

*Let knowledge grow from more to more
and more of reverence in us dwell.*

*That mind and soul according well
may make one music as before.*



Unitization of Syllabi

Year, 2018

**STATE INSTITUTE OF EDUCATION
KASHMIR**

Class 1st - 5th

PREFACE

Based on the findings of NAS 2017 and the suggestions received from the field teachers and other stake holders, the State Institute of Education Kashmir has conducted five-day workshop to review the existing unitization of syllabi for class 1st – 9th. The workshop was attended by the reputed pedagogues of the valley. Among different activities and programmes of SIE, the development of syllabi-cum-unitization is aimed at working out an academic schedule for the schools. The schedule facilitates the schools to plan their activities with an eye on main learning objectives so that the academic calendar is meaningfully utilised in teaching and learning throughout the session.

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

The text book development as per National Curriculum Framework 2005, being under process at J & K Board of School Education, requires the revision and updating of the existing document. Therefore, SIE welcomes any constructive suggestions from all the stake holders to make this exercise more effective in future.

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



Mehboob Hussain

Joint Director/Principal SIE

Guiding Principles of Curriculum Development

- ❖ Connecting knowledge to life outside school.
- ❖ Ensure that learning is shifted away from rote methods.
- ❖ Enriching the curriculum for overall development of children rather than remain text book centric.
- ❖ Making Examination more flexible and integrated with classroom life.
- ❖ Nurturing and overriding identity informing by caring concern within the democratic polity of the country NCF 2005

Diagonal Linkage

Class 1st – 5th

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

Class 1st English (Tulip Series Book I)

Course	Percentage of Syllabus to be achieved	Contents	LEARNING GOALS AND TIPS FOR TEACHERS	SUGGESTED PEDAGOGICAL PROCESSES AND TIPS FOR TEACHING.	SCHEME OF ASSESSMENT
Unit I	10%	1. Introduction to Letters	<p>Learners will be able to . . .</p> <ol style="list-style-type: none"> 1. Recognition of letters and their sounds. 2. Associate letters with pictures. 3. Name familiar objects in the pictures. 4. Differentiate between capital and small letters. 	<ol style="list-style-type: none"> 1. Prepare flash cards in upper case and lower case of the alphabet and display them to the learners. Point to each case of the letter and call out its name along with the case in which it is written. For example: <div style="display: flex; align-items: center; margin: 5px 0;"> <div style="border: 1px solid black; padding: 2px 5px; margin-right: 5px;">M</div> ← this is capital M </div> <div style="display: flex; align-items: center; margin: 5px 0;"> <div style="border: 1px solid black; padding: 2px 5px; margin-right: 5px;">m</div> ← this is small m </div> 2. Name common objects, such as, man, dog, tree etc, when pictures are shown. 3. Use familiar and simple words (bat, pen etc) to produce the initial sound of a particular word. E.g. /b/, /p/. 4. Develop phonic awareness through ABL. 	<p>Note: While assessing the learners in <u>U1, U2, T1, U3 and T2</u>, the teacher is suggested to adopt the following strategies or any innovative practice best suited to his/her context.</p> <p><u>Listening:</u> The teacher will say any three words to each student from unit-I and ask the student to repeat them correctly.</p> <p><u>Speaking:</u> The teacher will display pictures from the unit-I and ask the students to recognize them and say them aloud.</p> <p><u>Reading:</u> The teacher will display some pictures and ask the students to match the given letters with a particular picture.</p> <p><u>Writing:</u> the teacher will write words with one missing letter (initial, middle or final) in each word and ask the students to fill the missing letters.</p>

Unit II	20%	<p>1. Learning about the Time</p> <p>2. My Family</p> <p>3. Thumb King</p>	<p>1. Developing Listening and speaking skills.</p> <p>2. Talk about self and family members in English, like I am. . .</p> <p>3. Recite poems/rhymes with action.</p> <p>4. To recognize the size and function of different arms of the clock.</p>	<p>1. The teacher will draw/display a clock in the class and will teach them about the functions of the arms of the clock.</p> <p>2. Enrich vocabulary in English about the family and relations, like, father, mother, brother etc.</p> <p>3. Sing/recite poem/rhyme with actions.</p>	<p><u>Listening:</u> The teacher will say any five words to each learner from a particular lesson and ask the learners to repeat them correctly.</p> <p><u>Speaking:</u> The teacher will ask the learners to sing the poem <i>Thumb King</i>.</p> <p><u>Reading:</u> The teacher will prepare flash cards of family members, pictures and words separately, and ask the learners to match the particular picture with the corresponding word.</p> <p><u>Writing:</u> The teacher will write some words with two missing letters (initial, middle or final) in each word and ask the students to fill the missing letters.</p>
Term I	20%	<p>1. Our Chinar tree</p> <p>2. Good Habits</p> <p>3. Going on a Picnic</p>	<p>1. To know about the parts of a tree.</p> <p>2. Learning of good manners.</p> <p>3. Developing good habits: brushing of teeth, bathing daily and combing of hair etc.</p> <p>4. Understanding of Nature through fun.</p>	<p>1. Listen to stories and interact in English/home language.</p> <p>2. Use greetings, like, “Good Morning”, “Good Afternoon”, “Thank you” etc.</p> <p>3. Say two/three sentences describing familiar objects in the parks.</p>	

Unit III	15%	<p>1. If I were an Apple</p> <p>2. Our Tree</p> <p>3. A kite</p>	<p>1. Vocabulary building regarding fruits.</p> <p>2. Respond orally (in any language including sign language) to comprehension questions related to the topic.</p> <p>3. To express his/her imagination in any language.</p>	<p>1. Call the learners to stand in a circle. Instruct them about the activity about vocabulary building regarding fruits. The first learner will say the name of a fruit and the second learner has to repeat the name said by the first learner and add the name of another fruit.</p> <p>2. Ask the learners to imagine what would they do if they were birds/teachers/animals etc. and speak about it in one or two sentences in home language/broken English.</p>	
Term II	35%	<p>1. Raja's Mango tree</p> <p>2. Sundari</p> <p>3. Flying-Man</p> <p>4. The Tailor and his Friend</p>	<p>1. to identify nouns, like, Raja, mango, children etc .</p> <p>2. Language learning through fun because toys and kites are the things children love and talk to them and consider them having life.</p> <p>3. To sing the poem/rhyme with actions.</p> <p>4. Language learning through interesting stories. word categories/people and their professions :</p>	<p>1. Call the learners to stand in a circle. Instruct them about the activity about vocabulary building regarding nouns. The first learner will say a noun from the lesson and the second learner has to repeat the noun said by the first learner and add another noun from the lesson.</p> <p>2. Ask the learners to draw a kite on the notebooks and colour it.</p> <p>3. Respond in home language/English/non-verbal language, what the learner has understood in the story/poem.</p>	

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

Class: 2nd Sub: English (Tulip Series Book II)

Course	Percentage of Syllabus to be achieved	Contents	LEARNING OUTCOMES	SUGGESTED PEDAGOGICAL PROCESSES AND TIPS FOR TEACHERS	SCHEME OF ASSESSMENT
Unit I	10%	<p>1. Health and Hygiene</p> <p>2. Monkeys are not litter bug</p>	<p>Learners will be able to . . .</p> <p>1. To use simple adjectives related to cleanliness, health and hygiene.</p> <p>2. Speak/talk about healthy habits, e.g. washing hands, brushing etc.</p> <p>3. To identify nouns by looking at the pictures.</p>	<p>1. Sing/recite songs/poems/rhymes with action, like: Brush your teeth, Brush your teeth, brush them everyday . . . Father, mother . . . Brush them every day.</p> <p>2. Prepare charts/pictures/flash cards and display them in the classroom. Ask the learner to identify the pictures and say about them in English/home language.</p>	<p>The teacher is suggested to test all the four skills of language viz. listening, speaking, reading and writing of the learners. It is recommended to lay more emphasis in Unit Tests on listening and speaking skills of the learners as by and large these skills are often ignored while testing. Reading and writing may be tested in term exams on the basis of Constructivist approach where emphasis is laid on comprehension and application of knowledge rather than memory.</p>
Unit II	20%	<p>1. The Months</p> <p>2. Snowfall</p> <p>3. Animals are our friends</p>	<p>1. To know about seasons— Climate and weather patterns.</p> <p>2. To know about months of a year and days of a week.</p> <p>3. To respond orally in home language/English about the experiences of winter.</p> <p>4. To develop vocabulary related to animal sounds.</p> <p>5. To have the concept of nouns.</p>	<p>1. Enrich vocabulary particularly about the months of the year mainly through.</p> <p>2. Instruct the learners to draw the picture of the snowman. Ask them in which month they see snow.</p> <p>3. Participate in role play, enactment of skills about different sounds of animals.</p>	

Term I	20%	<p>1. Abu Ali Counts his Donkeys</p> <p>2. First Day at School</p> <p>3. Haldi's Adventure</p>	<p>1. Express opinion verbally about the characters, story line etc in English or home language.</p> <p>2. To develop the value of honesty among learners.</p> <p>3. To develop school related vocabulary.</p> <p>4. To name different animals.</p> <p>5. To identify nouns in the lesson.</p>	<p>1. Ask learners verbally in home language/English verbally simple questions, like, What did you see in your school? Did you enjoy your first day at school? How do you go to school?</p> <p>2. Use ABL method to develop the concept of noun.</p>											
Unit III	15%	<p>1. I am lucky</p> <p>2. I Want</p> <p>3. The Wind and the Sun</p>	<p>1. To use facial expressions.</p> <p>2. Listen to polite forms of expression, like, If I were a _____, I would fly. If I were a _____, I would teach.</p> <p>3. To identify the characters and the sequence of events in a story.</p> <p>4. Use pronouns, like, he, she, It, I, you etc.</p>	<p>1. Ask learners to sing a beautiful poem with actions.</p> <p>2. Use role play in order to develop vocabulary among learners.</p> <p>3. Divide the learners into groups and ask each group to play role as per the instructions, like:</p> <table border="1" data-bbox="1184 1084 1512 1422"> <thead> <tr> <th>Groups</th> <th>Roles</th> </tr> </thead> <tbody> <tr> <td>First Group</td> <td>Teachers</td> </tr> <tr> <td>Second Group</td> <td>Birds</td> </tr> <tr> <td>Third Group</td> <td>Medical Staff</td> </tr> <tr> <td>Fourth Group</td> <td>Animals</td> </tr> </tbody> </table> <p>e.g. If I were a horse I would run fast.</p>	Groups	Roles	First Group	Teachers	Second Group	Birds	Third Group	Medical Staff	Fourth Group	Animals	
Groups	Roles														
First Group	Teachers														
Second Group	Birds														
Third Group	Medical Staff														
Fourth Group	Animals														

Term II	35%	<p>1. A Smile</p> <p>2. On my Blackboard I can Draw</p> <p>3. The Mouse and the Pencil</p> <p>4. Granny, Granny, Please Comb my Hair</p> <p>5. The Magic Porridge</p>	<p>1. Learning through fun and action.</p> <p>2. To draw something related to the poem.</p> <p>3. To say different rhyming words.</p> <p>4. To develop value of love, parental care and affection.</p> <p>5. Narration of folk tales.</p>	<p>1. Ask the learners anything they are interested in.</p> <p>2. Ask them in English or home language what happens when you smile at someone.</p> <p>3. Ask learners to say at least words/sentences about their grandparents in English/home language.</p>	
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Note: ‘‘The teachers shall apply different methods and materials to enable children develop the understanding of concepts embedded in the themes wherein multilingual approach has also a role. Moreover, the activity oriented textual exercises are important for the linguistic development of students and these should be transacted through variety of activities viz games, puzzles, jigsaw, matching, questioning, debating, discussing, role playing and dramatizing etc etc. The project work and art integrated learning are also the foremost strategies of teaching.’’

Class: 3rd Sub: English (Tulip Series Book III)

COURSE	PERCENT AGE OF SYLLABUS TO BE ACHIEVED	CONTENTS	LEARNING OUTCOMES	PEDAGOGICAL PROCESSES AND TIPS FOR TEACHERS	SCHEME OF ASSESSMENT
Unit I	10%	<ol style="list-style-type: none"> 1. Happy trees 2. Nina and the baby Sparrow 	<ol style="list-style-type: none"> 1. To know about the importance of trees. 2. To realize the importance of inter dependence. 3. To identify main idea and draw conclusion in English/home language. 	<ol style="list-style-type: none"> 1. Ask the learners to play the role of a tree, wood cutter and gardener. 2. Divide the learners into four groups and ask each group to act as different professionals. So that they come to know the importance of interdependence. 	<p>The teacher is suggested to test all the four skills of language viz. listening, speaking, reading and writing of the learners. It is recommended to lay more emphasis in Unit Tests on listening and speaking skills of the learners as by and large these skills are often ignored while testing. Reading and writing may be tested in term exams on the basis of Constructivist approach where emphasis is laid on comprehension and application of knowledge rather than memory.</p>
Unit II	20%	<ol style="list-style-type: none"> 1. How creatures move 2. The Ship of the Desert 3. My Home 	<ol style="list-style-type: none"> 1. To develop vocabulary related to movement of various creatures. 2. To understand the importance of existence of living beings. 3. To introduce pronoun. 4. To understand the concept of sweet home. 	<ol style="list-style-type: none"> 1. Give the idea of two leg/four legged animals and reptiles. 2. Narrate the stories about the importance of different creatures. 3. Ask the learners to draw and colour the picture of their home. 	
Term I	20%	<ol style="list-style-type: none"> 1. Where there a will, there is a way 2. Rain of the Night 3. The Story of the Road 	<ol style="list-style-type: none"> 1. To understand that hard work brings success. 2. To develop the concept of rhyming words. 3. Enrich the vocabulary of vegetables. 4. To give the knowledge of sound words. 	<ol style="list-style-type: none"> 1. The teacher will ask questions that the learners have read in the lessons/poems. 2. Divide the class into pairs and ask them to produce different sounds of birds, like, kaw kaw, Chirp chirp etc. 	

Unit III	15%	<ol style="list-style-type: none"> 1. Don't tell 2. He is my brother 3. Sea Song 	<ol style="list-style-type: none"> 1. To listen and read the poem independently. 2. Express orally her/his opinion/understanding about the story and characters of the story in English/home language. 3. To identify rhyming words, like, sand—hand, air—clear, two—true. 	<ol style="list-style-type: none"> 1. Listen to and communicate oral/written texts. 2. Collect books for independent reading in English and other languages. 3. Recite poems in English with proper intonation. 	
Term II	35%	<ol style="list-style-type: none"> 1. A little Fish Story 2. The Balloon Man 3. The Yellow Butterfly 4. What's in the Mail box 5. My Silly Sister 	<ol style="list-style-type: none"> 1. Read small texts, short stories in English with comprehension, that is, identifies main idea, details and sequence and draws conclusion in English. 2. Recite poems individually/ in groups with correct pronunciation and intonation. 3. Use jumbled letters to make meaningful words. 4. Listen and speak briefly on burning issues like, conservation of nature. 5. Listen with comprehension, a story in English. 6. To develop the concept of adjectives. 	<ol style="list-style-type: none"> 1. Participate in role play, enactment of skits. 2. Recite poem in English with intonation and gestures. 3. Take the learners in a garden and aware them about the conservation of nature. 4. Use nouns, pronouns and adjectives in speech and writing. 	

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Class: 4th Sub: English (Tulip Series Book IV)

Course	Contents	LEARNING OUTCOMES	Suggested Pedagogical Processes and Tips for teaching	Scheme of Assessment
Unit I	<p>1. Budsha- The Great</p> <p>2. The Blind Boy</p>	<p>The learner –</p> <ul style="list-style-type: none"> • participates in role play, enactment, dialogue and dramatisation of stories read and heard • listens to simple instructions, announcements in English made in class/school and act Accordingly • enrich vocabulary in English mainly through telling and re-telling stories/folk tales • writes/types dictation of short paragraphs (7-8 sentences) • Use of punctuation marks/ use of link words 	<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to –</p> <ul style="list-style-type: none"> • participate in role play, enactment, dialogue and dramatisation of stories read and heard • listen to simple instructions, announcements in English made in class/school and act accordingly • participate in classroom discussions on questions based on the day today life and texts he/she already read or heard abo • learn English through posters, charts, etc., in addition to books and children’s literature 	<p>The teacher is suggested to test all the four skills of language viz. listening, speaking, reading and writing of the learners. It is recommended to lay more emphasis in Unit Tests on listening and speaking skills of the learners as by and large these skills are often ignored while testing. Reading and writing may be tested in terminal exams on the basis of Constructivist approach where emphasis is laid on comprehension and application of knowledge rather than memory.</p>
Unit II	<p>1. Mansar Lake</p> <p>2. All Things Bright and Beautiful</p>	<ul style="list-style-type: none"> • participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard 	<ul style="list-style-type: none"> • read independently and silently in English/ Braille, adventure stories, travelogues, folk/fairy tales etc. 	

	<p>3. Ladakh, the Land of Passes</p>	<ul style="list-style-type: none"> • be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc • Listens and speaks briefly on a familiar issues like conservation of water; and experiences of day to day life like visit to a zoo; going to a mela or a hill station • learn English through posters, charts, etc., in addition to books and children’s literature •start using dictionary to find out spelling and meaning • Corrects sentences having grammatical errors 	<ul style="list-style-type: none"> • understand different forms of writing (informal letters, lists, stories, diary entry etc.) • learn grammar in a contextual and integrated manner and frame grammatically correct sentences • notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities. • notice categories and word clines • enrich vocabulary in English mainly through telling and re-telling stories/folk tales • start using dictionary to find out spelling and meaning 	
<p>Term I</p>	<p>1. Resting on a Bridge</p> <p>2. With A Little Bit of Luck</p> <p>3. An Evening Prayer</p>	<ul style="list-style-type: none"> • read independently and silently in English/ Braille, adventure stories, travelogues, folk/ fairy tales etc. • shares riddles and tongue-twisters in English • expresses orally her/his opinion/ understanding about the story and characters in the story, in English/ home language. • recites poems individually/ in groups with correct pronunciation and intonation • understand different forms of writing 	<ul style="list-style-type: none"> • practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing • infer the meaning of unfamiliar words from the context • take dictation of words /phrases / sentences/ short paragraphs from known and unknown texts • be sensitive to social and environmental issues such as gender equality, conservation 	

		<p>(informal letters, lists, stories, diary entry etc.)</p> <ul style="list-style-type: none"> • learn grammar in a contextual and integrated manner and frame grammatically correct Sentences • notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities • take dictation of words/phrases/ sentences/ short paragraphs from known and unknown texts 	<p>of natural resources, etc.</p> <ul style="list-style-type: none"> • look at cartoons/pictures/comic strips with or without words and interpret them • enrich vocabulary through crossword puzzles, word chain, etc. • appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day to day life and story book, seen in videos, films, etc 	
Unit III	<p>1. Tom and his New Medicine</p> <p>2. The Naughty Boy</p> <p>3. Against Idleness and Mischief</p>	<ul style="list-style-type: none"> • practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing • infer the meaning of unfamiliar words from the context • develops imagination/creativity through story telling. • recites poems (Clearly and Fluently) 		
Term II	<p>1. From Alice in Wonderland</p> <p>2. Robin Hood</p> <p>3. Foreign Lands</p> <p>4. Be Adventures</p> <p>5. What Animals</p>	<ul style="list-style-type: none"> • look at cartoons/pictures/comic strips with or without words and interpret them • enrich vocabulary through crossword puzzles, word chain, etc. • appreciates verbally and in writing 		

	Do	<p>the variety in food, dresses and festivals as read/heard in his/her day to day life and story book, seen in videos, films, etc.</p> <ul style="list-style-type: none"> • uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters • develops language through conversation and storytelling 		
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Class: 5th Sub: English (Tulip Series Book V)

Course	Contents	LEARNING OUTCOMES	Suggested Pedagogical Processes and Tips for teaching	Scheme of Assessment
Unit I	1. The Fowler end the Quails 2. The Idiot Box	<p>The learner –</p> <ul style="list-style-type: none"> • answers coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read. • recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members. • uses the dictionary for reference <p>Moral, Unity/harmony ---- day to day conversation, Pairs of words Substitution, imperative sentences. Modern craze for television: humour, fun, wisdom, presence of mind. Animals and their homes, phrasal verbs, simple past ,narration (wh questions)</p>	<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</p> <ul style="list-style-type: none"> • discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs • participate in activities which involve English language use, such as role play, enactment, dialogue and dramatisation of stories read and heard • look at print-rich environment such as newspapers, signs and directions in public places, pamphlets, and suggested websites for language learning • prepare speech for morning assembly, group discussions, debates on selected topics, etc. • infer the meaning of unfamiliar words from the context while reading a variety of texts • refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms • understand the use of synonyms, such as ‘big/large’, ‘shut/ close’, and antonyms like inside/outside, light/dark from clues in context • relate ideas, proverbs and expressions in the stories that they have heard, to those in their mother tongue/surroundings/ cultural context • read independently and silently in English/ Braille, adventure stories, travelogues, folk/ fairy tales etc. • find out different forms of writing (informal letters, lists, stories leave application, notice 	<p>The teacher is suggested to test all the four skills of language viz. listening, speaking, reading and writing of the learners. It is recommended to lay more emphasis in Unit Tests on listening and speaking skills of the learners as by and large these skills are often ignored while testing. Reading and writing may be tested in term exams on the basis of Constructivist approach where emphasis is laid on comprehension and application of knowledge rather than memory.</p>
Unit II	1. Birbal, the wise 2. The Shadow 3. Gulliver among the Lilliput	<ul style="list-style-type: none"> • reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it, and composes short paragraphs • attempts to write creatively (stories, poems, posters, etc) <p>Child’s inner spirit, rhyming words, recitation of poem with proper tone pronunciation, opposite words. Satire on society with an element of humour/ Synonyms, reflexive pronouns Language through fun and laughter .</p>	<ul style="list-style-type: none"> • conducts short interviews of people around him e.g interviewing grandparents, teachers, school librarian, gardener etc. • uses meaningful grammatically correct 	
Term I	1. From The Pied Piper of Hamelin 2. The Man Who Swallowed a			

	<p>Snake 3.You are Old, Father William</p>	<p>sentences to describe and narrate incidents; and for framing questions</p> <ul style="list-style-type: none"> • writes and speaks on peace, equality etc suggesting personal views • writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers • writes informal letters, messages and e-mails <p>wisdom and intelligence use of had, might have, irregular verbs , narration (yes/ no type questions) Language through pleasure and fun , making of compound words Sense of inclusiveness ----- use of would.....& used to.....</p>	<p>etc.)</p> <ul style="list-style-type: none"> • learn grammar in a context and integrated manner (such as use of nouns, adverbs; differentiates between simple past and simple present verbs.) • use linkers to indicate connections between words and sentences such as ‘Then’, ‘After that’, etc. • take dictation of sort texts such as lists, paragraphs and dialogues. • enrich vocabulary through crossword puzzles, word chain etc. • look at cartoons/ pictures/comic strips with or without words and speak/write a few sentences about them. • write a ‘mini biography’ and ‘mini autobiography 	
Unit III	<p>1. The Man Who Empowered the Blind 2. The Eagle 3. The Prodigal Son</p>	<ul style="list-style-type: none"> • reads text with comprehension, locates details and sequence of events • connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences Love of birds --- rhyming words <p>Love and forgiveness of parents Prepositions ---for ,to, about, at, on etc Sense of pleasure --, rhyming words</p>		
Term II	<p>1. The Fountain 2. The Cat’s Paradise 3. Paper Boats 4. Pangong Tso 5. This Land of Ours</p>	<ul style="list-style-type: none"> • takes dictation for different purposes, such as lists, paragraphs, dialogues etc. • identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs • writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers • writes a ‘mini biography’ and ‘mini autobiography’ • reads print in the surroundings (advertisements, directions, names of places 		

		<p>etc), understands and answers queries</p> <ul style="list-style-type: none"> • appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to day life, in storybooks/ heard in narratives/ seen in videos, films etc <p>Animal story -----concept of clause Childhood memories (Innocence) Love for country Dialogue learning (short form of words) -- won't , shan't, etc</p>		
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Note: “The teachers shall apply different methods and materials to enable children develop the understanding of concepts embedded in the themes wherein multilingual approach has also a role. Moreover, the activity oriented textual exercises are important for the linguistic development of students and these should be transacted through variety of activities viz games, puzzles, jigsaw, matching, Questioning, debating, discussing, role playing and dramatizing etc etc. The project work and art integrated learning are also the foremost strategies of teaching.”

Course	Contents	Learning Goals
Unit I	Shapes and Angles How Many Squares	To have Concept of shape, size and the angles. To have the concept of line segments and parts of angle. To have Understanding of perimeter. To be able to calculate the perimeter of rectangle, square etc..
Unit II	How Many Squares Parts and Wholes, Does it Look Same	To have the concept of area. To be able to calculate the area of rectangle and square using geoboard. To have Understanding of the parts of the whole. To have Understanding of Equivalent fractions and their graphical interpretation. To have the concept of mirror images of different English Alphabet. To be able to Add, Subtract and multiply the fractional numbers. To have the understanding of the similar figures.
Term I	Be My Multiple I will be your factor Can you see the pattern Tenths and Hundredths	To have the understanding of multiples and factors To have the understanding of Common factors. To have the understanding of patterns (Number patterns and picture patterns) To have the understanding of decimals. To be able to compare decimals and fractions, To be able to represent fractional graphically.
Unit III	Area and its Boundary Boxes and Sketches	To be able to understand the different dimensions of the figure by using different scales. To be able to measure length, breadth and height by different activities. To have concrete concept of area. (Geo board may also help) To be able to construct the cube, cuboid, cone, cylinder using charts/ papers
Term II	Smart Charts Way to multiply and Divide How Big how Heavy	To have the understanding of different charts, To be able to frame different charts from the environment. To be able to divide a number by another numbers. To have the conceptual understanding of weight and volume of the different objects.

Course	Contents	Learning Goals
Unit I	Long and Short	To be able to estimate the distance between the objects To have the understanding of different units of length and their use.
Unit II	Tick Tick Tick	To have the understanding of time, To be able to both analogue and Digital clocks. To be able to compare 12 and 24-hour clock. To have the concept of Morning, Mid-Day, Evening, Night, After Noon, Before Noon
	The Junk Seller	To be able to multiply; One digit by one digit, Two digit by one/two-digit, Three digit by one/two/three-digit numbers To understand the terms Buying, Selling, Profit, loss, costly, cheap etc
Term I	Jugs and Mugs	To have the understanding of volume. To have the understanding of litre and millilitre. To be able to measure the liquid quantities through different measuring vessels.
	Charts and Wheels	To have the understanding of circular shapes. To be able to identify radius, diameter, circumference in different circular objects. To be able to find the centre of circular objects through different activities To be able to identify circular objects from the environment and the estimation of their radii and circumference.
Unit III	Halves and Quarters	To have the conceptual understanding of fractions. To be able to divide different objects into two/three/four/..... equal parts.
	Tables and Shares	Conceptual understanding of multiplication through activities. To be able to use multiplication in different problems. To have the concept of division. To be able to divide a two-digit number by a single digit number.
Term II	How Heavy How light	To have the concept of mass. Units of Mass. To be able to weigh different quantities using different measuring units. To be able to compare heavier and lighter objects using different activities.
	Fields and Fences	To have the understanding of perimeter. To be able to calculate the perimeter of table top, wall, floor, book, etc Concept of area and its estimation using geoboard/square grid paper
	Smart Charts	To have the understanding of data. To be able to collect data and be able to organise the same in tabular form.

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

Course	Content	Learning Goals
Unit I	<i>Counting in Groups</i>	<p>To develop the concept of counting by arranging the objects in groups.</p> <p>Concept of counting by 2s, 3s, 4s ... to lay the foundation of multiplication and division.</p> <p>To develop the concept of sequence of numbers.</p> <p>To develop the concept of ascending and descending order and the number in between.</p>
Unit II	<i>How Much Can You Carry</i>	<p>To develop understand of the concept of weight (heavy and light).</p> <p>To compare weights of different things by holding them in their hands.</p> <p>To be able to use simple balance to compare heavier and lighter objects.</p> <p>To develop the understanding and observation skill about the things in the surroundings by comparing their weights.</p>
	<i>Counting in Tens</i>	<p>To develop the concept of grouping things in 2's ,3's,4's,5's etc.</p> <p>To develop the concept of counting by grouping things in tens.</p> <p>To develop the concept of skip counting in 2's, 3's, and 4's, 5's etc., by using number line, tables and patterns.</p> <p>To develop the concept of regrouping the numbers from ones to tens.</p>
	<i>Tens and ones</i>	<p>To develop the concept of tens (place value) by using currency (play money)</p> <p>To develop the concept of grouping of numbers as tens and ones.</p> <p>Use place value in writing and comparing two-digit numbers.</p>

Term I	<i>My Funday</i>	To develop the knowledge about days of week and months of year. Concept of today, yesterday and tomorrow. To have the knowledge about calendar with emphasis on sequence of days and months. To have the Knowledge about the month and the climate & fruits grown in that month (Hot, Cold & Rain/Snow)
	<i>Jugs and Mugs</i>	To understand the concept of Volume. To be able to measure the capacity of containers available in and outside the school using cup, spoon, Mug, etc To have a reasonable idea of volume of different liquids used in day to day life.
	<i>Add Our Points</i>	To develop the concept of addition orally (mental calculation). To develop the concept of addition of numbers less than 9 by suitable rearrangement.
Unit III	<i>Lines and Lines</i>	To distinguish between straight line and curved lines. To develop the concept of horizontal, vertical and slanting lines. To be able to draw lines and pictures.
	<i>The Longest Step</i>	To be able to measure the length/ distance using uniform non-standard units like a rod, pencil etc. Comparing the lengths of different objects.
Term II	<i>Give and Take</i>	To develop the concept of addition and subtraction by grouping things into tens and ones To develop the concept of addition and subtraction through money transaction while shopping. To develop the concept of addition and subtraction in columns. To solve the daily life problems based on addition and subtraction.
	<i>Birds Come Birds Go</i>	To develop the concept of addition and subtraction using the concept of tens and ones To develop the concept of breaking a number into the sum or difference of two numbers.
	How many Ponytails	To develop the concept of multiplication by using the things in your surroundings. To develop the multiplication tables by using numbers and patterns.

Course	Contents	Learning Goals
Unit I	Shapes & Space	<p>To develop the understanding of the shapes and spatial relationship.</p> <p>To develop the organizational understanding of the things around a child in and outside the school.</p> <p>To develop language vocabulary related to the mathematical concepts used in day to day life viz inside-outside, bigger-smaller, biggest-smallest, top-bottom, nearer-farther, nearest-farthest, above- below, on-under</p> <p>To identify different objects and their distinguishable features.</p> <p>Three dimensional shapes: visual recognition of a spherical, cylindrical, cuboids and conical shapes.</p> <p>Ideas of rolling and sliding. Two dimensional shapes: visual recognition of circle, square, rectangle and triangle.</p> <p>To be able to colour different shapes for development of writing Skill.</p>
Unit II	Number One to Nine	<p>Matching, sorting, classifying and ordering concrete objects.</p> <p>Conceptual understanding of numbers one to nine and zero.</p> <p>Compare the things on the basis of their number.</p> <p>Develop the vocabulary: more, less, as many as, the same number.</p> <p>To be able to write the numbers 1-9.</p>
	Addition	<p>To develop the concept of putting (combining) collections together where attention is focused on the number of objects in the collection.</p> <p>To learn the commutative aspect of addition.</p> <p>Verbal problems related to addition.</p> <p>Verbal problems related to addition.</p>
Term I	Subtraction	<p>To develop the three aspects of the concept of subtraction viz: taking away, comparison and complementary addition.</p> <p>Verbal problems related to subtraction.</p>
	Number from Ten to twenty	<p>The concept of grouping the objects in groups of ten (10) by concretization.</p> <p>The conceptual understanding of Numbers Ten to Twenty.</p> <p>To be able to add and Subtract the numbers up to twenty.</p>
	Time	<p>To be familiarized with certain time-based activities that help them to understand the concept of time (day, night, morning, evening etc) and meaning of terms like earlier-later.</p>

Unit (III)	Measurement	<p>To be able to compare two objects on the basis of their length.</p> <p>To be able to compare two objects on the basis of their weight.</p> <p>Ordering three or more objects according to length.</p> <p>Ordering three or more objects according to weight.</p> <p>Development of vocabulary: as long as, as tall as, as thick as, as heavy as, as light as,</p>
	Number from Twenty-one to fifty	<p>Group the things in tens and ones. Use of abacus is important for the concept of tens</p> <p>To be able to write numbers from 21 to 50 along with their conceptual understanding.</p>
Term II	Pattern	Development observation relationships to find connections and to make deductions, generalizations and predictions.
	Numbers	<p>To group the number up to 100 in Tens and ones and add. Representation of Numbers.</p> <p>To be able to write the numbers up to 100.</p>
	Money	<p>To provide children experiences in dealing with collections of Coins and notes.</p> <p>Differentiate the currency as per their value.</p>

Class: 3rd

Subject: EVS

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

Unit/ Term	Chapter Title	Learning Outcomes	Key Concepts (Syllabus)	Resources	Activities/ Assignments/ Projects
U1	4. Our First School	Concept of a family; Family as a support system, Ideas about relationships; roles in a family	Family as a support system – Values and habits, skills learnt at homes, relationships, roles in a family, family etiquettes	Child’s daily life experience; Family members.	Observation, enquiry about family relations from adults, discussion.
	10. Sharing our feelings	Sensitivity to the old and physically challenged; Introduction to the sense of hearing and sight; sensitization to the fact that the body ages, also that some children may not hear /see at all or may be partially affected. Basic idea about Braille.	Sharing things and feeling with some particular family member, Feelings, Empathy and Compassion for the old and physically challenged – Basic idea about Braille	“Meri bahen sun nahin sakti’ a book by Bharat Vigyan Samiti or any other material on differently abled children	Reading and discussion; Making different kinds of sounds and expressing likes and dislikes about them.; blindfold act, visiting any local institution that deals with the blind or any other institution.
U2	1. Poonam’s day out	Exploring children’s ideas of an ‘animal’. Exploring children’s ideas of crawling animals, flyers and insects. Exploring children’s ideas of birds-their living places, eating habits, common features like feathers and sounds produced by them.	Exploring children’s ideas of animals –their living places – eating habits–common features, sounds, movements	Child’s daily life experience, observation, stories/ poems on animals	. Observation of diversity of animals around you, listing, Discussion about what they eat, where they live relative size of animals they have seen, pictures in books, animals heard about. Drawing pictures of favourite animals. Observation, of ants, flies, spiders, crickets, cockroaches, earthworms, lizards and other animals

	The Plant Fairy	Exploring children's ideas about a 'plant'. Plant diversity; size, where they grow, shape, colour, aroma, etc.; dependence on plants for everyday life Identifies simple observable features (e.g. shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings	Exploring children's ideas about a 'plant'-Leaf diversity-colour, shape, texture aroma etc. Plants at present & Extinct Plants (Brief idea),importance of trees, compassion for plants.	Child's daily life experience, observation, information from grandparents/ elders, a sample/picture of a plant which is unusual in the local surroundings.	On scrap book paste at least 10 animals; 10 colours and 10 Leaves; also 10 trees with local and beautiful names. Observation of different plants around, compare and classification based on simple characters; Discussion about things made of plants, pencil prints of barks, leaf prints
	5. Foods we eat	Food , basic ideas about various plant used as food; food from animals. Different tastes. Appreciation of cultural diversity in food;	Food , Types of food and tastes , its significance, balanced food, food habits, regional/cultural differences in food habits ;	Songs/poems on food or lack of food;	Listing and discussing about food we do or do not eat; tabulating food we take from different plants and animals. Observing and drawing different parts of plants eaten.
	7. What is cooking	What do you eat that is not cooked? What is eaten only when cooked? How do you cook food? What do you cook it on? What are the different kinds of vessels used for cooking? What are they made of? Is water used in all forms of cooking? Which food is cooked without using water?	Types of food. Food may be eaten raw or cooked – steamed ,boiled, fried etc Different fuels, types of stoves; Types of vessels used in cooking, different shapes (regional/traditional), different materials, etc. ,	Songs/poems on food or lack of food;	Listing raw and cooked food; discussion on cooking methods / materials. Ask mother how to cook your favorite dish .
T1	14. A house like this	Different types of houses Need for shelter, need for living together. Need for shelter to provide protection from heat, cold, rain and problems faced.	Houses/shelters are built & decorated in different ways in different cultures & climate, diversity	Pictures of different types of houses; easily available materials for model making.	Draw a picture of your house Project. Prepare model of different types of houses.

	3. Water O water	Availability of water and use of water at home and surroundings, Local sources of water. Plants too need water. Use of water in different activities	Water, Uses of water. Water sources, Water bodies, clean water for drinking, Water for plants and animals. Use of water in different activities	Child's daily life experience, local knowledge	Listing the sources of water, Exploring by asking questions from elders or people around, Discussion.
	8. From here to There	Need for travel, travel within the locality and beyond Different modes of transport; short distance, long distance, newer ways of traveling.	Different modes of transport- Journey by trains-Scenes; Sounds,noise etc. Different vehicle we travel, emergency vehicles,	Pictures of modes of transport;	Collect pictures of different modes of transport; classify them into different types of transport;
	9. Work we do	To meet basic needs human beings make things; , important buildings and their role e.g. Shop, Hospital etc , clock and time , activities we do at a particular time.	Different occupations, important buildings and their role idea of working time and leisure time ,	local knowledge	Discussion on different kinds of works and buildings.
U3	The Story of food	roles in the family, Cooking and gender/ caste	Family members and the work they do, cooking food, different types of food	Everyday experience, local knowledge.	discussion. Listing of food items bought from the market/grown at home.
	Families can be different	Who all live with you at home? How are they related to each other? Do you have relatives who do not live with you? Have they always been there?	Concept of a family; diversity in family types; Ideas about relationships; Activities done together in the family, Simple family tree (three generations).	Child's daily life experience; Family members.	Observation, enquiry about family relations from adults, discussion.
	Our friends- Animals	Exploring children's ideas of an 'animal, Human-animal relation, pet animals	Animals as our friends- Compassion for animals, Sensitivity about cruelty to animals ,pet Animals. Different modes of feeding of Animals	Child's daily life experience, observation, stories/ poems on animals	Observation of diversity of animals around you, listing, Discussion about what they eat, where they live relative size of animals they have seen, pictures in books, animals heard about. Drawing pictures of favourite animals.

T2	Drop by Drop	Measurement of volume in terms of non-standard units such as buckets, pots, etc. Estimates of quantities used for different domestic activities; safe handling of water. Containers made of different shapes and materials to store water for different purposes; Conceptual development of conservation of volume.	Water scarcity-wastage and recycling- Water harvesting, judicious use of water	Child's daily life experience, bottles of different shapes/sizes/ materials	Drawings of different containers. Measurement activities; demonstration to help the understanding of conservation of volume. Touching different containers and discussing about their material.
	Flying high	Exploring children's ideas of birds-their living places, eating habits, common features like feathers and sounds produced by them.	Birds and their sounds; Beaks; eggs; food or Feeding habits.	Child's daily life experience, observation, stories/ poems on birds	Drawings of birds; mimicking different neck movements and sounds of birds, collecting feathers.
	Games we Play	Leisure; games in school and outside, past and present; for some play is work	Leisure- games in school and outside-past and present-for some play is work,Traditional games (brief idea)	Traditional and local games; folk toys	Listing, classifying indoor and outdoor games.
	Left- Right	Introduction to the concept of giving directions with respect to any landmark; also a preliminary mapping process, further use of use of symbols, use of a scale	Concept of Directions-mapping-Symbols and Signs.	Local map /chart of the school and its neighborhood.	Roadmap from home to school
	Here comes a letter	Communication, communicating with someone who is away from home. technology	Communication-Letters-people associated with post office- uses of telephone	Letter, mobile etc	Assignment. To ask students to enlist modern means and ways of communication
	A beautiful Cloth	Cloth , designs on cloth, colours of cloth, effect of culture and weather on cloth	Diversity in types of clothing we wear, designs on cloth, cloth having different colours	Local dresses	Ask questions regarding dresses students wear on the days of festivals.
	Web of life	Interdependence of things in the environment.	Man surrounded by environment, Day: sun, light, water, animals, plants Night: moon, stars, rats, house	Daily Experience	List the things we get from animals, plants, water and soil.

Unit/ Term	Chapter Title	Learning Outcomes	Key Concepts (Syllabus)	Resources	Activities/ Assignments/ Projects
U1	Going to School	Concept of different roads. Different types of bridges. Use of animals for transport; sensitivity towards animals.Using Shikara, horse-cart, bullock-cart or bicycle to go near places like school. Roads in different seasons like in rainy season or in winter.	Why going to school, Different modes of reaching school, difficulties faced in different terrains.	Child's daily life experience;	Make different paths by using bricks and stones and then walk on them.
	Chuskit Goes to School	differently abled/ children with special needs ,Sensitivity to people who are differently abled/ children with special needs ,Empathy with them	Chuskit is a differently abled girl, wheel-chair, eager to go to school, Sensitivity to people who are differently abled/ children with special needs ,Empathy with them	"Meri bahen sun nahin sakti' a book by Bharat Vigyan Samiti or any other material on differently abled children	visiting any local institution that deals with the differently abled children
U2	Living and Non-living Things	Living and Non-living Things, recognizing Living and Non-living Things, features of Living and Non-living Things	Characteristics of living and non-living things plant movements ,preparing of food by plants	Daily experience	Project: List living and non-living things and look outside the class for them
	Ear to Ear	Exploring children's ideas of an 'animal'. Exploring children's to different body parts of animals . Animal body features: animals have external ears, hair on their body,animals laying eggs,animals giving birth to young ones,	Some animals have external ears, hair on their body,animals laying eggs,animals giving birth to young ones,	Child's daily life experience, observation, stories/ poems on animals	Activity : Collect pictures of animals with/ without hair . Observation of diversity of animals around you, listing, Drawing pictures of favourite animals.

	From the Window	Different land forms, languages, clothing, food habits	Travel by train- its description, different people, their clothing ,language, train crossing tunnel, river etc	Travelogue describing the place they have come from; description of a train/ship/plane journey	Reading and listening, discussion, writing about a traveling experience of oneself or visiting relatives
T1	Changing Families	Change with time in people residing together. changes in family (e.g. due to birth, marriage, transfer, etc.). Family tree today. From the mother's body; mother-child relationship; Discussion: Equal importance of baby girl and boy, Social evil of early marriages	Relationships change with time – Family tree, different events in family	Kya tum meri amma ho? (NBT story)	Discussion: Equal importance of baby girl and boy, Social evil of early marriages
	Safe Drinking Water	Natural sources; inland water and sea water; potable water; diarrhoea and other common water borne diseases, safe handling of water, purification of water. Different public activities at water bodies; protection of water bodies. Water fit for drinking	Natural sources, inland and sea water-Safe handling and use of water-purification of water Activity: Observe sources of water in your vicinity.	Film, photographs of dams/canals/tanks/ponds etc., local knowledge.	Campaign: Awareness through rallies by students for safe drinking water. Discussion, and writing letters/making posters highlighting the misuse of the water body.
	A Busy Month	Birds, Birds make nests for laying eggs. Nesting habits of different birds vary. Different materials are used for nests.	Birds make nests for laying eggs- Nesting habits of different birds vary-different material are used for nest- birds have different teeth, beaks, claws and feet for different needs	Child's observation; visuals; nest of any bird	Activity: Collect details including pictures of birds found around us
	A visit to J & K	Socio-cultural background of J & K	Life and culture of Jammu and Kashmir State.	Local knowledge	Activity: Write sentences on culture of J & K.

U3	How Days and Nights are Formed	Planet–Earth, rotation, revolution, Formation of days and nights,	Formation of days and nights, movement of earth .	Pictures , models etc	Experiment : formation of days and nights using a torch/candle and a ball/globe
	Abdul in the Garden	Plants need water; roots absorb water and hold it to the ground. Roots eaten normally by people like carrots, radish, sweet potato, and during famine. Aerial roots of some plants	Roots hold plants to the ground–Roots like carrot, radish eaten by people– Aerial roots of some plants , Plants need water.	Child’s observation, information about the roots eaten by people; pictures/specimes of roots.	Observation, collection, drawing of roots of different types, Observing trees/plants whose roots are affected by activities like construction/paving/ plastering.
	Eating Together	Community eating; Mid day meal (where applicable). Cultural diversity in foods associated with special occasions like festivals, family celebrations/ ceremonies etc. Boarding school	Community eating–Mid day Meal–Cultural diversity in foods associated with special occasions like festivals, concept of togetherness	Everyday experience, local knowledge.	Discussion on occasions at which there is community eating; Activity: List foods we use on different occasions and festivals
T2	Food and Fun	Taste, tongue; foods rich in minerals and vitamins. Raw food , cooked food, boiling, steaming, roasting, , frying, baking	Food–taste and nutrients , cooked food	Child’s daily life experience; Family members.	Observe cooking of mid–day meals
	The World in My Home	Exploring children to good and bad. Shaking hands with children is good but no one can touch your chest or legs etc except your mother, it is a bad thing. Never take advantage of anybody’s mistake.	Family as a microcosm– family values–decision making–caste, religion perceptions etc–emotional response to a caress/slap, ‘good’ and ‘bad’ touch	Stories, religion etc	Debate : like Is stealing ice cream in your home without permission good or bad.

	Home and Abroad	Different land forms, languages, clothing, food habits, currency, some idea of another country	Different land forms ,languages, clothing, food habits, currency, some idea of another country	Travelogue describing the place they have come from; description of a train/ship/plane journey.	Reading and listening, discussion, writing about a traveling experience of oneself or visiting relatives
	Defence Officer: Wahida	When you dream big, you act big and when you act big , you become big.	High ambition needs rigorous hard work- Nature of job in armed forces	Stories, videos	Discussion on My aim in life
	From Home to Market	How parents work to earn for your studies, journey of food	Journey of food from field to market, then to house- fruits, vegetables, cereals, pulses ,oil seeds, spices grown by farmers	Daily experience.	Make a rate list of different food items.

Unit/ Term	Chapter Title	Learning Outcomes	Key Concepts (Syllabus)	Resources	Activities/ Assignments/ Projects
U1	Super Senses	Sense, Sense organs, Explain the super senses and unusual features (sight, smell, hear, sleep, sound, etc.) of animals and their responses to light, sound, food etc.	Sense organs-Comparison with humans-activities such as eating, sleeping, seeing, hearing, smelling etc.	Child's daily life experience;	observe animals for the unique/unusual sense of sight, smell, hear, sleep, and respond for etc., and their response to light, heat, sound etc.
	From Tasting to Digesting	Tasting food; chappati/ rice becomes sweeter on chewing; digestion begins in the mouth; glucose is a sugar. Proper food-every child's right.	Tasting food becomes sweeter on chewing-Digestion begins in the mouth Glucose is a sugar; Proper/Balanced food,	Child's experience; some samples of food items; story of someone on a glucose drip	Discussion; importance of proper chewing of food, improper food habits
U2	Seeds and Seeds	Seed germination, root and shoot axis, baby plant, storage of food in the seed; seed dispersal.	Seed germination, root and shoot axis, baby plant, storage of food in the seed, seed dispersal, germinating time for different seeds	Seeds, germinated seeds	Activity" Detect condition suitable for germination. Assignment : Students to collect different seeds. Activity. "Chana germination
	Experiments with Water	Basic observations and classification related to floatation and solubility in water; oil and water are liquids that do not mix; basic concepts about liquids; litre as unit of measurement of volume	Basic observation and classification related to floating and Sinking... solubility in water-oil and water are liquids that do not mix, basic concepts about liquids.	Various materials to experiment with, such as, sugar, stone, oil, salt, sand etc. Story of the donkey and the salt/cotton bag.	Hands-on activity to observe solubility in water, floatation; discussion, interpretation.
	Our Health Services	Health Mela, Red Cross Society, Blood Bank, mobile van, diseases, vaccination	Community health services-its different types. Activities on Health awareness to be done, Vaccination	Pictures etc.	Request your BMO to send a team of doctors for general checkup of students.

	A Treat for Mosquitoes	Stagnant and flowing water; mosquitoes and malaria. Blood test, Anaemia, bad habits invite mosquitoes and mosquitoes invite diseases	Malaria-causes-detection and preventive measures, Anaemia	Health worker or a doctor. Newspaper articles on malaria etc.	Interaction with a community doctor; observation of site of stagnant/flowing water.
T1	First Aid	First Aid, Cuts and burns, heat stroke, bleeding nose ,insect bite : Do's and Don'ts,	First aid, its components – situations necessitating first aid	First Aid kit	Check the various components of First Aid and memorise them.
	Rocks and Minerals	Rock, main types of rocks: igneous, sedimentary, metamorphic rocks,minerals, minerals contained in rocks, petroleum	Rocks, types-minerals and metals	Local knowledge	Collect different types of rocks
	Up You Go!	Mountains, expeditions and the spirit of adventure; some idea of training for high altitude	Mountains, expeditions and the spirit of adventure-some idea of training for high altitude	Excerpt from the autobiography of Bachendri Pal	Climbing a nearest hill
	A Shelter so High	Variation in shelter: regional difference, difference due to climate and materials available, economic status, etc. Need for living close to others, the idea of neighborhoods.	Variation in shelter -regional difference-difference due to climate and material available, economic status	Different houses in different climates and regions. Pictures of villages, colonies etc.	Assignment : Collecting cut outs of different houses from newspapers, pasting them on charts and discussing them . Write and draw the area you live in, find out about people who work for everybody.
	The Earth	Earth, formation of Earth, Layers of Earth, how mountains are formed? Volcano, earthquake, Formation of days and nights, seasons-its effects on us-Solar and lunar eclipses	Earth-its structure-earth quakes, its causes-Formation of days and nights, seasons-its effects on us-Solar and lunar eclipses	videos	Activity : Making a model of earth showing crust, mantle and core inside the earth.

U3	When the Earth Shook!	Difficult times, Disaster and trauma of losing one's home; community help; Hospitals, police stations, ambulance, shelters, fire station, first aid.	Disasters and trauma of losing one's home-community help; Relief and Rehabilitation; Preventive and precautionary measures to adopt during disasters.	Newspaper clippings	Discussion, finding out about the hospital, police station, fire station, etc.
	Across the Wall	importance of team spirit in games, gender stereotyping. Some idea of other countries and national teams. Gender, class stereotyping in play.	Importance of team spirit, obedience -gender, class stereotyping in play different types of games	some national and international players	Prepare your team and organize a cricket tournament in our school
	Like Father, Like Daughter	family influences (traits/features /habits / practices), need for living together,	Relationships-Impact of larger socio economic forces are changing family structure, resemblances in the family, traits	Local examples , twins	List some traits and habits that you got from your mother and father.
T2	A Seed Tells a Farmer's Story	germination of seeds, conditions suitable for germination, grains to roti, Improvements and changes in growing crops-over use of natural resources	Improvements and changes in growing crops-over use of natural resources	Child's daily life experience, observation, stories/ poems on birds	Activity : Study germination of seeds, experiment to determine conditions suitable for germination; Observations in any farm Discussion with farmers on crop yields from different seed varieties
	Whose Forests	Forest, Right to forest act, Public/private ownership of trees/forests. Sacred groves; people's movements to protect their forests.	Tribal life-effects of deforestation-communities dependent on forest produce.	Poetry regarding forests	survey and identify any 'green belt' in your neighbourhood. Discussion: Timber smuggling ,a curse for J&K forests
	On the Move Again	On different types of farmers. Hardships faced by subsistence farming, including seasonal migration. Need for irrigation, fertilizers How to overcome difficulties	Shifts in habitation-migration-Associated difficulties	Story of a child missing school because of his/her family's seasonal migration.	Discussion : e.g. job for which father stays away from family for months.

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

درجہ اول بہارستان اُردو

تقسیم نصاب و میقات برائے امتحان	عنوانات	تدریسی طریقہ کار و مشق	آموزشی ماہ حاصل
جز اول ۲۵ نومبر تا ۳۰ نومبر	تصاویر کے ذریعے حروف تہجی کی پہچان (ا تا خ) صفحہ نمبر ۷ تا ۲۴	معلم حروف تہجی کو لیکچر فلش کارڈ کا استعمال کرے گا جس سے حروف تہجی کی شناخت واضح ہو۔ کتاب میں دی گئی تصاویر سے اصل میں شکل کا پہلا حرف مطلوب ہے۔	طلباء توجہ کے ساتھ دوسروں کی باتیں سننے ہیں اور غور کرنے کے ساتھ ساتھ بولتے بھی ہیں۔ جیسے آپ کا نام کیا ہے؟ آپ کہاں رہتے ہیں؟ وغیرہ
جز دوم ۱۱ اپریل تا ۲۱ اپریل	تصاویر کے ذریعے حروف تہجی کی پہچان، (د تا ص) صفحہ نمبر ۲۵ تا ۴۶	معلم فلش کارڈ کی مدد سے حروف تہجی کی پہچان کرائیں اور جدول وغیرہ کا استعمال بھی کریں۔ روزانہ صفحہ لکھنے کا اہتمام، دس سے ص تک حروف کا تلفظ درست کرنا۔	سُنی ہوئی آوازوں میں فرق کر سکتے ہیں۔ بعض مشکل آوازوں کو بار بار دہراتے ہیں۔
میقات اول ۲۲ اپریل تا ۱۴ جون	تصاویر کے ذریعے حروف تہجی کی پہچان (ض تا ے) صفحہ نمبر ۲۷ تا ۸۰	معلم چارٹ اور فلش کارڈ کی مدد سے حروف کی پہچان کرائیں۔ خوش خطی اور خطاطی کے ذریعے حروف کی اصل بناوٹ سکھائیں۔ کلاس روم میں اسکول میں ہونے والی سرگرمیوں میں طلباء کی شرکت یقینی بنائے۔ روزانہ صفحہ لکھنے کا اہتمام، مختلف خاکوں میں رنگ بھرنا۔	توجہ اور صحیح تلفظ کے ساتھ پڑھتے ہیں۔ سنی ہوئی باتوں کو بولتے ہیں۔ بے ترتیب حروف کو ترتیب دیتا ہے۔

درجہ اول بہارستان اُردو

تقسیم نصاب و میقات برائے امتحان	عنوانات	تدریسی طریقہ کار و مشق	آموزشی ماہِ حاصل
جز سوم ۱۴ تا ۲۱ جولائی	حروف تہجی کی آدھی شکل، دو حرفی، سہ حرفی اور چار حرفی الفاظ کو جوڑ اور توڑ کر لکھنا (صفحہ ۸۱ تا ۱۰۲)	کلاس میں گانے وغیرہ کے ذریعے بچوں کو محفوظ کریں۔ معلم طالب علموں کو دو حرفی، سہ حرفی اور چار حرفی الفاظ لکھنا سکھائے اور آدھی شکل والے حروف تہجی کی پہچان کرائے گا۔	بچے پڑھتے وقت اُردو کی تمام آوازوں کو صحیح طریقے سے ادا کرتے ہیں۔
میقات دوم ۱۵ تا ۲۵ اکتوبر	تصاویر کے ذریعے الفاظ اور گنتی کی پہچان، حروف کو جوڑ کر الفاظ بنانا۔ صفحہ نمبر ۱۰۳ تا ۱۲۷	دو چشمی حروف کی پہچان الفاظ کے ذریعے کرانا۔ آسان لفظ لکھوانا۔ حروف، لفظ اور جملوں کے درمیان مناسب فاصلے کا خیال رکھنا۔ مشق: روزانہ صفحہ کا اہتمام اور صفحہ میں مشکل الفاظ لکھنا۔ خاکوں میں رنگ بھرنا۔ اُردو میں گنتی لکھنا۔	تصاویر کو دیکھ کر جملے بناتا ہے۔ ذخیرہ الفاظ کو بڑھاتا ہے۔ اُردو زبان میں گنتی لکھتا ہے۔

درجہ دوم: بہارستانِ اُردو

تقسیم نصاب و میقات برائے امتحان	عنوانات	تدریسی طریقہ کار و مشق	آموزشی ماہِ حاصل
جز اول ۲۵ نومبر سے ۳۰ نومبر تک	پڑھئے اور لکھئے خدا کی شان اچھے بچے بلبل کا بچہ	اسباق کی تفہیم و تدریس، حروفِ ہجا سے الفاظ بنانے کا عمل۔ الفاظ کا معنی سمجھنا اور طلباء کا تلفظ صحیح کرنا۔ مشق: خوش خط لکھنا، الفاظ یاد کرانا	طلباء چھوٹی چھوٹی نظموں، کہانیوں کو غور سے سنتے اور سمجھتے ہیں۔ ہدایات اور آسان اظہار خیال کو سمجھتے ہیں۔ گھر، خاندان اور رشتہ داروں وغیرہ کے نام لکھتے ہیں۔ جیسے: ہمارا گھر حاجن میں ہے۔ میرے ماما ڈاکٹر ہیں۔
جز دوم ۱۴ اپریل تا ۲۱ اپریل تک	پیاسا کو میں ڈاکٹر بنوں گا چڑیا کے بچے آوپو سنو کہانی	اسباق کی تدریس و تفہیم، حروف جوڑ کر الفاظ بنانا۔ الفاظ کے آسان جملے بنانا۔ بے ترتیب جملوں کو ترتیب میں لانا۔ اسمبلی میں دوستوں کے ساتھ کہانی سننا، سنانا اور ایک دوسرے کو اپنے بارے میں، اپنی پسندنا پسند بتانے کا ماحول بنایا جائے۔	آزادی کے ساتھ بے تکلف اپنی بات کا اظہار کرتے ہیں۔ اپنی پسند اور ناپسند کے بارے میں بتاتے ہیں۔ جیسے: مجھے صفائی بہت پسند ہے۔

درجہ دوم: بہارستانِ اُردو

تقسیم نصاب و میقات برائے امتحان	عنوانات	تدریسی طریقہ کار و مشق	آموزشی ماحصل
میقات اول ۱۴ تا ۱۳ جون	چڑیا اور جگنو جاگو جاگو گڑیا رانی تندرستی ہزار نعمت ہے آوہم سب پیڑ لگائیں ماں کا حکم	اسباق کی تدریس و تفہیم کے ذریعے سوالات کا حل نکالنا۔ اُردو لکھنے اور بولنے کی صلاحیت پیدا کرنا ساتھ ساتھ ان اسباق سے اقدار اور اخلاقیات سے متعلق ہدایات اخذ کرنا۔ مخصوص ضرورت والے طلباء کے لئے بھری ہوئی تصویروں کا استعمال کیا جائے۔ مختلف الفاظ پر جملے بنانا مثلاً قلم، کتاب، اسکول وغیرہ۔ روزانہ صفحہ لکھوائے۔	طلباء ذاتی تجربات کی کہانی یا اسباق کے ساتھ ہم آہنگ کرتے ہیں۔ اُردو نظموں اور آوازوں کو صحیح طریقے سے ادا کرتے ہیں۔
جڑسوم ۱۴ تا ۲۱ جولائی	خرگوش اور گینڈا تھوڑا تھوڑا مل کر بہت ہوتا ہے۔ مُرغا بولا	اسباق کی تدریس و تفہیم کے ذریعے سوالات کا حل نکالنا، طلباء کو گروپوں میں بانٹ کر ان سے مختلف مشقیں کرانا۔ معیار کے مطابق قصے، کہانیوں کو پڑھنے کا ماحول بنایا جائے۔	پڑھی اور سنی ہوئی باتوں کو اپنی زبان میں لکھتے ہیں۔

درجہ دوم: بہارستانِ اُردو

آموزشی ماحصل	تدریسی طریقہ کار و مشق	عنوانات	تقسیم نصاب و میقات برائے امتحان
اُردو الفاظ اور جملوں کو صحیح صحیح بولتے اور سمجھتے ہیں۔ نظموں، قصوں، کہانیوں وغیرہ کو سمجھ کر پڑھتے ہیں۔	اسباق کی تدریس و تفہیم / تلفظ کی مشق ہفتے کے دنوں اور سال کے مہینوں کے نام لکھوانا۔ اسے سوتک گنتی لکھوانا۔ علاقائی اور ثقافتی امور مثلاً لباس، رہن، سہن، زبان، تہوار اور مختلف پیڑ پودوں، پھولوں، پھلوں، جانوروں اور قدرتی و سماجی امور کے بارے میں معلومات فراہم کی جائیں۔ بچوں سے پہیلیوں کے جواب پوچھنا۔ روزانہ صفحہ لکھوانا۔ لفظوں کو جملوں میں لکھوانا۔	دیوالی میری امی محنت کا پھل باغ ہفتے کے دن سال کے مہینے ایک سے سوتک گنتی	میقات دوم ۱۵ تا ۲۵ اکتوبر

درجہ پنجم: بہارستانِ اُردو

تقسیم نصاب و میقات برائے امتحان	عنوانات	تدریسی طریقہ کار و مشق	آموزشی ماحصل
جز اول ۲۵ نومبر سے ۳۰ نومبر تک	بچے کی دُعا۔ پیارے نبیؐ۔ انٹرنیٹ	اسباق کی مکمل تدریس و تفہیم، صحیح تلفظ کے ساتھ مشقی سوالات مکمل کرانا، توضیحات اور مرکبات کی مشق کرانا گرائمر: واحد جمع۔ کلمہ مہمل	پڑھے ہوئے سبق کے بارے میں اپنے خیالات کا اظہار کرتے ہیں۔ نظموں اور گیتوں کو ترنم کے ساتھ پڑھتے ہیں۔
جز دوم ۱۶ اپریل سے ۲۱ اپریل تک	گفتگو کے آداب۔ دوستی۔ تصویر کشمیر	اسباق کی تدریس و تفہیم صحیح تلفظ کے ساتھ، مشقی سوالات، تذکیر و تانیث، محاورات، مکالمہ بازی	اپنے خیالات کو مربوطہ اور اعتماد کے ساتھ پیش کرتے ہیں۔ قواعد کے اعتبار سے جملوں کو صحیح طریقے سے ادا کرتے ہیں۔
میقات اول ۲۴ تا ۲۷ جون	بابا غلام شاہؒ سدھ مہادیو کلہن ریل گاڑی کرکٹ	اسباق کی تدریس و تفہیم، توضیحات کے ساتھ۔ دئے گئے اسباق کے قواعدی تقاضے پورا کرنا۔ مشقی سوالات کو مکمل کرنا۔ مصرع اور شعر سے واقف کرانا لاحقے اور سابقے، مکالمہ بازی۔ محاورات	نظم اور نثر کو درست لب لہجے اور روانی کے ساتھ سمجھ کر پڑھتے ہیں۔ درسی کتاب کے علاوہ دوسری تحریروں کو بھی پڑھتے ہیں۔

درجہ پنجم: بہارستان اُردو

تقسیم نصاب و میقات برائے امتحان	عنوانات	تدریسی طریقہ کار و مشق	آموزشی ماحصل
جز سوم ۱۶ سے ۲۱ جولائی	لکڑہارا گورونانک ہوا	اسباق کی مکمل تدریس، تفہیم، توضیحات کے ساتھ / مشقی سوالات مکمل کرنا۔ بلند خوانی اور خاموش خوانی اسم اور اس کے اقسام واحد جمع، تذکیر و تانیث	پڑھتے وقت نثر، نظم، خط، کہانی، مضمون وغیرہ کے فرق اور معنی و مطلب کو سمجھتے ہیں۔ دوسروں کی تحریروں کو مناسب لب ولہجہ کے ساتھ پڑھتے ہیں۔
میقات دوم ۱۵ تا ۲۵ اکتوبر	اپنی اپنی کرنی لداخ سے ایک خط ڈاکٹر امبیدکر	دئے گئے اسباق کی مکمل، تفصیل و تشریح، الفاظ کو جملوں میں استعمال کرنا، اضداد، اسم، فعل، حرف، واحد جمع، مذکر مونث، چند حروف کا استعمال، لاحقے اور سابقے	اپنے خیالات اور تجربے کا اظہار تحریری شکل میں کرتے ہیں۔ اپنی تخلیقی صلاحیتوں کا اظہار تحریری شکل میں کرتے ہیں۔
	میری کیوری شام قلعہ باہو		ماحول کے تئیں حساس اور بیدار ہوتے ہیں۔

درجہ سوم: بہارستان اُردو

تقسیم نصاب و میقات برائے امتحان	عنوانات	تدریسی طریقہ کار و مشق	آموزشی ماہِ حاصل
جزاؤں ۲۵ نومبر سے ۳۰ نومبر تک	ساری دُنیا کے مالک، چنار، ٹیلی ویژن	طلباء میں سُننے، بولنے اور پڑھنے کی معیاری صلاحیت پیدا کرنے کے لئے سوالات کا استعمال جن سے تفہیم اسباق بھی ہو جائے۔ نیز تصاویر دکھا کر معلم اپنے طریقہ تدریس کو اور دلچسپ بنا سکتا ہے۔ روزانہ صفحے کا اہتمام اور الفاظ کے کھولنے کی مشق۔	طلباء اپنی بات کو خود اعتمادی اور روانی کے ساتھ اپنی زبان میں کہتے اور لکھتے ہیں۔ لکھے ہوئے اور چھپے ہوئے دستی بل، اشتہارات وغیرہ پڑھتے ہیں
جز دوم ۱۴ اپریل تا ۲۱ اپریل تک	ہمدردی جموں سے سرینگر تک (ا) جموں سے سرینگر تک (ب)	تفہیم اسباق، مناسب لب و لہجے میں نظم کی قرأت کرنا۔ عملی قواعد سکھانا۔ روزانہ صفحہ کا اہتمام اور اردو میں ایک سے سو تک گنتی لکھانے کی مشق کرانا۔	طلباء نظم وغیرہ کو ترنم سے پڑھتے ہیں
میقاتِ اوّل ۲ تا ۱۴ جون	حضرت محمد ﷺ، کونیل، ہمسائے، ہمارے کھیل راکھی کا تہوار، برسات	اسباق کی مکمل تدریس مع تفہیم، اس ضمن میں اُستاد مشقی سوالات کے جوابات طلباء سے تلاش کرائے گا۔ ہر سبق کے ذریعے انسانی اقدار کو اجاگر کرے گا۔ مشقی سوالات کے علاوہ حضرت محمدؐ سے متعلق طلباء کو زبانی سوال جواب کے ذریعے معلومات بڑھائے۔	بچے اپنے ارد گرد ہوئے کسی حادثہ یا کھیل تماشہ کے بارے میں بیان کرتے ہیں۔

درجہ سوم: بہارستانِ اُردو

آموزشی ماحصل	تدریسی طریقہ کار و مشق	عنوانات	تقسیم نصاب و میقات برائے امتحان
بچے خوشخط لکھتے ہیں اور سُنی ہوئی باتوں اور دیکھی ہوئی چیزوں کے متعلق اپنے تاثر کا اظہار کرتے ہیں۔	اسباق کی مکمل تفہیم و تدریس، چھوٹے چھوٹے بامعنی جملے بنانا، حروف ملا کر لکھنے کا فن، روزانہ صفحہ اور ایک سے پچاس تک گنتی کو دہرانا	عید، حضرت علیؓ، تارے اور بادل	جز سوم ۱۶ تا ۲۱ جولائی
بچے سماجی ماحول کے تئیں بیدار اور حساس ہوتے ہیں۔ سرعام اپنی رائے کا اظہار کرتے ہیں۔ بحث و مباحثہ کرتے وقت اپنی پسند اور ناپسند کا اظہار کرتے ہیں۔	اسباق کی مکمل تفہیم تو ضیحات کے ساتھ روزانہ صفحے کا اہتمام۔ پچاس سے سو تک گنتی دہرانا۔ مہینوں کے نام لکھوانا۔ حروف ملانے کی مشق	حبہ خاتون، ہمارا وطن، دلی کی سیر، ننھا خرگوش، ابولکلام آزاد، اٹھ باندھ کمر کیوں ڈرتا ہے۔	میقات دوم ۱۵ تا ۲۵ اکتوبر

درجہ چہارم: بہارستانِ اُردو

تقسیم نصاب و میقات برائے امتحان	عنوانات	تدریسی طریقہ کار و مشق	آموزشی ماحصل
جز اول ۲۵ نومبر تا ۳۰ نومبر	حمد، اتفاق، درخت کی فریاد	اسباق کی مکمل تدریس و تفہیم تو ضیحات کے ساتھ۔ واحد اور جمع اور تذکیر و تانیث سکھانا۔ نظم گیت، کہانی وغیرہ کا مطالعہ اور بچوں کا ادب، اخبار کے تراشے، ریڈیو، ٹی وی وغیرہ سُننے اور سُننانے کی ترغیب دینا۔ الفاظ کھول کر اور جوڑ کر لکھنے کی مشق۔ لفظوں سے جملے بنانے کی مشق۔ ہم معنی الفاظ تلاش کرنے کی مشق۔	طلبہ نظم، گیت، کہانی، لطیفے، ریڈیو وغیرہ سُن کر اور سمجھ کر لطف اندوز ہوتے ہیں۔ لب و لہجے کے فرق کو سمجھتے ہیں۔
جز دوم ۱۱ اپریل تا ۲۱ اپریل تک	سچا انصاف، کہنا بڑوں کا مانو، سیب	اسباق کی مکمل تدریس و تفہیم تو ضیحات کے ساتھ۔ بنیادی قواعد کی جانکاری دینا مثلاً لفظ، کلمہ، مہمل، معنی کی مناسبت سے الفاظ کو جوڑنا۔ سوالات کے جوابات لکھنا۔ مختلف عنوانات پر دو دو چار چار جملے لکھوانا۔	آس پاس بولی جانے والی اُردو زبان کو سُننے اور سمجھتے ہیں۔ اُردو کی تمام آوازوں اور لفظوں کو صحیح طریقے سے ادا کرتے ہیں۔

درجہ چہارم: بہارستان اُردو

تقسیم نصاب و میقات برائے امتحان	عنوانات	تدریسی طریقہ کار و مشق	آموزشی ماحصل
میقات اول ۴ جون تا ۱۴ جون	تاج محل، مٹی کا تیل، شیخ العالمؒ ، تاروں بھری رات	درسی اسباق کی تدریس و تفہیم اور توضیحات۔ بنیادی قواعد پڑھانا۔ لفظ، کلمہ، مہمل۔ واحد جمع اور تذکیر و تانیث اور متضاد الفاظ سکھانا۔ مشق: مختلف موضوعات پر چھوٹے مضامین لکھو انا۔ لفظوں کے جملے بنانا۔ الفاظ کی جوڑ توڑ۔	دوسروں کے خیالات کو سمجھ کر اپنے الفاظ میں بیان کرتے ہیں۔ لکھی اور چھپی ہوئی عبارت کو پڑھتے ہیں۔ مباحثہ اور تقریری مقابلے میں شرکت کرتے ہیں۔
جوسوم ۱۶ تا ۲۱ جولائی	گاندھی جی، راستہ چلنے کے قاعدے، ہوائی جہاز بڑھے چلو	اسباق کی تدریس و تفہیم اور توضیحات کے ساتھ۔ نثر کو مناسب لب و لہجے اور روانی کے ساتھ پڑھنے کی اہمیت کا احساس دلایا جائے اور اس سے لطف حاصل کرنے کے لئے بار بار سمجھ کر پڑھنے کی تاکید کی جائے۔ جملے بنانے کی مشق۔ چھوٹے چھوٹے مضامین لکھنے کی مشق۔	اپنے آس پاس موجود چیزوں کے بارے میں معلومات حاصل کرنے کے لئے پڑھتے ہیں۔

درجہ چہارم: بہارستان اُردو

آموزشی ماہصل	تدریسی طریقہ کار و مشق	عنوانات	تقسیم نصاب و میقات برائے امتحان
پڑھی ہوئی نظموں اور اسباق کو لکھتے اور ان پر اپنی پسندیدگی کا اظہار کرتے ہیں۔	اسباق کی مکمل تدریس و تفہیم مع توضیحات کرنا۔ الفاظ کو سمجھنے اور پڑھنے کے ساتھ جملوں میں استعمال کرنا۔ متضاد الفاظ کا تصور اور لاحقہ و سابقہ کا تصور۔ چھوٹے چھوٹے مضامین لکھنا، بنیادی قواعد کی مشق کرنا وغیرہ۔	حضرت بل لونی پاشچر کسانوں کا گیت پانی عقل مند مچھیرا، بچہ اور جگنو	میقات دوم ۱۵ تا ۲۵ نومبر

مضمون: کاشتر

جماعت: دہم

Learning Outcome (ہیچمن تر)	Content	Course/Period
	مؤلفہ اچھرن ہنززان دنی۔ ژ، ن، ے حرفن ہنززان۔ گوڈ نکوژ ورسدا ے اچھور ورتاؤنی۔ کاشتر لکھنس گن توجہ دین۔ کتلیہ ہندس آغازس مژدرج ”ووستادن ہند خاٹر نوٹ“ چھ ووستادس لازمی پرن۔	یونٹ اکھ صفحہ (1-6)
	گوڈ نکوژ ورسدا ے اچھور لفظن مژور ورتاؤنی۔ کتاب ہندی سبق پرتاؤنی۔ پاٹون جانا وارن تہ مہون ہندی ناویچہ ہیچھناؤنی۔ شکلن ہندی مدتہ ہیچہ جملہ ونہ ناؤنی۔	یونٹ ز صفحہ (7-10)
	ا، آ، اُ، اِ، ای آواز ورتاؤنی۔ لوکڑ لوکڑ جملہ بناؤنی۔ لکھنس پٹھ زیاد زور دین۔ یمن صفن ہندی سبق پرتاؤنی۔ آواز بوڈس پٹھ ورتاؤ تھ شرن پرن ناونہ باپتہ تیار کرنی۔	فُرَم اکھ صفحہ (11-18)
	ا، اِ، آواز ورتاؤنی۔ کینہہ آواز جملن مژور ورتاؤنی۔ یمن صفن پٹھ سبق پور پٹھ پرتاؤنی۔ لکھنس پٹھ ژو توجہ دین۔ جسمہ کین تائن ہندی ناویچھناؤنی تہ ونہ ناؤنی۔ کاشتر کانہہ باتھ ہیچہ گوناؤنی۔	یونٹ ترے صفحہ (19-27)
	دوہن ہندی ناویچھناؤنی۔ پاٹون پوٹن تہ سبزی یں ہندی ناویچھنی۔ سبق پرتاؤنی تہ تین ہنزڈ لیلہ یاد تھا ونہ۔ اکہ پٹھ دہن تام گزند لکھناؤنی۔ کتھ باتھ ہیچھناؤنی۔ کاشتر وطنی ترانہ زبانی یاد کرناؤنی۔	فُرَم ز صفحہ (28-36)

مضمون: کاشغر

جماعت: تہیم

Learning Outcome (ہیچن تر)	Content	Course/Period
صد اے اچھرن ہنزان۔ دینہ آمتین سبقن ہندہن سوالن ہندی جواب لکھن۔ ٹو لفظ بناو۔ لکھنس پٹھ ژو رتوجہ دین۔ بچہ ا / او آواز ہیچھناو۔	آواز تہ آواز نشانی، دُعا (نظم)، گاٹو شری	یونٹ اکھ
دینہ آمتین سبقن ہندہن سوالن ہندی جواب لکھن۔ پون ہندی ناو لکھن۔ اچھر لاء تھ ٹو لفظ بناو۔ (سونس) پٹھ ستھ جملہ لکھناو۔ صد اے اچھرن ہند ژور ورتا۔ شکلہ وچھتھ لفظ رلاو۔ سہل سہل جملہ لکھناو۔ وٹخ پاری زان شرن دنی۔ کنہ ا کس چیز متعلق شری پانے پانٹھ جملہ لکھن ہیچھناو۔ او تہ او آواز ہیچھناو۔	سونٹھ، بولہ، سون وطن	یونٹ ز
دینہ آمتین سبقن ہندہن سوالن ہندی جواب لکھن۔ لفظن ہندی اچھریون بیون کرنی۔ جسمہ کین انگن ہندی ناو لکھناو۔ صد اے اچھرورتاوس مٹرائو۔ ٹو جملہ بناو۔ اکہ پٹھ تہ ہس تام لفظن مٹراژد لکھناو۔ کنہ تہ موضوعس پٹھ شری بحث کرناو۔ بدنہ کین انگن ہنر شکلہ کاپی پٹھ بناو ناو تہ تمہن مختلف رنگ کرنی۔ او تہ او آواز ہیچھناو۔	سون بدن، بدیچ صفائی، چارواے، ماحول تھاون صاف	ٹرم اکھ
دینہ آمتین سبقن ہندہن سوالن ہندی جواب لکھن۔ لفظ رلاو تھ لوگو موگو شری ہاتھ کوئی لفظ اڈ رلاو تھ ٹو لفظ بناو۔ دین جانوارن تہ چاروا این ہندی ناو لکھناو۔ شری گندن تماشو تہ رنژ ناو۔ دلیلہ بوز ناو۔	شر تہ چھٹہ پوپر، درگزر، لالچ	یونٹ تڑے
دینہ آمتین سبقن ہندہن سوالن ہندی جواب لکھن۔ بچن اندر خوش خط لکھنگ مزا پاد کرن۔ نوہن لفظن ہنزان تہ لکھنس پٹھ ژو رتوجہ دین۔ رشتن متعلق زان دنی۔ ماحولس پٹھ بچن ستر کتھ کرنی۔ گوڈ لوگ تہ پتہ لوگ، صحیح چھا کنہ غلط سوال کرناو۔ چاروا این ستر کیاہ سلو کھ پڑ کرن تہ اتھ پٹھ شری کتھ ہاتھ کرناو۔ اے، اے، اے، اے آواز ہیچھناو۔	رتی عادت، ایڈن، شپن، آلو	ٹرم ز

مضمون: کاشغر

جماعت: ثورم

Learning Outcome (پہنچن تر)	Content	Course/Period
دینہ آمتین سبقن ہندہن سوالن ہندی جواب لکھن۔ اچھروستری نوی لفظ بناوئی۔ لکھنس ژو رتوجہ دین۔ دُعا بچن زبانی یاد کرناؤن۔ تالری آواز ہنزران تہ ورتاؤ۔	آواز تہ آواز نشانہ، دُعا (نظم)	یونٹ اکھ
دینہ آمتین سبقن ہندہن سوالن ہندی جواب لکھن۔ مختلف کارن تہ کاری کرن ہندی ناو پھناوئی۔ اچھروستری نوی لفظ بناوئی۔ پانوں جانورن اکیمہن ہندی ناو لکھن۔ شکلہ وچھتھ ناو لکھن۔ شری گولس منز بہناوتھ جانادارن مُتعلق کتھ باتھ کرناوئی تہ تہندی تجربہ باوئی۔ نسی تہ میل آوازن ہنزران دئی۔	کام، جانادار وچھتھ	یونٹ ز
دینہ آمتین سبقن ہندہن سوالن ہندی جواب لکھن۔ لفظن ہندی اچھریون بیون کرنی۔ اکہ پٹھہ و ہن تام لفظن منز گزند لکھن۔ دوہن ہندی ناو لکھن۔ عبار ژ منز صد اے اچھرورتاؤئی۔ نوی جملہ لکھناوئی۔ مُتصاد لفظ لکھناوئی۔ واحد تہ جمع۔ مختلف رنگن ہندی ناو لکھن۔ محاورہ تہ تہندی معنی۔ درخاس لکھن پھناؤن۔ ا پٹھہ گوڈنچہ اٹھ آواز ورتاوتھ لفظ بناوئی۔	وچ باگنے، سوئول، خر، اول سؤل، ماجہ ہند شاپھ	ثرم اکھ
دینہ آمتین سبقن ہندہن سوالن ہندی جواب لکھن۔ لفظ رلا و تھ لوکڑ موکڑ جملہ بناوئی۔ شری باتھ گوئی۔ لفظ اڈ رلا و تھ نوی نوی لفظ بناوئی۔ مہون ہندی ناو لکھن۔ کُشیر ہندہن مومن ہنزران دئی۔ گنی عنوانس پٹھہ داہ جملہ لکھن۔ لفظن جملہ بناوئی۔ یاد کرناوئی۔ ور اے ناویکو صور ژ پھناوئی۔	یونی، کرکٹ، یاسمین جانن خاب	یونٹ تڑے
دینہ آمتین سبقن ہندہن سوالن ہندی جواب لکھن۔ بچن اندر خوش خط لکھناوئی زانکاری۔ نوہن لفظن ہنزران تہ لکھنس پٹھہ ژور توجہ۔ رشتن تہ رہن مُتعلق زان دئی۔ مُتصاد لفظ، خاص تہ عام ناؤئی۔ کاشرس تمدنس مُتعلق زانکاری، گنی تہ ا کس موسم پٹھہ داہ جملہ لکھن۔ ماحولس مُتعلق بچن ستر کتھ کرنی۔ سائیس سونچ پاد کرنہ باپتھ شرن کیشوہن سائیس دانن مُتعلق زان دئی۔	کیکل، دل رچھن، لویی پاپجر، کانگر	ثرم ز

مضمون: کاشر

جماعت: پانجم

Learning Outcome (ہنچھن تر)	Content	Course/Period
دینہ آمتین سبقن ہند بن سوالن ہندی جواب لکھن۔ اچھرو جھتھ لفظ بناؤ تہ خالی جلیہ پڑونہ۔ پانٹون پون ہندی ناو لکھن تہ پڑنی۔ اکہ پٹھہ و ہن تام گزند لکھن تہ پڑنی۔ ماحول چہ تباہ کاری تہ آلودگی پٹھہ شرن منزا کہ سینمار کرن۔ کشر متعلق شری پانٹوہ جملہ پانے لکھناؤنی۔	کشر، ماحول، ہاتھ	یونٹ اکھ
دینہ آمتین سبقن ہند بن سوالن ہندی جواب لکھن۔ کشر ہند بن پانٹون بزرگ شاعرن ہندی ناو لکھن۔ اکھ متبادل لفظ، مثالے: سہ چھ لکر ہندی چیز بناوان = چھان، ہفتہ کین دوہن ہندی ناوتہ ستن جاناوارن ہندی ناو لکھن۔ اکہ پٹھہ تہ ہن تام لفظن منزا گزند لکھن۔ شرن منزا تھہ کامبن ہند شوق پاد کرنہ باپتھ شری کائسہ کاری گرس نش تہ۔ قاپین وون وائس یا ژادروون وائس سکولس منزا دعوت دتھ شرن تہ کتھ ہاتھ کرنی۔	شیخ العالم، سانہ اتھ کامہ، عہد، کاینات	یونٹ ز
دینہ آمتین سبقن ہند بن سوالن ہندی جواب لکھن۔ خالی جلیہ پڑونہ تہ معنی دار جملہ بناؤنی۔ لفظ جملن منزا ورتاؤنی۔ اکہ پٹھہ تہ تہی تام لفظن منزا گزند لکھناؤنی تہ پڑناؤنی۔ گنہ آ کس موضوعس پٹھہ داہ جملہ لکھن مگر شرن الگ الگ موضوع دین چھ ضروری۔ درخاس لکھن ہنچھناؤن۔ شرن منزا پانے درخاس لکھنک فن پاد کرن۔ مختلف ناوتین ہنزان دنی۔	شاہدہ شریہف، کابن، ہاتھ، ہیرتھ، تڑے کتھہ	ٹرم اکھ
دینہ آمتین سبقن ہند بن سوالن ہندی جواب لکھن۔ ستن جانورن ہندی ناو لکھناؤنی، پانٹون رشتن ہندی ناو لکھن تہ پڑنی۔ صدائے اچھرورتاؤتھ ٹوی لفظ بناؤنی۔ پانٹون جملن ہند پیرا گراف لکھن ہنچھناؤنی۔ 'موج' عنوانس تحت پانٹوہ جملہ لکھن ہنچھناؤن۔	زوزاژ، کشتوار، خرگومار	یونٹ تڑے
دینہ آمتین سبقن ہند بن سوالن ہندی جواب لکھن۔ اچھرورتاؤتھ لفظ بناؤنی۔ دون کالمن منزا دینہ آمتی لفظ رلاؤنی۔ گنہ آ کس موضوعس پٹھہ داہ جملہ لکھن، مثالے: کتاب، دوات وغاروغار۔ اکہ دوہ کہ روخت باپتھ ہیڈ ماسٹر صابس درخاس لکھن۔ جملن منزا وجد تہ جمع، نرتہ ماد ناوتی ہنچھناؤنی۔ اکہ پٹھہ پٹھہ ہن تام لفظن منزا گزند لکھن۔	کمپیوٹر، گلاب سنگھ، وفاداریار، زالن گیس	ٹرم ز