| 5.1 Conversion of Units of Distance | 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 |
| 5.2 Conversion of Units of Mass | 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 |
|---|---|--|------------------|----|----|-------------------|
| 4. Decimals and Percentage | | Students will be able to: | K | U | A | |
| 5.3 Conversion of Units of Time | 5 | Convert units of capacity from larger to smaller and vice versa. | | | ✓ | 1 |
| Total Number of SLOs | | | | 05 | 15 | 20 |
| Total Number SLOs in TERM-III Extreme Summer Zone | | | | | | |

Total Number SLOs in TERM-III Extreme Summer Zone

| Themes/ Topics | | | 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 | 1 | Recognize, compare and classify types of Quadrilaterals and their characteristics. | | ✓ | | 1 |
| 7.2 Types of Triangles w.r.t the sides | 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 7.4 Quadrilaterals 7.5 Symmetry 7.6 Properties Of Quadrilaterals 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 |
| 8. Perimeter and Area | | Students will be able to: | | | | |
| 8.1 Concepts of area and perimeter 8.2 Perimeter of a square and rectangle, 8.3 Area of square and rectangle 8.4 Area of Parallelogram 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 | |
| 9. Data Handling and Probability | | 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 |
| Total Number of SLOs | | | 1 | 5 | 14 | 20 | |



اسکیم آف سٹیڈیز اور حاصلات تعلیم کی بنیاد پر سلیبس کی تقسیم

جماعت پنجم شدید سر د علاقے

سنٹرلائزڈ سلیبس بریک اپ ۲۰۲۵



جماعت: پنجم

مضمون: اسلامیات

| نمبر شمار | ابواب | عنوان | حاصلات تعلم | جاننا / علم | سمجھنا / فہم | اطلاق / عمل | حوالہ جات | دورانیہ | سر دزون تاریخ |
|-----------|------------------------------------|----------------------------|--|----------------|-----------------|----------------|----------------------------------|---------|---------------------------|
| باب: دوم | ایمانیات و عبادات الف: ایمانیات | ۱- آخرت | ۱- آخرت کا معنی و مفہوم جان سکیں۔ | ✓ | | | باب دوم | ۱۲ ایام | یکم مارچ تا ۱۴ مارچ |
| | | | ۲- آخرت اور قیامت کے تصور کو سمجھ کر دنیا اور آخرت کا باہمی تعلق سمجھ سکیں۔ | | ✓ | | (سورہ البقرہ آیت: ۴۰) | | |
| | | | ۳- آخرت میں جواب دہی کا احساس اپناتے ہوئے نیک اعمال کی طرف راغب ہو سکیں۔ | | | ✓ | (سورہ الزلزال آیت: ۷) | | |
| | | | ۴- عقیدہ آخرت کی اہمیت سے آگاہی حاصل کر سکیں۔ | ✓ | | | (حدیث: صحیح بخاری، بحار الانوار) | | |
| | | | ۵- عقیدہ آخرت کے اثرات سے آگاہ ہو سکیں۔ | ✓ | | | | | |
| | | ۲- ختم نبوت اور اطاعت رسول | ۱- اطاعت رسول اور سنت نبوی ﷺ کے مفہوم سے آگاہی حاصل کر سکیں۔ | ✓ | | | الاحزاب آیت ۴۰ | ۱۵ ایام | ۱۵ مارچ تا ۲۰ مارچ |
| | | | ۲- اس عقیدے کو سمجھنا کہ قیامت تک کوئی اور رسول مبعوث نہیں ہوگا۔ | ✓ | | | سورہ النساء آیت ۸۰ | | |
| | | | ۳- سنت نبوی کی اہمیت اور اسکی شرعی حیثیت کو مکمل سمجھنا اور اسوہ حسنہ کی مثالوں کو سمجھ کر عملی زندگی میں عمل پیرا ہونا۔ | | ✓ | | | | |

| نمبر شمار | ابواب | عنوان | حاصلات تعلم | جاننا / علم | سمجھنا / فہم | اطلاق / عمل | حوالہ جات | دورانیہ | سر دزون تاریخ |
|-----------|-----------|-----------------------------|--|----------------|-----------------|--------------------------------|--------------------------------|---------|----------------------------|
| | ب: عبادات | ۳- زکوٰۃ | ۱- زکوٰۃ کا معنی و مفہوم جان سکیں۔ | ✓ | | | (سورہ مزمل آیت ۲۰) | ۱۰ ایام | ۲۱ مارچ تا ۴ اپریل |
| | | | ۲- زکوٰۃ کی اہمیت اور فضیلت جان سکیں۔ | ✓ | | سورہ توبہ آیت ۱۰۳) | | | |
| | | | ۳- زکوٰۃ کی فرضیت اور احکام کو سمجھ سکیں۔ | | ✓ | | | | |
| | | | ۴- زکوٰۃ کے معاشرے میں اثرات اور نتائج کو سمجھ سکیں۔ | | ✓ | | | | |
| | | | ۵- اسلامی نظام معیشت میں زکوٰۃ کی اہمیت اور مصارف زکوٰۃ سے مکمل آگہی حاصل کر سکیں۔ | | | ✓ | | | |
| | | ۴- جمعہ المبارک کی فضیلت | ۱- یوم جمعہ اور نماز جمعہ کی اہمیت جان سکیں۔ | ✓ | | ✓ | سورہ الجمعہ آیت ۹ کی تفسیر) | ۹ ایام | ۱۵ اپریل تا ۱۵ اپریل |
| | | | ۲- نماز جمعہ کے آداب احکام جان سکیں۔ | | ✓ | | | | |
| | | | ۳- نماز جمعہ اور جمعہ کے دن کے فضائل سے واقف ہو سکیں۔ | | ✓ | حدیث صحیح بخاری، صحیح مسلم) | | | |
| | | | ۴- اتحاد و یکجہتی اور معاشرتی فوائد سے مستفید ہو سکیں۔ | | | ✓ | | | |
| | | ۵- عیدین | ۱- عیدین کا تعارف و اہمیت جان سکیں۔ | ✓ | | | حدیث صحیح مسلم، ابن ماجہ | 10 ایام | ۱۶ اپریل تا ۲۶ اپریل |
| | | | ۲- نماز عیدین کے آداب و احکام سے آگہی حاصل کر سکیں۔ | ✓ | | | | | |
| | | | ۳- عیدین کو اسلامی تہوار اور حقیقت کے ساتھ منانے سے متعلق معلومات فراہم کر سکیں۔ | ✓ | | | | | |
| | | | ۴- عیدین سے حاصل ہونے والے معاشی فوائد سے آگاہ ہو سکیں۔ | | ✓ | ✓ | | | |

| نمبر شمار | ابواب | عنوان | حاصلات تعلم | جاننا / علم | سمجھنا / فہم | اطلاق / عمل | حوالہ جات | دورانیہ | سر دزون تاریخ |
|---------------|--|----------------|--|----------------|-----------------|----------------|--------------------------------------|---------|--------------------------|
| باب: سوم | 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۔ | ✓ | | | سورہ بنی اسرائیل آیت ۱ (کی تفسیر) | ۱۵ یام | ۲۸ اپریل تا ۰۳ مئی |
| | | | ۲- بیت المعمور سدرہ المنتہی اور عرش معلی کا مطلب سمجھ سکیں۔ | | ✓ | | | | |
| | | | ۳- واقعہ معراج کے معجزے کے اثرات سے آگاہی حاصل کر سکیں۔ | | ✓ | | | | |
| | ۷- بیت عقبہ اولیٰ و ثانیہ | | ۱- بیت عقبہ اولیٰ 'و ثانی کے بارے میں جان سکیں اور بیعت کے شرائط سے آگاہ ہو سکیں | ✓ | | | کتاب سیرت النبی | ۱۵ یام | ۵ مئی تا ۹ مئی |
| | | | ۲- بیعت عقبہ کے اثرات و نتائج سے آگاہ و سمجھ سکیں۔ | | ✓ | | تاریخ اسلام (سید | | |
| | | | ۳- بیعت عقبہ کی شرائط سے آگاہ ہو سکیں۔ | | ✓ | | سلیمان ندوی) | | |
| | ناظرہ قرآن مجید کا پہلا جائزہ (۰۵) نمبرز | | | | | | | | |
| | اعادہ اور تیاری | | | | | | | | ۱۰ تا ۱۳ مئی |
| | Revision | | | | | | | | ۱۳ یام |
| | پہلا جائزہ | | | | | | | | ۱۴ تا ۲۲ مئی |
| ۸- ہجرت مدینہ | | | ۱- ہجرت مدینہ کے اسباب اور نتائج کے بارے میں جان سکیں۔ | ✓ | | | سورہ توبہ | ۱۶ یام | ۲۳ مئی تا |
| | | | ۲- حضرت علی علیہ السلام کے کردار اور امانتوں کی اہمیت سے آگاہ ہونا۔ | | ✓ | | | | |

| نمبر شمار | ابواب | عنوان | حاصلاتِ تعلم | جاننا / علم | سمجھنا / فہم | اطلاق / عمل | حوالہ جات | دورانیہ | سرذون تاریخ |
|-----------|-------|------------------|--|----------------|-----------------|----------------|--|---------|------------------------|
| | | | ۳۔ حضرت ابو بکر رضی اللہ عنہ اور حضرت ابویوب انصاری رضی اللہ عنہ کے کردار کے متعلق جان سکیں۔ | ✓ | | | | | ۳۰ مئی |
| | | ۹۔ مواخاتِ مدینہ | ۱۔ مواخاتِ مدینہ کے معنی اور مفہوم سے آگاہ ہو سکیں۔ | ✓ | | | حدیث صحیح مسلم؛ کتاب البر والصلة والاداب (حدیث بحار الانوار) | ۶ ایام | ۳۱ مئی تا ۹ جون |
| | | | ۲۔ مہاجرین و انصار کے بارے میں جان سکیں اور مواخاتِ مدینہ کی انسانی زندگی میں ہمیشہ کیلئے اہمیت کو جان سکیں۔ | | ✓ | | | | |
| | | | ۳۔ مواخات کے معاشرے میں مرتب ہونے والے اثرات کو سمجھتے ہوئے عملی زندگی میں عمل پیرا ہو سکیں۔ | | | ✓ | | | |
| | | ۱۰۔ مسجدِ نبوی ﷺ | ۱۔ مسجد اور مسجدِ نبوی سے متعارف ہوتے ہوئے مسجدِ نبوی کی اہمیت کو جان سکیں۔ | ✓ | | | تاریخ اسلام (سید سلیمان ندوی) | ۴ ایام | ۱۰ جون تا ۱۳ جون |
| | | | ۲۔ مسجدِ نبوی کی تعلیمی اور معاشرتی اہمیت سے آگاہ ہو سکیں۔ | | | ✓ | | | |
| | | ۱۱۔ میثاقِ مدینہ | ۱۔ میثاقِ مدینہ سے متعارف ہو سکیں۔ | ✓ | | | تاریخ اسلام (سید سلیمان ندوی) | ۶ ایام | ۱۴ جون تا ۲۰ جون |
| | | | ۲۔ میثاقِ مدینہ کے پس منظر اور اہم دفعات سے واقف ہو سکیں۔ | | ✓ | | | | |
| | | | ۳۔ میثاقِ مدینہ سے حاصل ہونے والے اثرات سے آگاہ ہو سکیں۔ | | ✓ | | | | |
| | | | ۱۔ غزوہ اور سریہ کے معنی و مفہوم میں فرق جان سکیں۔ | ✓ | | | | ۶ ایام | ۲۱ جون |

| نمبر شمار | ابواب | عنوان | حاصلات تعلم | جاننا / علم | سمجھنا / فہم | اطلاق / عمل | حوالہ جات | دورانیہ | سر دزون تاریخ |
|------------|--------------|--------------------------------|--|----------------|-----------------|----------------|----------------------|---------|------------------|
| | | ۱۲- غزوات نبوی ﷺ | ۲- غزوات کی ضرورت اور اہمیت سے آگاہ ہو سکیں۔ | | ✓ | | تاریخ اسلام (سید | | تا |
| | | | ۳- غزوہ بدر، احد، اور خندق کے نتائج کے متعلق اجمالی طور پر جان سکیں۔ | ✓ | | | سلیمان ندوی) | | ۲۷ جون |
| باب: چہارم | اخلاق و آداب | ۱۳- رواداری | ۱- رواداری کے مفہوم سے آگاہ ہو سکیں۔ | | ✓ | | سورہ البقرہ آیت ۲۵۶ | ۱۸ ایام | ۲۸ جون |
| | | | ۲- رواداری کا معاشرے میں اہمیت سے واقف ہو سکیں۔ | ✓ | | | سورہ الانعام آیت ۱۰۸ | | تا |
| | | | ۳- رواداری کے معاشرتی فوائد و اثرات جان سکیں۔ | ✓ | | | | | ۸ جولائی |
| | | | ۴- اسلامی تعلیمات اور اسوہ رسول ﷺ کی روشنی میں مذہبی، مسلکی، علاقائی اور لسانی عدم برداشت سے اجتناب کر سکیں۔ | | | ✓ | | | |
| | | ۱۴- عفو و درگزر اور رحم دلی | ۱- عفو و درگزر کے اور رحم دلی کے معنی و مفہیم جان سکیں۔ | ✓ | | | | ۱۹ ایام | ۹ جولائی |
| | | | ۲- عفو و درگزر اور رحم دلی کی اہمیت جان سکیں۔ | ✓ | ✓ | | سورہ النور آیت ۲۲ کی | | تا |
| | | | ۳- سیرت نبی کی روشنی میں عفو و درگزر اور رحم دلی کے واقعات جان سکیں۔ | ✓ | | | تفسیر | | ۱۸ جولائی |
| | | | ۴- عفو و درگزر اور رحم دلی کے معاشرتی فوائد جانتے ہوئے روزمرہ زندگی میں ان صفات کو اپنا سکیں۔ | | | ✓ | حدیث صحیح مسلم | | |
| | | | ۱- کفایت شعاری کا مفہوم جان سکیں۔ کفایت شعاری اور بخل میں فرق کر سکیں۔ | ✓ | ✓ | | | ۷ ایام | ۱۹ جولائی |

| نمبر شمار | ابواب | عنوان | حاصلات تعلم | جاننا / علم | سمجھنا / فہم | اطلاق / عمل | حوالہ جات | دورانیہ | سر دزون تاریخ |
|-----------|-------------------------|--------------------|---|----------------|-----------------|----------------|--|---------|---------------------------|
| | | ۱۵۔ کفایت شعاری | ۲۔ سیرت نبوی ﷺ کی روشنی میں واقعات کو جان سکیں۔ ۳۔ اپنی زندگیوں میں کفایت شعاری کا رویہ اپنا سکیں۔ ۴۔ اسراف کے نقصانات اور کفایت شعاری کے معاشرتی ثمرات سے آگاہ ہو سکیں۔ | ✓ | | ✓ | سورہ الاعراف آیت ۳۱ کی تفسیر سورہ بنی اسرائیل آیت ۲۷ کی تفسیر | | تا ۲۰ اگست |
| | | | ناظرہ قرآن مجید کا پہلا جائزہ (۰۵) نمبرز | | | | | | |
| | | Revision | اعادہ اور تیاری | | | | | ۰۳ ایام | ۲۱ تا ۲۳ اگست |
| | | Term II Exam | دوسرا جائزہ | | | | | ۱۸ ایام | ۲۵ اگست تا ۲۷ ستمبر |
| باب: پنجم | حسن معاملات و معاشرت | ۱۶۔ ایفائے عہد | ۱۔ ایفائے عہد کا معنی اور مفہوم جان سکیں۔ ۲۔ ایفائے عہد کی اہمیت و فضیلت سمجھ سکیں۔ ۳۔ اسوہ حسنہ اور سیرت صحابہ کرام سے ایفائے عہد کی مثالیں جان سکیں۔ ۴۔ روزمرہ کی زندگی میں ایفائے عہد کی صفات کو اپنا سکیں۔ ۵۔ ایفائے عہد کے معاشرتی فوائد اور عہد شکنی کے نقصانات جان سکیں۔ | ✓ | ✓ | ✓ | (سورۃ بنی اسرائیل ، آیت ۳۴) (بحار الانوار: ۶۹) | ۱۹ ایام | ۴ ستمبر تا ۱۵ ستمبر |
| | | ۱۷۔ اسلامی اخوت | ۱۔ اسلامی اخوت کے معنی اور مفہوم کو جان سکیں۔ | ✓ | | | | ۱۵ ایام | ۱۶ ستمبر |

| نمبر شمار | ابواب | عنوان | حاصلات تعلم | جاننا / علم | سمجھنا / فہم | اطلاق / عمل | حوالہ جات | دورانیہ | سرذون تاریخ |
|-----------|-------|--|--|----------------|-----------------|----------------|---|---------|----------------|
| | | | اسلامی اخوت کی اہمیت کو جان سکیں۔ | ✓ | | | ۱۔ سورۃ الحجرات کی آیت نمبر ۱۰ کی تفسیر) | | تا ۲۰ ستمبر |
| | | | ۲۔ اسلامی اخوت سے آگاہ ہو سکیں اور معاشرے میں اخوت کی فضا قائم کر سکیں۔ | | ✓ | | الاستبصار ج ۳ ص ۴ | | |
| | | ۱۸۔ چغل خوری | ۱۔ چغل خوری کے معنی اور مفہوم سے واقفیت ہو سکیں۔ | ✓ | | | ۱۔ (سورۃ القلم کی آیت | ۱۵ ایام | ۲۲ ستمبر |
| | | | ۲۔ چغل خوری کے انفرادی اور اجتماعی نقصانات سے آگاہ ہو سکیں۔ | | ✓ | | ۱۰۔ ۱۱ کی وضاحت) | | تا |
| | | | ۳۔ اسلامی تعلیمات کی روشنی میں چغل خوری سے بچ سکیں۔ | ✓ | | | ۲۔ من لایحضرہ الفقیہ ج ۴ ص ۱۷ | | ۲۶ ستمبر |
| | | ۱۹۔ حضرت داؤد علیہ السلام کے حالات اور واقعات کے بارے میں جان سکیں۔ | ۱۔ حضرت داؤد علیہ السلام کے حالات اور واقعات کے بارے میں جان سکیں۔ | ✓ | | | ۱۔ (سورۃ ص کی نمبر ۱۸ | ۱۵ ایام | ۲۷ ستمبر |
| | | ۲۔ حضرت داؤد علیہ السلام پر نازل ہونے والی کتاب کے بارے میں جان سکیں۔ | ۲۔ حضرت داؤد علیہ السلام پر نازل ہونے والی کتاب کے بارے میں جان سکیں۔ | ✓ | | | اور ۲۰) | | تا |
| | | ۳۔ حضرت داؤد علیہ السلام کے معجزات کے بارے میں جان سکیں۔ | ۳۔ حضرت داؤد علیہ السلام کے معجزات کے بارے میں جان سکیں۔ | ✓ | | | | | ۱۰۲ اکتوبر |
| | | ۱۔ حضرت عیسیٰ ابن مریم علیہ السلام ولادت اور پرورش کے بارے میں جان سکیں۔ | ۱۔ حضرت عیسیٰ ابن مریم علیہ السلام ولادت اور پرورش کے بارے میں جان سکیں۔ | ✓ | | | | ۱۵ ایام | ۱۰۳ اکتوبر |

| نمبر شمار | ابواب | عنوان | حاصلات تعلم | جاننا / علم | سمجھنا / فہم | اطلاق / عمل | حوالہ جات | دورانیہ | سر دزون تاریخ |
|-----------|-------|---|---|----------------|-----------------|----------------|--|---------|------------------------------|
| | | ۲۰۔ حضرت عیسیٰ ابن مریم علیہ السلام | ۲۔ حضرت عیسیٰ علیہ السلام کے حالات زندگی کے بارے میں آگاہ ہو سکیں۔ ۳۔ حضرت عیسیٰ علیہ السلام کے معجزات کے بارے میں جان سکیں۔ | ✓ | ✓ | | (سورۃ مریم، آیت ۳۰: - ۳۳ کی تفسیر) (سورۃ النساء آیت ۱۵۸ کی تفسیر) | | تا ۱۰ اکتوبر |
| | | ۲۱۔ حضرت علی المرتضیٰ رضی اللہ تعالیٰ عنہ | ۱۔ حضرت علی علیہ السلام کی پرورش، حضرت فاطمہ سلام علیہا سے نکاح، اولاد اور حالات کے بارے میں زندگی کے بارے میں جان سکیں۔ ۲۔ حضرت علی علیہ السلام کی شجاعت، عدالت، اخلاق و عادات اور علمی فضیلت سے آگاہ ہو سکیں۔ ۳۔ آیت مباہلہ کے تناظر میں حضرت علی علیہ السلام کا مقام و مرتبہ جان سکیں۔ ۴۔ اسلام کے لیے حضرت علی علیہ السلام کی خدمات سے آگاہ ہو سکیں۔ | ✓ | ✓ | ✓ | (سورۃ آل عمران آیت ۶۱ کی تفسیر) | ۱۵ ایام | ۱۰ اکتوبر تا ۲۱ اکتوبر |
| | | ۲۲۔ صوفیائے کرام رحمۃ اللہ علیہم | ۱۔ صوفیائے کرام کے مقام و منزلت سے آگاہ ہو سکیں۔ ۲۔ صوفیائے کرام کے حالات زندگی اور تعلیمات کو اجمالی طور پر جان سکیں۔ | ✓ | ✓ | | | ۶ ایام | ۲۲ اکتوبر تا ۲۸ اکتوبر |

| نمبر شمار | ابواب | عنوان | حاصلات تعلم | جاننا / علم | سمجھنا / فہم | اطلاق / عمل | حوالہ جات | دورانیہ | سر دزون تاریخ |
|---|-------|----------------------------------|---|----------------|-----------------|----------------|---|---------|----------------------------|
| | | | سپورٹس گالا۔ ۷ تا ۱۸ اکتوبر | | | | | | |
| | | | ۳۔ صوفیائے کرام کی تعلیمات کو عملی زندگی میں اپنا سکیں۔ | | | ✓ | | | |
| باب: ہفتم اسلامی تعلیمات اور عصر حاضر کے تقاضے | | ۲۳۔ حادثات سے بچنے کی تدابیر | ۱۔ انسانی جان و مال اور عزت کی حفاظت کی ضرورت و اہمیت جان سکیں۔ | ✓ | | | سورۃ المائدہ کی آیت نمبر ۳۲ کی تفسیر اور وضاحت) | ۶ ایام | 29 اکتوبر تا ۴ نومبر |
| | | | ۲۔ دور حاضر میں ناگہانی صورتوں میں اپنے تحفظ کی تدابیر سے آگاہی حاصل کر سکیں۔ | | ✓ | | | | |
| | | | ۳۔ قانون کی پاسداری، ٹریفک قوانین کی پابندی اور تجاویزات سے اجتناب کی اہمیت سے آگاہ ہو سکیں۔ | | ✓ | | (حفاظتی اقدامات پر مبنی وڈیو وغیرہ) | | |
| | | | ۴۔ اسلامی تعلیمات کی پیروی کرتے ہوئے حادثات کی صورتوں میں اپنا مثالیکر دارا داکر سکیں۔ | | | ✓ | | | |
| | | ۲۴۔ پودوں اور درختوں کی اہمیت | ۱۔ پودوں اور درختوں کی اہمیت جان سکیں۔ | ✓ | | | | ۶ ایام | ۵ نومبر تا ۱۱ نومبر |
| | | | ۲۔ پودوں اور درختوں کی اہمیت اور ان سے حاصل ہونے والے فوائد سمجھ سکیں۔ | | ✓ | | | | |
| | | | ۳۔ پودوں اور درختوں کی حفاظت اور استعمال کے بارے میں اسلامی تعلیمات پر عمل کر سکیں۔ | | | ✓ | | | |

| نمبر شمار | ابواب | عنوان | حاصلاتِ تعلم | جاننا / علم | سمجھنا / فہم | اطلاق / عمل | حوالہ جات | دورانیہ | سر دزون تاریخ |
|-----------|-------|-------|--|----------------|-----------------|----------------|-----------|---------|------------------|
| | | | ۴۔ ماحولیاتی تبدیلی میں پودوں کے کردار کے حوالے سے اپنی ذمہ داریوں کو سمجھتے ہوئے اپنا کردار نبھاسکیں۔ | | | ✓ | | | |
| | | | ناظرہ قرآن مجید کا پہلا جائزہ (۱۰) نمبرز | | | | | | |
| | | | اعادہ اور دہرائی | | | | | | |
| | | | Annual Examination 2025 سالانہ امتحان / تیسرا جائزہ | | | | | | |
| | | | Result Preparation / PTM | | | | | | |
| | | | کل ایام تدریس | | | | | | |
| | | | کل حاصلاتِ تعلم | | | | | | |
| | | | نوٹ: باب اول: قرآن مجید و حدیث نبوی ﷺ ترجمہ قرآن مجید، حفظ قرآن مجید، حفظ و ترجمہ، احادیث نبوی ﷺ، دعائیں، کاسلیبس 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. | باب دوم ایمانیات و عبادات | آخرت | 3 | 1 | 1 | 05 |
| 17. | | ختم نبوت اور اطاعت رسول | 2 | 1 | 0 | 03 |
| 18. | | زکوٰۃ | 2 | 2 | 1 | 05 |
| 19. | | جمعۃ المبارک کی فضیلت | 2 | 2 | 1 | 05 |
| 20. | | عیدین | 3 | 1 | 1 | 05 |
| 21. | باب سوم سیرت طیبہ | معراج النبی | 2 | 1 | 0 | 03 |
| 22. | | بیعت عقبہ و ثنائیہ | 2 | 1 | 0 | 03 |
| 23. | | ہجرت مدینہ | 2 | 1 | 0 | 03 |
| 24. | | مواخات مدینہ | 1 | 1 | 1 | 03 |
| 25. | | مسجد نبوی | 1 | 0 | 1 | 02 |
| 26. | | میثاق مدینہ | 1 | 2 | 0 | 03 |

| S# | Theme/Topic | Name of Sub-Topics | SLOs | | | Total SLOs |
|-----|---|---------------------------------|------|---|---|------------|
| | | | K | U | A | |
| 27. | | غزوات نبوی ﷺ | 2 | 1 | 0 | 03 |
| 28. | باب چہارم اخلاق و آداب | رواداری | 2 | 1 | 1 | 04 |
| 29. | | عفو و درگزر اور رحم دلی | 3 | 1 | 1 | 05 |
| 30. | | کفایت شعاری | 2 | 2 | 1 | 05 |
| 31. | باب پنجم حسن معاملات و معاشرت | ایفائے عہد | 3 | 1 | 1 | 05 |
| 32. | | اسلامی اخوت | 2 | 1 | 0 | 03 |
| 33. | | چغل خوری | 2 | 0 | 1 | 03 |
| 34. | باب ششم ہدایت کے سرچشمے اور مشاہیر اسلام | حضرت داؤد علیہ السلام | 3 | 0 | 0 | 03 |
| 35. | | حضرت عیسیٰ ابن مریم علیہ السلام | 2 | 1 | 0 | 03 |
| 36. | | حضرت علی المرتضیٰ 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 اسلامی تعلیمات اور عصر حاضر کے تقاضے | حادثات سے بچنے 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. | | زکوٰۃ | 2 | 2 | 1 | 05 |
| 4. | | جمعة المبارک کی فضیلت | 2 | 2 | 1 | 05 |
| 5. | | عیدین | 3 | 1 | 1 | 05 |
| 6. | سیرت طیبہ | معراج النبی | 2 | 1 | 0 | 03 |
| 7. | | بیعت عقبہ و ثانیہ | 2 | 1 | 0 | 03 |
| Total | | | | | | 29 |

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. | | بیٹاق مدینہ | 1 | 2 | 0 | 03 |
| 5. | | غزوات نبوی ﷺ | 2 | 1 | 0 | 03 |
| 6. | اخلاق و آداب | رواداری | 2 | 1 | 1 | 04 |
| 7. | | عفو و درگزر اور رحم دلی | 3 | 1 | 1 | 05 |
| 8. | | کفایت شعاری | 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 | ایمانی عہد | 3 | 1 | 1 | 05 |
| 2. | | اسلامی اخوت | 2 | 1 | 0 | 03 |
| 3. | | چغل خوری | 2 | 0 | 1 | 03 |
| 4. | ہدایت کے سرچشمے اور مشاہیر اسلام | حضرت داؤد علیہ السلام | 3 | 0 | 0 | 03 |
| 5. | | حضرت عیسیٰ ابن مریم علیہ السلام | 2 | 1 | 0 | 03 |
| 6. | | حضرت علی المرتضیٰ رضی اللہ عنہ | 2 | 1 | 0 | 03 |
| 7. | | صوفیائے کرام رحمہ اللہ علیہم | 3 | 0 | 1 | 04 |
| 8. | اسلامی تعلیمات اور عصر حاضر کے تقاضے | حادثات سے بچنے کے تدابیر | 1 | 2 | 1 | 04 |
| 9. | | پودوں اور درختوں کی اہمیت | 1 | 1 | 2 | 04 |
| Total | | | | | | 32 |



SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS

BREAK-UP

GRADE 5 – EXTREME WINTER ZONE



Subject: Science

Class: 5th

| Unit/Theme | Sub Topics | Students Learning Outcomes | Cognitive Levels | | | Duration/No. of Days | Dates | |
|---|---|---|------------------|---|---|----------------------|------------------------------|------------------------------|
| | | | K | U | A | | From | To |
| Structure and Function- Human Body Systems | Organ to Organ System | Know the human body has a number of systems, each with its own functions | ✓ | | | 2 | 3 rd April, 2025 | 4 th 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 th April, 2025 | 7 th 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 th April, 2025 | 10 th 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 Know that many vertebrates have a similar respiratory system | | ✓ | | 3 | 11 th April, 2025 | 14 th 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 th April, 2025 | 17 th April, 2025 |
| | Circulatory Systems of frog, cat and horse | Know that many animals have a circulatory system similar to humans | ✓ | | | 2 | 18 th April, 2025 | 19 th April, 2025 |
| | Recap/Unit End Assessment | | | | | 2 | 21 st April, 2025 | 22 nd 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 rd April, 2025 | 24 th April, 2025 |
| | Diseases caused by microorganisms | Recognize some common diseases of each group(Bacteria, Virus, and Fungi) caused by microorganisms | ✓ | | | 3 | 25 th April, 2025 | 28 th April, 2025 |
| | Spread of infectious diseases and transmission to humans | Recognize that microorganisms get transmitted into humans and spread infectious diseases | ✓ | | | 3 | | 2 nd May, 2025 |

| Unit/Theme | Sub Topics | Students Learning Outcomes | Cognitive Levels | | | Duration/No. of Days | Dates | |
|------------|---|---|------------------|---|---|----------------------|------------------------------|----------------------------|
| | | | K | U | A | | From | To |
| | | | | | | | 29 th April, 2025 | |
| | Infectious diseases, Non-infectious diseases, 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 rd May, 2025 | 6 th May, 2025 |
| | Useful role of microorganisms | Recognize the advantages of the microorganism | ✓ | | | 2 | 7 th May, 2025 | 8 th May, 2025 |
| | Role of microorganisms as decomposers | Investigate the role of microorganisms in producing or breaking down/decomposing materials | | ✓ | | 3 | 9 th May, 2025 | 12 th May, 2025 |
| | Defense Mechanism against Infectious diseases | Understand that human have defense mechanisms against infectious disease, including skin, stomach acid, and mucus | | ✓ | | 3 | 13 th May, 2025 | 15 th 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 th May, 2025 | 17 th 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 th May, 2025 | 20 th May, 2025 |
| | Recap/Unit End Assessment | | | | | 2 | 21 st May, 2025 | 22 nd 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 rd May, 2025 | 26 th May, 2025 |
| | Food web | Describe a food web and its relation to a food chain | | ✓ | | 3 | 27 th May, 2025 | 29 th 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 th May, 2025 | 2 nd June,2025 |
| | Human activities add toxic substances to an ecosystem | Explain how human activities add a toxic substances to an ecosystem | | ✓ | | 2 | 3 rd June,2025 | 4 th June,2025 |
| | Recap/Unit End Assessment | | | | | 1 | 5 th June,2025 | ----- |
| | 1 st Term Examinations | | | | | | 9 th June,2025 | 17 th 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 th June,2025 | 20 th 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 st June,2025 | 24 th June,2025 |
| | Effects of burning Fossil Fuels | Discuss and explain the effects of burning fossil fuels and releasing greenhouse gases on air | | ✓ | | 2 | 25 th June,2025 | 26 th 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 th June,2025 | ----- |
| | Recap/Unit End Assessment | | | | | 2 | 28 th June,2025 | 30 th 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 st July, 2025 | 2 nd July, 2025 |
| | Activity 4.3 Changes in states of matter | Recognize that matter can be changed from one state to another by heating or cooling (Candle wax) | ✓ | | | 2 | 3 rd July, 2025 | 4 th July, 2025 |
| | Processes involved in changes in states of matter | Identify the different state of matter (melting, freezing, boiling, evaporation and condensation) | ✓ | | | 3 | 7 th July, 2025 | 9 th 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 th July, 2025 | 12 th July, 2025 |
| | Comparison between physical and chemical change | Compare physical and chemical change | | ✓ | | 2 | 14 th July, 2025 | 15 th July, 2025 |
| | Recap/Unit End Assessment | | | | | 2 | 16 th July, 2025 | 17 th July, 2025 |
| Light and Sound | Activity 5.1 | Identify natural, artificial light sources | | ✓ | | 2 | 18 th July, 2025 | 19 th July, 2025 |
| | Activity 5.2 Luminous and Non-luminous objects | Sort out luminous and non-luminous objects | | | ✓ | 2 | 21 st July, 2025 | 22 nd 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 |
| | Transparent, Opaque and Translucent Objects | | | | | | 23 rd July,2025 | 24 th July,2025 |
| | Speed of sound in different materials | Demonstrate that sound can travel through different states of matter with different speed | | | ✓ | 3 | 25 th July,2025 | 28 th July,2025 |
| | The human ear | Describe the structure and discuss the mechanism of the conduction of sound waves through human ears | | ✓ | | 3 | 29 th July,2025 | 31 st July, 2025 |
| | Intensity of sound | Describe the intensity of sound | | ✓ | | 3 | 1 st Aug.,2025 | 4 th Aug.,2025 |
| | Some of the harmful effects of noise pollution | List the harmful effects of noise on human health | ✓ | | | 2 | 5 th Aug.,2025 | 6 th Aug.,2025 |
| | Controlling noise pollution | State the role of human in reducing noise pollution | ✓ | | | 2 | 7 th Aug.,2025 | 8 th Aug.,2025 |
| | Recap/Unit End Assessment | | | | | 2 | 9 th Aug.,2025 | 11 th Aug.,2025 |
| Electricity and Magnetism | Electric current, Electric current and its components | Describe flow of electric current in an electric circuit | | ✓ | | 2 | 12 th Aug.,2025 | 13 th 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 th Aug.,2025 | 16 th Aug.,2025 |
| | Activity 6.3 | Demonstrate magnets have two poles (opposite poles attract and like poles repel) | | | ✓ | 2 | 18 th Aug.,2025 | 19 th Aug.,2025 |
| | Magnetic and Non-magnetic materials | Recognize the difference between a magnet and magnetic material | ✓ | | | 2 | 20 th Aug.,2025 | 21 st Aug.,2025 |
| | 2 nd Term Exams | | | | | | 22 nd Aug.,2025 | 30 th 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 st Sep, 2025 | 2 nd Sep, 2025 |
| | Activity 6.7 Magnetic compass | Construct a magnetic compass | | | ✓ | 2 | 3 rd Sep, 2025 | 4 th 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 th Sep, 2025 | 8 th Sep, 2025 |
| Structure of the Earth | Structure of the Earth | Describe the structure of the Earth(i.e., crust, mantle and core | | ✓ | | 2 | 9 th Sep, 2025 | 10 th Sep, 2025 |
| | Volcanoes | Describe common features of volcanoes and know they are found at breaks in the Earth's crust | | ✓ | | 2 | 11 th Sep, 2025 | 12 th Sep, 2025 |
| | Earthquakes | Understand that the Earth's crust moves and when parts move suddenly is called earthquake | | ✓ | | 2 | 13 th Sep, 2025 | 13 th Sep, 2025 |
| | Recap/Unit End Assessment | | | | | 2 | 16 th Sep, 2025 | 17 th Sep, 2025 |
| Soil | Types of soil, 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 th Sep, 2025 | 20 th Sep, 2025 |
| | Activity 8.3 Characteristics of soil | Investigate the composition and characteristics of different soils | | | ✓ | 2 | 22 nd Sep, 2025 | 23 rd 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 th Sep, 2025 | 25 th Sep, 2025 |
| | Various causes of soil pollution | Identify various causes of soil pollution | | ✓ | | 2 | 26 th Sep, 2025 | 27 th 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 th Sep, 2025 | 1 st Oct, 2025 |
| | Recap/Unit End Assessment | | | | | 2 | 2 nd Oct, 2025 | 3 rd Oct, 2025 |
| Space and Satellites | Space,Space exploration | Define the term Space and emphasize the need to explore it | ✓ | | | 2 | 4 th Oct, 2025 | 6 th Oct, 2025 |
| | Satellites, Importance of artificial satellites | Define the term Satellite and describe importance | ✓ | | | 3 | 7 th Oct, 2025 | 9 th Oct, 2025 |
| | The moons of other planets | Describe the natural satellites of the planets of the solar system | | ✓ | | 2 | 10 th Oct, 2025 | 11 th Oct, 2025 |
| | Artificial satellites, Uses of various satellites | Define the artificial satellites and explain their importance in exploring the Earth and Space | ✓ | | | 3 | 13 th Oct, 2025 | 15 th Oct, 2025 |
| | The role of NASA, SUPARCO | Recognize the role of NASA(National Aeronautical and Space Administration), and explore the contribution of SUPARCO in space exploration | ✓ | | | 3 | 16 th Oct, 2025 | 18 th Oct, 2025 |

| Unit/Theme | Sub Topics | Students Learning Outcomes | Cognitive Levels | | | Duration/No. of Days | Dates | |
|-----------------------------|--|---|------------------|---|---|----------------------|----------------------------|----------------------------|
| | | | K | U | A | | From | To |
| | Astronauts: Their jobs and survival in space | Predict and comprehend how astronauts explore space, how do astronauts survive and research in space | | | ✓ | 3 | 20 th Oct, 2025 | 22 nd Oct, 2025 |
| | Key milestones in space technology | Recognize the key milestones in space technology | ✓ | | | 2 | 23 rd Oct, 2025 | 24 th Oct, 2025 |
| | Professions related to Earth Science | Identify professions related to Earth Science i.e., astronauts, physicists, space scientists etc) | | ✓ | | 3 | 25 th Oct, 2025 | 28 th Oct, 2025 |
| | Recap/Unit End Assessment | | | | | 2 | 29 th Oct, 2025 | 30 th Oct, 2025 |
| | | | | | | | | |
| Technology in Everyday Life | Sprit level, 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 st Oct, 2025 | 1 st Nov., 2025 |
| | Earthquake safety drills,(Activity 10.2) Fire drill (Activity 10.3) | Practice safety measures for earthquake and fire drill | | | ✓ | 2 | 3 rd Nov., 2025 | 4 th 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 th Nov., 2025 | 7 th 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 th Nov., 2025 | 11 th Nov., 2025 |
| | Preparing LED lights (Activity 10.6) | Prepare LED light strings with 12 volt battery | | ✓ | | 2 | 12 th Nov., 2025 | 13 th Nov., 2025 |
| | Recap/Unit End Assessment | | | | | 2 | 14 th Nov., 2025 | 15 th Nov., 2025 |
| | 3 rd Term Examination | | | | | | 17 th Nov., 2025 | 10 th December,25 |
| | Assessment/Result Day/PTM/In House training | | | | | | 11 th December,25 | 15 th December,25 |

| 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 | 2 | 10 |
| 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 | 4 |
| | | 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 | 4 |
| 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 | 5 |
| 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 | 8 |

| 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) 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 |
| Total | | | 19 | 31 | 14 | 64 |

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 |
| Total | | | 7 | 11 | 3 | 21 |

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

| S. # | Theme/ Units | Name of Sub-Topics | SLOs | | | Total SLOs |
|--------------|--|---|----------|----------|----------|------------|
| | | | K | U | A | |
| 3 | Ecosystem | 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 | 2 |
| 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 | 5 |
| 5 | 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 | 7 |
| 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 | 2 | 3 | 6 |
| Total | | | 6 | 9 | 5 | 20 |

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

| S. # | Theme/ Units | Name of Sub-Topics | SLOs | | | Total SLOs |
|--------------|-----------------------------|---|----------|-----------|----------|------------|
| | | | K | U | A | |
| 6 | Electricity and Magnetism | 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) 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 |
| Total | | | 5 | 11 | 7 | 23 |



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 | | Extreme Winter Zone |
| Winter Vacations/Winter Camp for Board Classes | | | | | | | | Jan 1 – Mar 31 |
| 1 | Citizenship | Citizenship | Define Citizenship | ✓ | | | 5 | Apr 3-5, 7-8 |
| | | | Identify civic rights and responsibilities; | | ✓ | | | |
| | | | Explain the reasons why civic rights and responsibilities may change over time; | | ✓ | | | |
| | | 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 | | Extreme Winter Zone |
| | | 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 |
| | | 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 | | Extreme Winter Zone |
| | | Cultural Diversity in Pakistan | Define 'cultural diversity' | ✓ | | | 5 | May 3, 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, 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, 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 | | Extreme Winter Zone | |
| 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) | | ✓ | | | | 5 |
| | | | Explain the interdependence between federal, provincial and local government. | | ✓ | | | | |
| | | | Revision/Catch-up/Preparation of 1 st Term Exams | | | | | | 4 days |
| | | Term-I Examinations | | | | | | 8 days | Jun 9 - Jun 17 |
| | | Constitution | 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 | | Extreme Winter Zone |
| 4. | History | Political Parties | Describe the formation of political parties | | ✓ | | 4 | Jun 24-27 |
| | | | Explain the function of political parties in democracy | | ✓ | | | |
| | | Civilizations | Define civilization. | ✓ | | | 4 | Jun 28,30, 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, 7-8 |
| | | | Create a timeline for Greek, Roman and Gandhara civilizations | | | ✓ | | |
| | | Historical Personalities/ National Heroes of Pakistan | Define national hero. | ✓ | | | 5 | July 9-12, 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 | | Extreme Winter Zone |
| | | 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 |
| | | | | | | | | |
| 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 | | Extreme Winter Zone |
| | | | 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 nd Term Exams | | | | | 4 days | Aug 18-21 |
| | | Term-II Examinations | | | | | 8 days | Aug 22 – Aug 30 |
| | | 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 | | Extreme Winter Zone |
| | | | 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 | | ✓ | | | |
| | | | | | | | | |
| | | Natural disasters | 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 | | ✓ | | | |
| ٦. | Economics | 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 | | Extreme Winter Zone |
| | | | Describe consumer and producer | | ✓ | | | |
| | | Inflation | Define inflation | ✓ | | | 5 | Sep 29-30, Oct 1-3 |
| | | | Explain the effects of inflation on the purchasing power | | ✓ | | | |
| | | | Discuss different types of inflation | | ✓ | | | |
| | | Taxes and Loans | Define tax and loan | ✓ | | | 5 | Oct 4, 6-9 |
| | | | Identify different types of taxes and loans | | ✓ | | | |
| | | | Explain the importance of paying taxes in providing goods and services | | ✓ | | | |
| | | Trade | Define the term 'trade' | ✓ | | | 5 | Oct 10-11, 13-15 |
| | | | Differentiate between imports and exports | | ✓ | | | |
| | | | Analyze the importance of international trade for the development of Pakistan. | | | ✓ | | |
| | | Transportation | Describe different means of transportation | | ✓ | | 4 | Oct 16-18, 20 |

| 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 | | Extreme Winter Zone |
| | | Entrepreneurship | Define the term ‘entrepreneurship’ | ✓ | | | 6 | Oct 21-25, 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, 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 | | Extreme Winter Zone |
| | | | 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. | | ✓ | | | |
| 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/In-house Training/New Session Planning | | | | | | | | Dec 11 - Dec 15 |
| Winter Vacations/Winter Camp for Board Classes | | | | | | | | Dec 16 – Dec 31 |

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

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

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

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

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

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 | Weather and Climate, Natural disasters, Population | 2 | 6 | 2 | 10 |
| 6 | Economics | Goods and services, Inflation, Taxes and Loans, Trade, Transportation, Entrepreneurship, Evolution of Money, Bank | 5 | 17 | 1 | 23 |
| Total | | | 7 | 23 | 3 | 33 |