

ACADEMIC CALENDAR

GRADE 5

Regular Academic Year



Directorate of Curriculum and Teacher Education (DCTE)
Khyber Pakhtunkhwa, Abbottabad



ACADEMIC CALENDARS

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FOREWORD

The Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa Abbottabad, being the competent authority under the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standard of Education Act 2011, has developed the Academic Calendar in hand for proper functioning of Educational Institutions at primary level. The Academic Calendar is aligned with the revised Curriculum 2020 and updated textbooks introduced from Grade I-V implementable w.e.f. the academic year 2021 – 22 and onward. It is essential for all the educational institutions at primary level to follow the Academic Calendar for optimal coverage of all student learning outcomes. The Academic Calendar also makes it convenient for the teachers to use the updated scripted lesson plans for better delivery of teaching learning process. These lessons can be accessed from (Grade I-V) on the website of the Elementary and Secondary Education Department, Government of Khyber Pakhtunkhwa and Directorate of Curriculum and Teacher Education, KP, Abbottabad.

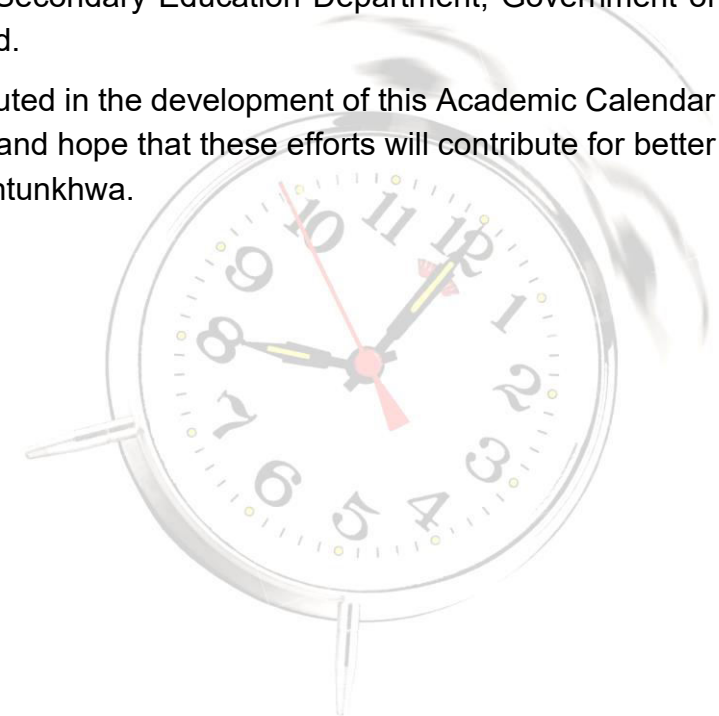
I must say thanks to all those curriculum, subject experts, and working teachers who contributed in the development of this Academic Calendar with continuous technical support from Khyber Pakhtunkhwa Education Sector Programme and hope that these efforts will contribute for better teaching and learning process in the Educational Institutions at primary level of Khyber Pakhtunkhwa.

Gohar Ali Khan

Director

Curriculum and Teacher Education

Khyber Pakhtunkhwa, Abbottabad



GUIDELINES FOR TEACHERS

This Academic Calendar is designed for the implementation of curriculum 2020 (phase one Grades 1 to 5). The basic purpose of the academic calendar is to improve the teaching-learning process and accomplish the assigned task within the stipulated time i.e., academic session. The time for each subject is calculated based on the regular school timings and periods allocated as per the approved Scheme of Studies. Details of the academic year are given below:

Days in a Calendar year	365
Winter/Summer/ Spring vacations	106
Gazetted Holidays and Sundays	49
Days in an academic session	240

Keeping in view the above table, there are eight months for the academic session, hence AC is designed accordingly. Therefore, you are requested to:

- Plan your teaching/learning activities according to this academic calendar.
- Cover all the themes, topics, sub-topics within the Academic Session.
- Ensure the proper use of lesson plans to achieve the desired outcomes.
- There are guidelines/teaching tips in the textbooks, design/perform those activities (student-centered) in true spirit using available, no-cost/low-cost materials.
- Appropriate homework/assignments should be given with clear instructions/ examples.
- Assessment should be conducted regularly and maintain a proper record of students.

Important Note: Dear Teachers,

- *The page number references of the Textbooks in these academic calendars are as per the Textbooks published for the academic year 2021-22. Therefore, in the coming years, you are requested to adjust the Textbook page numbers accordingly.*

اہم نوٹ: محترم اساتذہ کرام،

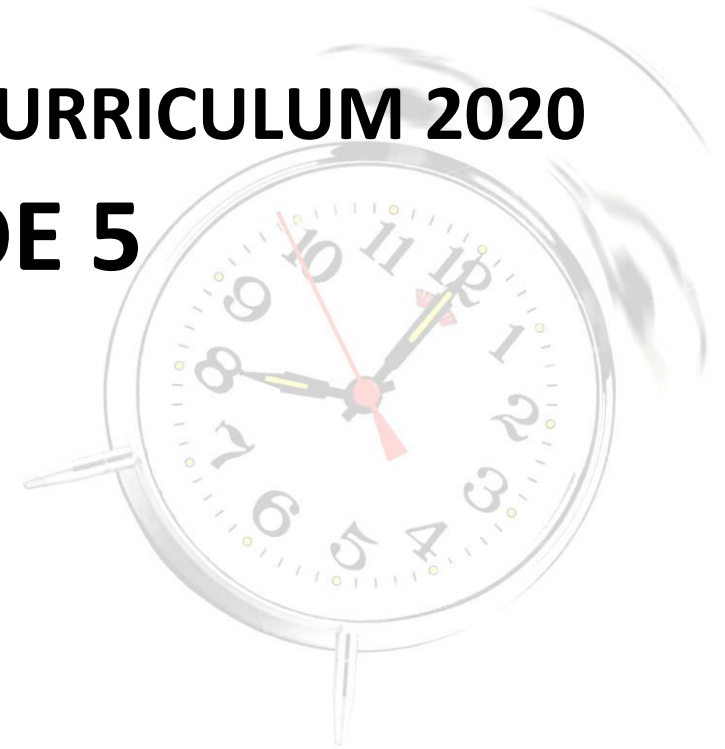
اس تعلیمی تقسیم کار میں دیے گئے درسی کتب کے صفحات کے حوالاجات، تعلیمی سال 2021-22 میں چھپی ہوئی کتب کے مطابق ہیں۔ لہذا آپ سے گزارش ہے کہ آنے والے تعلیمی سالوں میں چھپنے والی کتب کے مطابق ترامیم کریں۔

TABLE OF CONTENT

English.....	1 – 17
Mathematics.....	18 – 26
Urdu	27 – 52



ACADEMIC CALENDAR BASED ON CURRICULUM 2020 ENGLISH – GRADE 5



Academic Calendar based on Curriculum 2020 - English Grade 5

Month: 1

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
Unit 1: Patience	Ethic and Values	<ul style="list-style-type: none"> Pronounce and practise more words with silent letters such as 't' in switch, 'g' in 'high'. 	Oral Communication Skills (Listening and Speaking)	1 - 11	15
		<ul style="list-style-type: none"> Identify, demonstrate and practise previously learnt and more formulaic expressions for greetings, routine social courtesies according to the age. Gender and status of the addressee. 			
		<ul style="list-style-type: none"> Articulate, practise and syllabify words containing digraphs, trigraphs, and silent letters. 			
		<ul style="list-style-type: none"> Use pre-reading strategies to: predict the content of a text from topic/pictures, title/headings etc., by using prior knowledge. 	Reading and Critical Thinking Skills		
		<ul style="list-style-type: none"> Apply critical thinking to interact with the text using intensive reading strategies (while reading) to locate/scan specific information to answer short question. 			
		<ul style="list-style-type: none"> Use critical thinking to respond to the text (post reading): applying world knowledge and own opinion to the text read and relate their feelings and experiences to what is read. 			
		<ul style="list-style-type: none"> Read a paragraph as a large meaningful unit of expression to recognise that: the main idea in a paragraph is carried in sentences called topic sentence. Other sentences in the paragraph support the topic sentence. 			
		<ul style="list-style-type: none"> Recognize each paragraph in a text as a separate meaningful unit of expression. 			
		<ul style="list-style-type: none"> Classify into different categories. And use more naming, action and describing words. From pictures, signboards, advertisements, labels, etc in their immediate and extended environment. 			
		<ul style="list-style-type: none"> Recall and demonstrate the use of more common/proper nouns, countable/ uncountable nouns and collective nouns from the immediate and extended environment. 			
		<ul style="list-style-type: none"> Recall and apply the rules for the use of a and an. 			
		<ul style="list-style-type: none"> Classify adjectives of quantity, quality. Size, shape, colour, and origin. 	Writing Skills		
		<ul style="list-style-type: none"> Write multi-syllable words with correct spelling. 			
<ul style="list-style-type: none"> Analyse a simple paragraph to recognise that a paragraph comprises a group of sentences that develops a single main idea, 					

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
		<ul style="list-style-type: none"> • Analyze a simple paragraph to recognize that: <ul style="list-style-type: none"> ○ The main idea of a paragraph is given in the topic sentence and other sentences in the paragraph support the topic sentence • Analyse and use the above organizing principles of paragraph writing to write a meaningful and unified paragraph 			
Unit 2: Be Grateful	Ethic and Values	<ul style="list-style-type: none"> • Recite poems with actions. Express opinion about them. 	Oral Communication Skills (Listening and Speaking)	12 - 23	9
		<ul style="list-style-type: none"> • Classify more words that begin with vowel sounds. 			
		<ul style="list-style-type: none"> • Use appropriate expressions in a conversation to express and respond to an opinion. 			
		<ul style="list-style-type: none"> • Describe a series of events or sequence in a picture, an illustration or a diagram. 			
		<ul style="list-style-type: none"> • Use appropriate expressions in conversation to: express and respond to opinion and to offer and accept apology. 			
		<ul style="list-style-type: none"> • Create short poem using rhyming words on a given topic. 			
		<ul style="list-style-type: none"> • Apply critical thinking to interact with a text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions. 	Reading and Critical Thinking Skills	12 - 23	9
		<ul style="list-style-type: none"> • Change the number of regular and irregular nouns. 	Formal and Lexical Aspects of Language		
		<ul style="list-style-type: none"> • Choose between a or an before words that start with mute consonant letters. 			
		<ul style="list-style-type: none"> • Recall, identify and use the definite article 'the'. Differentiate between the use of definite and indefinite articles. 			
<ul style="list-style-type: none"> • Articulate, identify and use degrees of regular adjectives. 					
<ul style="list-style-type: none"> • Classify items (e.g. Vocabulary) required for a given task /topic. 					
<ul style="list-style-type: none"> • Analyse and use conjunctions, e.g. and, but, or, because, transitional words, e.g. For example, for instance. Therefore, and sequence markers. E.g. First(y), second (ly), then, next, etc. 					

Month: 2

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
Unit 2: Be Grateful	Ethic and Values	<ul style="list-style-type: none"> Write a paragraph to describe/show sequence in a picture/series of pictures. 	Writing Skills	24	2
		<ul style="list-style-type: none"> Create a short poem using rhyming words on a given topic. 			
Unit 3: Women as Role Models	Gender Equality	<ul style="list-style-type: none"> Pronounce and practise long and short vowels as they occur as practice items and sentences in reading lessons and in speech 	Oral Communication Skills (Listening and Speaking)	25 - 32	8
		<ul style="list-style-type: none"> Use appropriate expressions in conversation to offer and accept an apology. 			
		<ul style="list-style-type: none"> Use appropriate expressions in conversation to request and respond to requests. Give and respond to simple instructions and directions. 			
		<ul style="list-style-type: none"> Use pre-reading strategies to predict the content of a text from topic/pictures, title/headings etc., by using prior knowledge. 	Reading and Critical Thinking Skills		
		<ul style="list-style-type: none"> Apply critical thinking to interact with the text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions. 			
		<ul style="list-style-type: none"> Use critical thinking to respond to the text (post reading): relate their feelings and experiences to what is read. 			
		<ul style="list-style-type: none"> Skim a simple text for specific information. 			
		<ul style="list-style-type: none"> Identify and recognise the function of pronouns and transitional devices: (therefore, however, for example). 	Formal and Lexical Aspects of Language		
<ul style="list-style-type: none"> Recognise nouns with no change in number. 					

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
		<ul style="list-style-type: none"> Recognise and use more action verbs from an extended environment including other academic subjects in speech and writing. 			
		<ul style="list-style-type: none"> Show relationships between sentences in a paragraph and between paragraphs. 	Writing Skills		
	<ul style="list-style-type: none"> Explain position and direction on an illustration or a map. 				
	<ul style="list-style-type: none"> Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context. 				
Review – 1				33 – 34	2
Unit 4: Unforgettable Moments of My Life	Nature/ Environment	<ul style="list-style-type: none"> Pronounce and spell diphthongs as they occur as practice items and sentences in reading lessons and in speech. 	Oral Communication Skills (Listening and Speaking)	35 - 44	9
		<ul style="list-style-type: none"> Use appropriate expressions in conversation to give and respond to simple instructions and directions. 			
		<ul style="list-style-type: none"> Use pre-reading strategies to predict the content/ vocabulary of a text from pictures and title etc. By using prior knowledge. 	Reading and Critical Thinking Skills		
		<ul style="list-style-type: none"> 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. 			
		<ul style="list-style-type: none"> Skim common graphical features such as pictures, tables, illustrations, maps and graphs etc. In texts to increase understanding. 			
		<ul style="list-style-type: none"> Use critical thinking to respond to the text (post reading): apply world knowledge and own opinion to the text read. 			

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
		<ul style="list-style-type: none"> Change the part of speech of a given text to make anagrams from simple two/three-syllable words. 	Formal and Lexical Aspects of Language		
		<ul style="list-style-type: none"> Classify and change the gender (masculine, feminine, neuter) of more nouns from the immediate and extended environment. 			
		<ul style="list-style-type: none"> Recognise and use simple SVO- pattern sentences with direct and indirect objects. Use capitalisation according to the rules learnt earlier. 			
		<ul style="list-style-type: none"> Recognise and apply capitalisation to the initial letters of the keywords in the titles of stories and books. 	Writing Skills		
		<ul style="list-style-type: none"> Identify descriptive paragraphs to note differences. 			
		<ul style="list-style-type: none"> Use appropriate vocabulary and tenses to write a simple paragraph by giving a physical description and character traits/characteristics of a person/object/place, moving from general to specific. 			
Unit 5: Amazing Planet	Environmental Education	<ul style="list-style-type: none"> Recite poems with actions. 	Oral Communication Skills (Listening and Speaking)	45 - 48	3
		<ul style="list-style-type: none"> Pronounce and practise with reasonable accuracy common three-consonant clusters in initial and final positions. 			
		<ul style="list-style-type: none"> Use appropriate expressions in conversation to: request and respond to requests. 			
		<ul style="list-style-type: none"> Read aloud for an accurate reproduction of sounds in individual words and connected speech. 			

Month: 3

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
Unit 5: Amazing Planet	Environmental Education	<ul style="list-style-type: none"> Use pre-reading strategies to predict the content of a text from topic/pictures, title/headings etc., by using prior knowledge. 	Reading and Critical Thinking Skills	49 - 53	8
		<ul style="list-style-type: none"> Use critical thinking to respond to the text (post reading): relate their feelings and experiences to what is read. 			
		<ul style="list-style-type: none"> Recognise specific parts of words including affixes. 	Formal and Lexical Aspects of Language		
		<ul style="list-style-type: none"> Apply punctuation rules to assist in developing accuracy and fluency through reading aloud. 			
		<ul style="list-style-type: none"> Locate, provide, conned and use words similar and opposite in meanings. 			
		<ul style="list-style-type: none"> Classify more nouns as common and proper nouns (names of people, pets, places, mountains, lakes, rivers, etc.). 			
		<ul style="list-style-type: none"> Recognise and identify the common gender used for both males and females. 	Writing Skills		
		<ul style="list-style-type: none"> Recall the rules of punctuation learnt earlier. 			
		<ul style="list-style-type: none"> Write a guided paragraph using ideas gathered and organised through various strategies. 			
		<ul style="list-style-type: none"> Select and use some strategies, e.g. Brainstorming, mind mapping or making outlines, etc. To gather and organise ideas for their own writing. 			
Unit 6: A Fit and Healthy Life	Health, Personal Safety and Drug Education	<ul style="list-style-type: none"> Classify words that begin or end with the same consonant clusters. 	Oral Communication Skills (Listening and Speaking)	54 - 63	11
		<ul style="list-style-type: none"> Demonstrate conventions and dynamics of oral interactions in a group to introduce themselves and others and engage in conversation. 			
		<ul style="list-style-type: none"> Read silently for comprehension. 	Reading and Critical Thinking Skills		
		<ul style="list-style-type: none"> Apply critical thinking to interact with the text using intensive reading strategies (while-reading) to identify an opinion in the text (as indicated through these words: think, feel, believe, etc.) 			

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
		<ul style="list-style-type: none"> Recognise specific parts of words including common inflectional endings and compound words. Locate, identify, differentiate between, and use some simple pairs of words including homophones. Illustrate the use of pronouns learnt earlier. Use the pronouns as subject and object and for possession. Demonstrate the use of subject-verb agreement according to person and number. Identify narrative paragraph to note differences. Use appropriate vocabulary and tenses to write a simple paragraph by narrating an activity from the immediate surroundings. 	<p>Formal and Lexical Aspects of Language</p> <p>Writing Skills</p>		
Review – 2				64 – 65	2
Unit 7: What Goes Around, Comes Around	Avoiding Social Evils	<ul style="list-style-type: none"> Identify and practise the use of the words starting with consonant and vowel sounds. Demonstrate conventions and dynamics of oral interactions in a group to engage in conversation. Retell a story briefly but sequentially. 	<p>Oral Communication Skills (Listening and Speaking)</p>	66 - 69	3

Month: 4

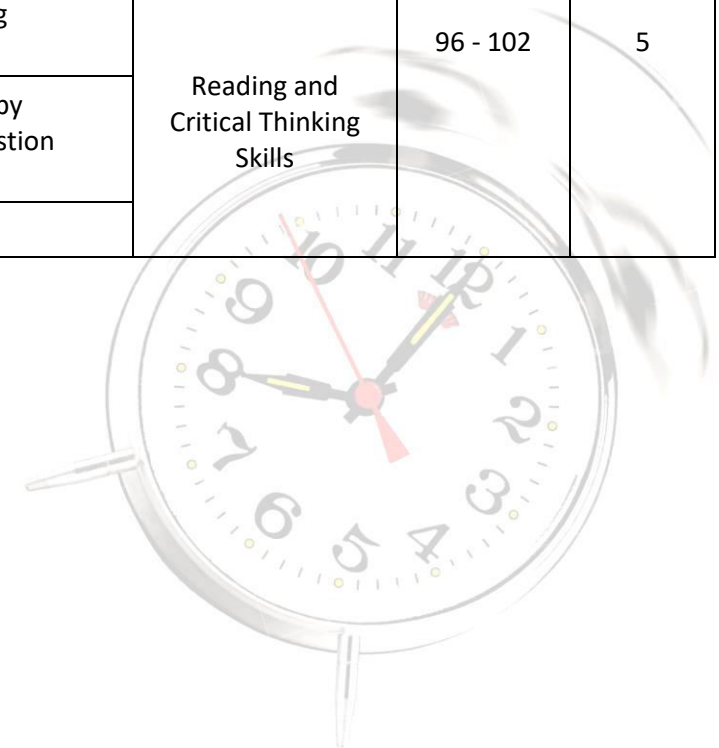
Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods			
Unit 7: What Goes Around, Comes Around	Avoiding Social Evils	<ul style="list-style-type: none"> Apply critical thinking to interact with a text using intensive reading strategies (while-reading) to guess meaning of difficult words from context. 	Reading and Critical Thinking Skills					
		<ul style="list-style-type: none"> Use critical thinking to respond to the text (post-reading): applying world knowledge and their own opinion to the text read. 						
		<ul style="list-style-type: none"> Identify the elements of a story: plot, beginning, middle and the end of a story with conflict and resolution; human, animal, imaginary characters and their roles; setting. 						
		<ul style="list-style-type: none"> Recognise and describe briefly story elements. 						
		<ul style="list-style-type: none"> Recognize and describe briefly story elements: <ul style="list-style-type: none"> Tell when and where the story is set. 						
		<ul style="list-style-type: none"> Describe the characters in a story and express preferences about them. 						
		<ul style="list-style-type: none"> Use common compound words in their own speech and writing, e.g. Milkshake, airport. 				Formal and Lexical Aspects of Language	70 - 74	13
		<ul style="list-style-type: none"> Join some words to make common compound words and use them in speech and writing. 						
		<ul style="list-style-type: none"> Locate, identify, differentiate between, and use some simple pairs of words including homonyms. 						
		<ul style="list-style-type: none"> Recognise and use the personal pronouns myself, yourself, himself, herself, ourselves, themselves, and itself. 				Writing Skills		
		<ul style="list-style-type: none"> Recognise and use be and do to make interrogative sentences. 						
		<ul style="list-style-type: none"> Recall the rules of punctuation learnt earlier. 						
		<ul style="list-style-type: none"> Summarise a short folktale through gapped summary exercise. 						
		<ul style="list-style-type: none"> Write a guided story using the elements of story writing. 						

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
Unit 8: Do What's Right	Participatory Citizenship	<ul style="list-style-type: none"> Relate their feelings and experiences to what is read. 	Oral Communication Skills (Listening and Speaking)	75 - 82	11
		<ul style="list-style-type: none"> Identify and practice pronouncing long and short vowel sounds in different words (a, e, i, o, u). 			
		<ul style="list-style-type: none"> Demonstrate conventions and dynamics of oral interactions in a group to take turns. 			
		<ul style="list-style-type: none"> Use pre-reading strategies to predict the content of a text from topic/pictures, title/headings etc. By using prior knowledge. 	Reading and Critical Thinking Skills		
		<ul style="list-style-type: none"> Apply critical thinking to interact with a text using intensive reading strategies (while reading) to follow instructions in maps or short public notices or signs. 			
		<ul style="list-style-type: none"> Use critical thinking to respond to the text (post-reading): applying world knowledge and own opinion to the text read. 			
		<ul style="list-style-type: none"> Use alphabetical order to locate words in a dictionary for an increase in vocabulary and aid in comprehension of texts. 			
		<ul style="list-style-type: none"> Recognize meanings of common adjectives and verbs in relation to each other. 	Formal and Lexical Aspects of Language		
		<ul style="list-style-type: none"> Demonstrate the correct use of my-mine, your-yours, etc. 			
		<ul style="list-style-type: none"> Demonstrate the use of be, do, -ing and have along with their negative forms as main or helping verbs in sentences. 			
		<ul style="list-style-type: none"> Demonstrate the use of prepositions showing position and time. 			
		<ul style="list-style-type: none"> Identify and use adverbs of manner and time. 			
		<ul style="list-style-type: none"> Recall the rules of punctuation learnt earlier. 			

Month: 5

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
Unit 8: Do What's Right	Participatory Citizenship	<ul style="list-style-type: none"> Read short notes written for different purposes to write short notes of their own to friends and family members. 	Writing Skills	82 - 83	3
		<ul style="list-style-type: none"> Write short informal invitations for a variety of purposes to demonstrate the use of conventions of short invitations 			
		<ul style="list-style-type: none"> Write replies accepting or declining an invitation. 			
Unit 9: Patriotism	Patriotism/ National Pride	<ul style="list-style-type: none"> Demonstrate conventions and dynamics of oral interactions in a group to use polite expressions to seek attention. 	Oral Communication Skills (Listening and Speaking)	84 - 95	16
		<ul style="list-style-type: none"> Recite poems with actions, express opinion about them. 			
		<ul style="list-style-type: none"> Recognise and practise that ed has three sounds, i.e. /d/, it!, /id/ through context. 	Reading and Critical Thinking Skills		
		<ul style="list-style-type: none"> Use textual aids such as the table of contents and glossary for greater comprehension of texts. 			
		<ul style="list-style-type: none"> Read simple keys/legends on maps. 	Formal and Lexical Aspects of Language		
		<ul style="list-style-type: none"> Read tables and charts in textbooks. 			
		<ul style="list-style-type: none"> Recognise and use cardinal directions. 			
		<ul style="list-style-type: none"> Recognise alphabetical arrangement of words in a glossary or a dictionary 			
		<ul style="list-style-type: none"> Locate an entry word in a glossary or a dictionary. 			
		<ul style="list-style-type: none"> Recognise that pronouns agree with their nouns in gender and number. 			
		<ul style="list-style-type: none"> Illustrate the use of can/cannot and, may/may not to express permission, prohibition and doubt. 			
		<ul style="list-style-type: none"> Identify and use simple adverbs of place. 			
		<ul style="list-style-type: none"> Recognise and use the full stop with some abbreviations. 			

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
		<ul style="list-style-type: none"> • Create a short poem using rhyming words on a given topic. • Write the central idea of a given poem in simple language • List rhyming words and write a poem based on the same central idea. 	Writing Skills		
Unit 10: Eid-ul-Azha	Festivals and Cultural Events	<ul style="list-style-type: none"> • Find out how many syllables a word has. • Demonstrate conventions and dynamics of oral interactions in a group to agree/disagree politely. 	Oral Communication Skills (Listening and Speaking)	96 - 102	5
		<ul style="list-style-type: none"> • Apply critical thinking to interact with the text using intensive reading strategies (while reading) to: distinguish fact from opinion. • Apply strategies to comprehend questions for appropriate response by marking keywords, verbs and tenses in a variety of the following question types: open ended. 	Reading and Critical Thinking Skills		
		<ul style="list-style-type: none"> • Read tables and charts in textbooks. 			



Month: 6

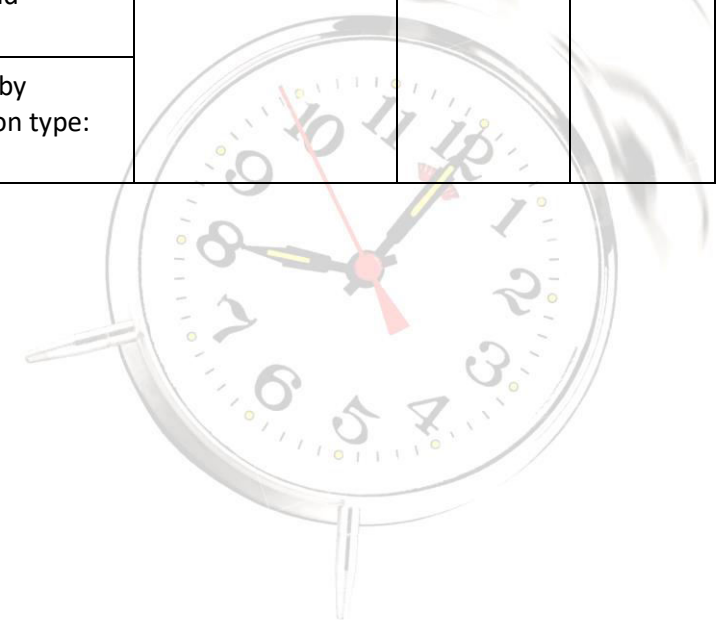
Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
Unit 10: Eid-ul-Azha	Festivals and Cultural Events	<ul style="list-style-type: none"> Locate, provide, connect and use words similar and opposite in meanings. Locate, identify, differentiate between, and use some simple pairs of words including homophones and homonyms. 	Formal and Lexical Aspects of Language	103 - 106	6
		<ul style="list-style-type: none"> Join some words to make common compound words and use them in speech and writing. 			
		<ul style="list-style-type: none"> Identify and illustrate extended use of words that point to something. 			
		<ul style="list-style-type: none"> Recognise verbs as regular and irregular and use forms of more regular and irregular verbs, 			
		<ul style="list-style-type: none"> Illustrate the use of should/should not to express obligation. 	Writing Skills		
		<ul style="list-style-type: none"> Recognise and use the apostrophe with contractions. Identify and use adverbs of frequency. 			
		<ul style="list-style-type: none"> Use appropriate vocabulary and tense to write a simple paragraph by explaining a process or procedure. 			
		<ul style="list-style-type: none"> Revise written work for correct spelling and punctuation, pronoun-antecedent agreement, subject-verb agreement and tenses. 			
Review – 3				107 - 108	2
Unit 11: Let's Be Helpful	Education and Employment	<ul style="list-style-type: none"> Demonstrate conventions and dynamics of group oral interaction to lead and follow. 	Oral Communication Skills (Listening and Speaking)	109 - 117	16
	Crisis Awareness Management	<ul style="list-style-type: none"> Use pre-reading strategies to guess the meanings of unfamiliar words in the given context. 	Reading and Critical Thinking Skills		
		<ul style="list-style-type: none"> Apply critical thinking to interact with the text using intensive reading strategies (while-reading) to use context to infer missing words. 			

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods	
		<ul style="list-style-type: none"> Use critical thinking to respond to a text (post-reading) to express understanding of a story through a role-play. 				
		<ul style="list-style-type: none"> Apply strategies to comprehend questions for an appropriate response by marking keywords, verbs and tenses in a variety of the following question type: personal response. 				
		<ul style="list-style-type: none"> Use a dictionary to find out how words are divided into syllables. 	Formal and Lexical Aspects of Language			
		<ul style="list-style-type: none"> Organise vocabulary items learnt in class and from the extended environment (including media) in a notebook according to parts of speech and word family. 				
		<ul style="list-style-type: none"> Illustrate the use of question words learnt earlier. Identify and use question words 'why' and 'how often', etc. 				
		<ul style="list-style-type: none"> Demonstrate the use of words showing movement and direction. 				
		<ul style="list-style-type: none"> Illustrate the use of simple present tense. 				
		<ul style="list-style-type: none"> Recognise and use a hyphen to join two words that act as one unit. 				
		<ul style="list-style-type: none"> Identify and utilise effective study skills e.g. Brainstorm ideas, read a diagram, note-taking. 		Writing Skills		
		<ul style="list-style-type: none"> Select and use some strategies to organise ideas for writing, such as simple mind maps, etc. 				
		<ul style="list-style-type: none"> Use the reading texts as models for their own writing. 				
		<ul style="list-style-type: none"> Write a short passage, anecdote, fable, etc. for pleasure and creativity. 				
		<ul style="list-style-type: none"> Revise written work for correct spelling and punctuation, pronoun-antecedent agreement, subject-verb agreement. 				

Month: 7

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
Unit 12: The National Animal	National Pride Patriotism	<ul style="list-style-type: none"> Pronounce the weak form of will/shall and not in contractions 	Oral Communication Skills (Listening and Speaking)	118 - 126	18
		<ul style="list-style-type: none"> Demonstrate conventions and dynamics of oral interactions in a group to express feelings and ideas, express joy. Sadness and anger. 			
		<ul style="list-style-type: none"> Locate specific information in a calendar and a class timetable and a report - card 	Reading and Critical Thinking Skills		
		<ul style="list-style-type: none"> Read to compare information given in a pie chart and a bar graph. 			
		<ul style="list-style-type: none"> Apply strategies to comprehend questions for appropriate response by marking keywords, verbs and tenses in a variety of the following question types: factual. 			
		<ul style="list-style-type: none"> Spell words studied in class both orally and in writing. 	Formal and Lexical Aspects of Language		
		<ul style="list-style-type: none"> Demonstrate the use of joining words learnt earlier. 			
		<ul style="list-style-type: none"> Recognise the function of wh forms used in questions. 			
		<ul style="list-style-type: none"> Respond to, and ask more wh questions. 			
		<ul style="list-style-type: none"> Illustrate the use of present continuous tense in speech and writing. 			
		<ul style="list-style-type: none"> Recognise and use full stop with some abbreviations, apostrophe with contractions and with common compound words. (revision) 			
		<ul style="list-style-type: none"> Take dictation of words studied in class. 			
		<ul style="list-style-type: none"> Identify and write sentences that state/negate something, or ask a question 			
		<ul style="list-style-type: none"> Identify expository paragraph to note differences. 			
		<ul style="list-style-type: none"> Use appropriate vocabulary and tense to write a simple paragraph by writing an expository paragraph explaining a process or procedure. 			
		<ul style="list-style-type: none"> Recognise the function of different question words and keywords to write appropriate short answers. 			
<ul style="list-style-type: none"> Complete a simple paragraph using the given words, phrases, and sentences. 					

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
Unit 13: When Something Went Wrong	Media	<ul style="list-style-type: none"> Listen and respond appropriately to the sentences with rising and falling intonation patterns 	Oral Communication Skills (Listening and Speaking)	127 - 131	6
		<ul style="list-style-type: none"> Demonstrate conventions and dynamics of oral interactions in a group to: make polite requests for personal reasons, take leave. 			
		<ul style="list-style-type: none"> Use pre-reading strategies to: predict the content of a text from topic/pictures, title/headings etc. By using prior knowledge. 	Reading and Critical Thinking Skills		
		<ul style="list-style-type: none"> Apply critical thinking to interact with a text using intensive reading strategies (while-reading) to identify facts in the text (as indicated through these words; day, date, place, etc.). 			
		<ul style="list-style-type: none"> Use critical thinking to respond to the text (post-reading): applying world knowledge and own opinion to the text read and relate their feelings and experiences to what is read. 			
		<ul style="list-style-type: none"> Apply strategies to comprehend questions for an appropriate response by marking keywords, verbs and tenses in a variety of the following question type: interpretive. 			



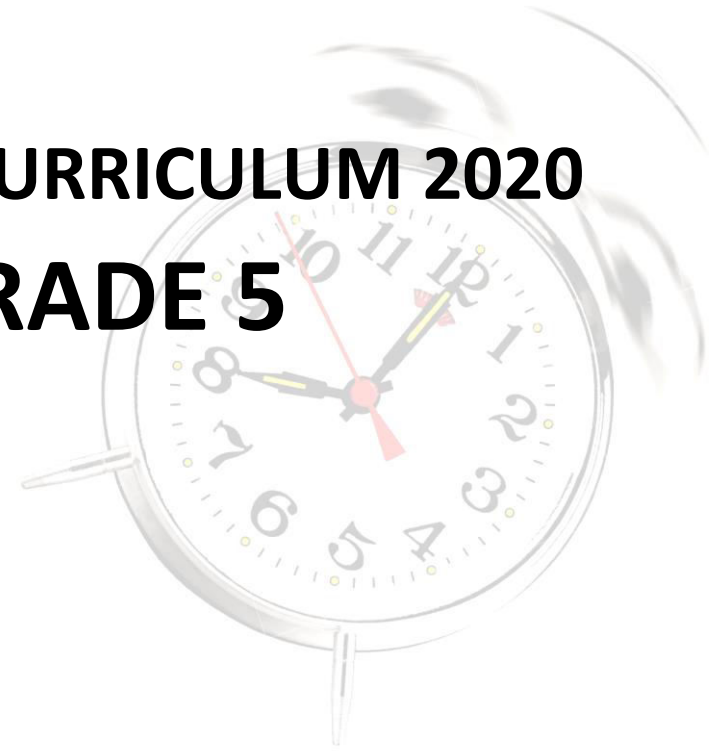
Month: 8

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
Unit 13: When Something Went Wrong	Media	<ul style="list-style-type: none"> Apply spelling change in plural form of regular and irregular nouns and in regular verb forms. 	Formal and Lexical Aspects of Language	132 - 137	9
		<ul style="list-style-type: none"> Illustrate the use of simple past and continuous tense in speech and writing. 			
		<ul style="list-style-type: none"> Recognise the function of more joining words such as for example, for instance, etc. 			
		<ul style="list-style-type: none"> Identify and practise making simple sentences to show instructions, commands, requests and strong feelings. 			
		<ul style="list-style-type: none"> Use of conventions of letter writing: address, date, salutation, body and closing. 	Writing Skills		
		<ul style="list-style-type: none"> Write an informal letter and formal letter of application. 			
		<ul style="list-style-type: none"> Write a reply to a short informal letter from friends and family members. 			
		<ul style="list-style-type: none"> Revise written work for layout, legibility, vocabulary. 			
Unit 14: Together We Live	Peaceful coexistence/ Peace Education Avoiding Social Evils	<ul style="list-style-type: none"> Recite poems with actions. 	Oral Communication Skills (Listening and Speaking)	138 - 148	13
		<ul style="list-style-type: none"> Produce in speech and practice appropriate patterns of rhythm, stress and intonation in the English language by listening to stories and poems read aloud in class. 			
		<ul style="list-style-type: none"> Demonstrate conventions and dynamics of oral interactions in a group to use polite expressions to seek attention. 			
		<ul style="list-style-type: none"> Practice and use an appropriate tone and non-verbal cues for different communicative functions. 	Reading and Critical Thinking Skills		
		<ul style="list-style-type: none"> Relate their feelings and experiences to what is read. 			
		<ul style="list-style-type: none"> Apply strategies to comprehend questions for an appropriate response by marking keywords, verbs and tenses in a variety of the following question type: inferential. 			

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
		<ul style="list-style-type: none"> Analyse and use some analogies and more similes in speech and writing using "like" and "as". 	Formal and Lexical Aspects of Language		
		<ul style="list-style-type: none"> Illustrate the use of simple future tense in speech and writing. 			
		<ul style="list-style-type: none"> Respond to, and ask simple questions starting with be, do and have. 			
		<ul style="list-style-type: none"> Create a short poem using rhyming words on a given topic. 	Writing Skills		
		<ul style="list-style-type: none"> Write the central idea of a given poem in simple language. 			
		<ul style="list-style-type: none"> List rhyming words and write a poem based on the same central idea. 			
Review – 4				149 - 151	2

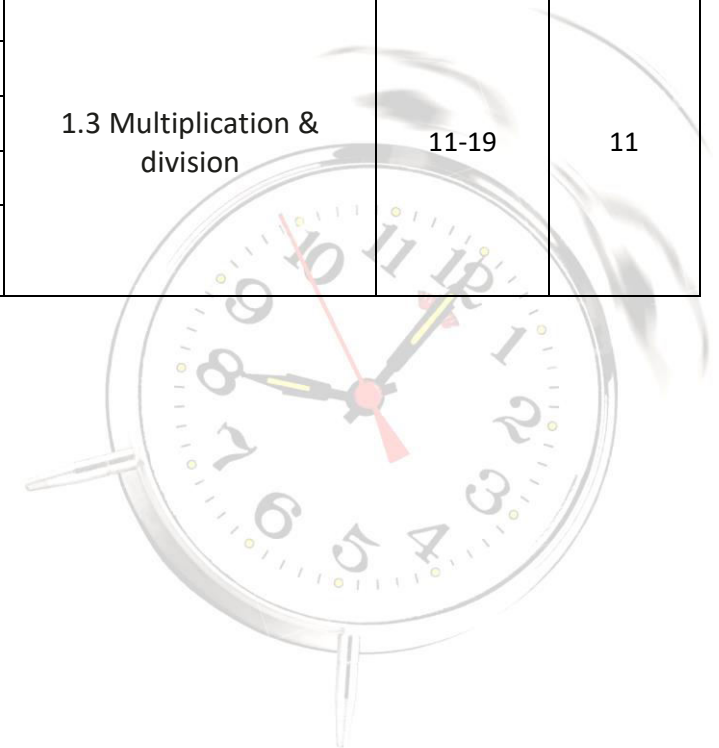


ACADEMIC CALENDAR BASED ON CURRICULUM 2020 MATHEMATICS – GRADE 5



Academic Calendar based on Curriculum 2020 - Mathematics- Grade 5
Month 1

Unit No.	Unit Name	Students Learning Outcomes (SLOs)	Topic/Sub-topic	Textbook Page No.	No. of Periods
1	Whole Numbers & Operations	<ul style="list-style-type: none"> Read numbers up to 1,000,000 (one million) in numerals and words. 	1.1 Numbers up to one million	1-6	6
		<ul style="list-style-type: none"> Write numbers up to 1,000,000 (one million) in numerals and words. 			
		<ul style="list-style-type: none"> Add numbers up to 6 – digit numbers. 	1.2 Addition & subtraction	7-10	7
		<ul style="list-style-type: none"> Subtract numbers up to 6 - digit numbers. 			
		<ul style="list-style-type: none"> Multiply numbers, up to 5 - digit, by 10, 100, and 1000. 	1.3 Multiplication & division	11-19	11
		<ul style="list-style-type: none"> Multiply numbers, up to 5 - digit, by a number up to 3 – digit numbers. 			
		<ul style="list-style-type: none"> Divide a number up to 5 – digit numbers by 10,100 and 1000. 			
		<ul style="list-style-type: none"> Divide numbers up to 5 - digit numbers by a number up to 2 - digit numbers. 			
		<ul style="list-style-type: none"> Solve real life situations involving operations of addition, subtraction, multiplication, and division. 			



Month: 2

Unit No.	Unit Name	Students Learning Outcomes (SLOs)	Topic/Sub-topic	Textbook Page No.	No. of Periods
1	Whole numbers & operations	<ul style="list-style-type: none"> Identify and apply a pattern rule to determine missing elements for a given pattern. 	1.4 Pattern	19- 26	6
		<ul style="list-style-type: none"> Identify the pattern rule of a given increasing and decreasing pattern and extend the pattern for the next three terms 			
		<ul style="list-style-type: none"> Describe the pattern found in a given table or chart. 			
		I have learnt and Review Exercise	Revision	26-29	2
2	Highest Common Factor (HCF) and Least Common Multiple (LCM)	<ul style="list-style-type: none"> Find HCF of <ul style="list-style-type: none"> two numbers up to 2 - digit numbers. three numbers up to 2 - digit numbers using prime factorization method and division method. 	2.1 HCF	30-34	3
		<ul style="list-style-type: none"> Find LCM of <ul style="list-style-type: none"> two numbers up to 2 - digit numbers. three numbers up to 2 - digit numbers. using prime factorization method and division method. 	2.2 LCM	35-39	6
		<ul style="list-style-type: none"> Solve real life situations involving HCF and LCM. 			
		I have learnt and Review Exercise	Revision	39-41	2
	Unit 3: Fractions	<ul style="list-style-type: none"> Add and subtract two or three fractions with different denominators. 	3.1 Addition and Subtraction of fractions	42-48	5

Month: 3

Unit No.	Unit Name	Students Learning Outcomes (SLOs)	Topic/Sub-topic	Textbook Page No.	No. of Periods
3	Fractions	<ul style="list-style-type: none"> Multiply a fraction by a 1 - digit numbers and demonstrate with the help of diagram. 	3.2 Multiplication of fractions	48-54	6
		<ul style="list-style-type: none"> Multiply two or three fractions involving proper, improper fractions, and mixed numbers. 			
		<ul style="list-style-type: none"> Solve real life situations involving multiplication of fractions. 			
		<ul style="list-style-type: none"> Divide a fraction by another fraction involving proper, improper fraction, and mixed numbers. 	3.3 Division of fractions	51-54	5
		<ul style="list-style-type: none"> Solve real life situations involving division of fractions. 			
I have learnt and Review Exercise			Revision	54-56	2
4	Decimal numbers and percentages	<ul style="list-style-type: none"> Compare numbers up to 3 - digit with 2 decimal places using signs $<$, $>$ or $=$. 	4.1 Comparing and ordering decimals	57-69	11
		<ul style="list-style-type: none"> Arrange numbers up to 3 - digit numbers with 2 decimal places in ascending and descending order. 			
		<ul style="list-style-type: none"> Add and subtract 4 – digit numbers up to 3 - decimal places. 	4.2 Addition and Subtraction of Decimals		
		<ul style="list-style-type: none"> Multiply a 3 - digit number up to 2 decimal places by 10, 100, and 1000. 	4.3 Multiplication of Decimals		
		<ul style="list-style-type: none"> Multiply a 3 - digit number up to 2 decimal places by a whole number up to 2 - digit. 			
<ul style="list-style-type: none"> Multiply a 3 - digit number up to 2 decimal places by a 3 - digit number up to 2 decimal places. 					

Month: 4

Unit No.	Unit Name	Students Learning Outcomes (SLOs)	Topic/Sub-topic	No. of Periods	Textbook Page No.
4	Decimal Numbers and Percentages	<ul style="list-style-type: none"> Divide a 3 - digit number up to 2 decimal places by 10, 100, and 1000. 	4.4 Division of Decimals	70-75	12
		<ul style="list-style-type: none"> Divide a 3 - digit numbers up to 2 decimal places by a whole number up to 2 - digit. 			
		<ul style="list-style-type: none"> Divide a 3 - digit number up to 2 decimal places by a 2 - digit number up to 1 decimal place. 			
		<ul style="list-style-type: none"> Convert fractions to decimals using division. 			
		<ul style="list-style-type: none"> Solve real life situations involving division of 3 - digit numbers up to 2 decimal places. 			
		<ul style="list-style-type: none"> Round off a 4 - digit number up to 3 - decimal places to the nearest tenth or hundredth. 	4.5 Rounding off Decimals	75-77	4
		<ul style="list-style-type: none"> Estimate sum or difference of the numbers (up to 4 - digit). 			
		<ul style="list-style-type: none"> Recognize percentage as a special kind of fraction. 	4.6 Percentage	78-82	6
		<ul style="list-style-type: none"> Convert percentage to fraction and to decimal number and vice versa (only for numbers without decimal part i.e., 35%, 75% etc.). 			
		<ul style="list-style-type: none"> Solve real life situations involving percentages. 			
		<ul style="list-style-type: none"> I have learnt and Review Exercise 	Revision	82-85	2

Month: 5

Unit No.	Unit Name	Students Learning Outcomes (SLOs)	Topic/Sub-topic	Textbook Page No.	No. of Periods
5	Distance & Time	<ul style="list-style-type: none"> Convert measures given in: <ul style="list-style-type: none"> kilometers to meters and vice versa. meters to centimeters and vice versa. Centimeters to millimeters and vice versa. 	5.1 Distance	86-95	8
		<ul style="list-style-type: none"> Solve real life situations involving conversion, addition and subtraction of measures of distance. 			
		<ul style="list-style-type: none"> Convert <ul style="list-style-type: none"> hours to minutes and vice versa minutes to seconds and vice versa. 	5.2 Time	95-107	14
		<ul style="list-style-type: none"> Convert: <ul style="list-style-type: none"> years to months and vice versa. months to days and vice versa. weeks to days and vice versa. 			
		<ul style="list-style-type: none"> Add and subtract intervals of time in hours and minutes with carrying and borrowing. 			
		<ul style="list-style-type: none"> Solve real life situations involving conversion, addition and subtraction of intervals of time. 			
		I have learnt and Review Exercise			

Month: 6

Unit No.	Unit Name	Students Learning Outcomes (SLOs)	Topic/Sub-topic	Textbook Page No.	No. of Periods			
7	Geometry	<ul style="list-style-type: none"> Recognize straight and reflex angle. 	7.1 Angles	116-124	13			
		<ul style="list-style-type: none"> Recognize the standard units for measuring angles is 1°, which is defined as $1/360$ of a complete revolution. 						
		<ul style="list-style-type: none"> Identify, describe and estimate the size of angles. 						
		<ul style="list-style-type: none"> Classify angles as acute, right or obtuse. 						
		<ul style="list-style-type: none"> Compare angles with right angles and recognize that a straight line is equivalent to two right angles. 						
		<ul style="list-style-type: none"> Use protractor and ruler to construct. <ul style="list-style-type: none"> A right angle A straight angle Reflex angles of different measures. 						
		<ul style="list-style-type: none"> Describe adjacent, complementary and supplementary angles. 						
		<ul style="list-style-type: none"> Identify and describe triangles with respect to their sides. (isosceles, equilateral, and scalene). 				7.2 Triangles	125-131	7
		<ul style="list-style-type: none"> Identify and describe triangles with respect to their angles. (Acute angled triangle, Obtuse angled triangle and right-angled triangles). 						
		<ul style="list-style-type: none"> Use protractor and ruler to construct a triangle when: <ul style="list-style-type: none"> two angles and their included side is given. two sides and included angle is given. 						
<ul style="list-style-type: none"> Measure the lengths of the remaining sides and angles of the triangle. 								

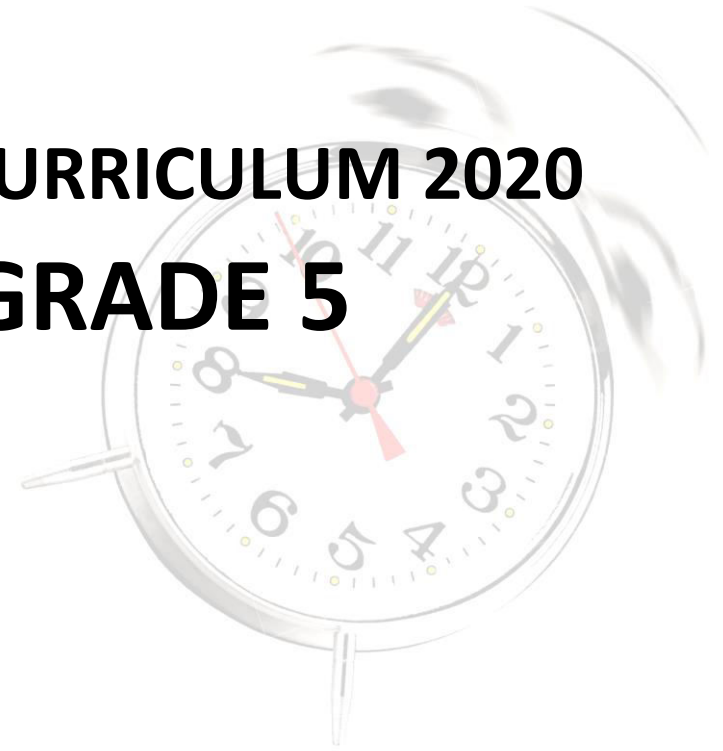
Month: 7

Unit No.	Unit Name	SLOs	Topic/Sub-topic	Textbook Page No.	No. of Periods
7	Geometry	<ul style="list-style-type: none"> Recognize the kinds of quadrilateral (square, rectangle, parallelogram, rhombus, trapezium, and kite). 	7.3 Quadrilaterals	131-133	4
		<ul style="list-style-type: none"> Identify and describe properties of quadrilaterals including square, rectangle, parallelogram, rhombus, trapezium, and kite, and classify those using parallel sides, equal sides and equal angles. 	7.4 Quadrilaterals	132-137	5
		<ul style="list-style-type: none"> Use protractor and ruler to construct square and rectangle when lengths of sides are given. 			
		<ul style="list-style-type: none"> Recognize different types of symmetry (Reflective and Rotational) in 2-D figures. 	7.5 Symmetry	137- 140	6
		<ul style="list-style-type: none"> Identify lines of symmetry for given 2-D figures. 			
		<ul style="list-style-type: none"> Find point of rotation and order of rotational symmetry of given 2-D figures. 			
		<ul style="list-style-type: none"> Identify cubes, cuboids and pyramids from their nets. 	7.6 Three Dimensional (3D) Objects	141-144	4
		<ul style="list-style-type: none"> Describe and make 3-D objects (cubes, cuboids, cylinder, cone, sphere, pyramids) 			
		<ul style="list-style-type: none"> I have learnt and Review Exercise 	Revision	145-148	2
6	Unitary method	<ul style="list-style-type: none"> Calculate the value of many objects of the same kind when the value of one of these objects is given. 	6.1 Unitary method	110-114	5
		<ul style="list-style-type: none"> Calculate the value of one object of the same kind when value of many of these objects are given. 			
		<ul style="list-style-type: none"> Calculate the value of many objects of the same kind when the value of some of these is given. 			
			I have learnt and Review Exercise	Revision	114-115

Month: 8

Unit No.	Unit Name	SLOs	Topic/Sub-topic	Textbook Page No.	No. of Periods
8	Perimeter and Area	<ul style="list-style-type: none"> Differentiate between perimeter and area of a square and rectangular region. (2P) 	8.1 Perimeter and Area	149-159	8
		<ul style="list-style-type: none"> Identify the units for measurement of perimeter and area. (1P) 			
		<ul style="list-style-type: none"> Find and apply formulas to find perimeter and area of a square and rectangular region. (3P) 			
		<ul style="list-style-type: none"> Solve real life situations involving perimeter and area of square and rectangular regions. (2P) 			
		I have learnt and Review Exercise	Revision	159-161	2
9	Data Handling	<ul style="list-style-type: none"> Find and describe average of given quantities in the data. (2P) 	9.1 Average	162-165	5
		<ul style="list-style-type: none"> Solve real life situations involving average. (2P) 			
		<ul style="list-style-type: none"> Organize the given data using bar graph. (2P) 	9.2 Bar graph	166-172	7
		<ul style="list-style-type: none"> Read and interpret a bar graph given in horizontal and vertical form. (2P) 			
		<ul style="list-style-type: none"> Draw horizontal and vertical bar graphs for given data. (2P) 			
		<ul style="list-style-type: none"> Solve real life situations using data presented in bar graphs. (2P) 			
		I have learnt and Review Exercise	Revision	172-174	2

**ACADEMIC CALENDAR BASED ON CURRICULUM 2020
GENERAL SCIENCE – GRADE 5**



Academic Calendar based on Curriculum 2020 - General Science - Grade 5

Month 1

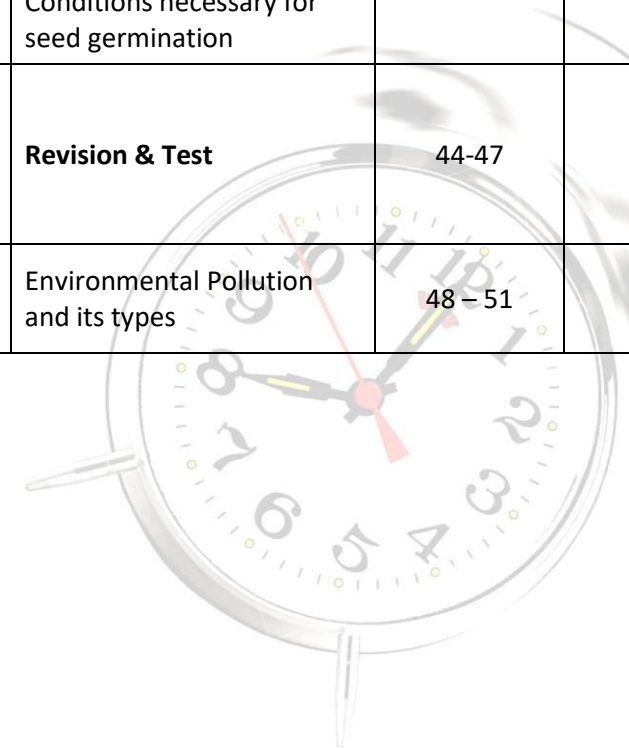
Chapter No.	Chapter Name	Students Learning Outcomes (SLOs)	Topic/sub-topic	Textbook Page No.	No. of Periods
1	Classification of Living Things	<ul style="list-style-type: none"> Describe classification of organisms and its importance. 	Classification of Organisms	1 -5	3
		<ul style="list-style-type: none"> Classify the plants into two main groups (dicots and monocots) and give major examples of each group. Compare and contrast the structure of a monocot and dicot plant (with respect to their seeds, leaves and flowers). 	Classification and characteristics of Flowering Plants (monocot and dicot)	5 - 7	2
		<ul style="list-style-type: none"> Differentiate between vertebrates and invertebrates based on their characteristics. Classify vertebrates into fish, amphibians, reptiles, birds, and mammals on the basis of their characteristics. Classify invertebrates into some major groups (sponges, worms, insects, molluscs and echinoderms) on the basis of their characteristics. 	Classification and Characteristics of Animals (vertebrates and invertebrates)	7-14	5
		<ul style="list-style-type: none"> Understand the concept of extinction and endangered species and the role of human actions in the loss of biodiversity. Analyze some of the factors caused by human which are affecting biodiversity. Suggest and write some measures for conservation of endangered species. 	Biodiversity	14 - 15	3
		<ol style="list-style-type: none"> Discuss the key Points given at the end of the chapter for revising the whole chapter. Exercise given at the end of the chapter to be revised in class. Project work 	Revision & Test	16-19	3

Month: 2

Chapter No.	Chapter Name	Students Learning Outcomes (SLOs)	Topic/sub-topic	Textbook Page No.	No. of Periods
2	Microorganisms	<ul style="list-style-type: none"> Define and describe microorganisms. 	Microorganisms	20 - 24	4
		<ul style="list-style-type: none"> Identify the main groups of microorganism and give examples for each. 	Main groups of Microorganism		
		<ul style="list-style-type: none"> Highlight the role of microorganism in decomposition and discuss its harmful and beneficial effects. 	Role of microorganisms as decomposers		
		<ul style="list-style-type: none"> Recognize some common diseases caused by microorganisms of each group. 	Diseases caused by microorganisms	24-28	5
		<ul style="list-style-type: none"> Recognize that microorganisms get transmitted into humans and spread infectious diseases. 	Spread of infectious diseases and transmission to humans		
		<ul style="list-style-type: none"> Discuss and deduce advantages and disadvantages (any three) of microorganisms by using some daily life examples. 	Useful Role of Microorganisms in everyday life		
		<ul style="list-style-type: none"> Suggest preventive measures to protect themselves from these infections 	Preventing the infections		
		<ol style="list-style-type: none"> Discuss the key Points given at the end of the chapter for revising the whole chapter. Exercise given at the end of the chapter to be revised in class. Project work 	Revision & Test	29- 32	3
3	Flowers and Seeds	<ul style="list-style-type: none"> Examine and describe the structure of flower. 	Structure of a flower	33 – 36	4
		<ul style="list-style-type: none"> Define pollination and describe its types with examples. 	Pollination and its types		

Month: 3

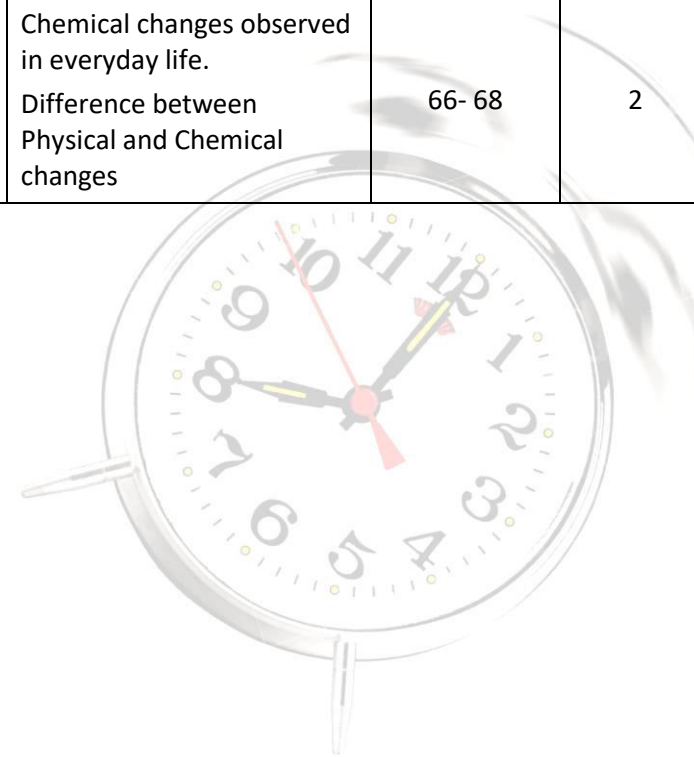
Chapter No.	Chapter Name	Students Learning Outcomes (SLOs)	Topic/sub-topic	Textbook Page No.	No. of Periods
3	Flowers and Seeds	<ul style="list-style-type: none"> Define reproduction and differentiate between sexual and asexual reproduction in plants. 	Types of reproduction in plants	36 - 44	9
		<ul style="list-style-type: none"> Describe the structure of a seed and demonstrate its germination. 	Structure of seed		
		<ul style="list-style-type: none"> Compare and contrast the structure and function of a gram and maize seed. 	Germination of seed		
		<ul style="list-style-type: none"> Illustrate the conditions necessary for seed germination. 	Conditions necessary for seed germination		
		a. Discuss the key Points given at the end of the chapter for revising the whole chapter. b. Exercise given at the end of the chapter to be revised in class. c. Project work	Revision & Test	44-47	3
4	Environmental Pollution	<ul style="list-style-type: none"> Define pollution and its types. Explain the main causes of water, air and land pollution. 	Environmental Pollution and its types	48 - 51	4



Month: 4

Chapter No.	Chapter Name	Students Learning Outcomes (SLOs)	Topic/sub-topic	Textbook Page No.	No. of Periods
4	Environmental Pollution	<ul style="list-style-type: none"> Explain the effects of water, air and land pollution (unclean or toxic water, smoke smog, excess carbon dioxide or other gases, open garbage dumps, industrial water etc.) on the environment and life. 	Effects of Pollution on life	51 -55	5
		<ul style="list-style-type: none"> Explain the effects of burning fossil fuels and releasing greenhouse gases in the air. 	Green House Effects Preventive measures to reduce Pollution		
		<ul style="list-style-type: none"> Differentiate between biodegradable and non-biodegradable materials. Explain the impact of non-biodegradable materials on the environment. Investigate possibilities and suggest ways to reduce non-biodegradable materials 	Biodegradable and non-biodegradable materials		
		<ol style="list-style-type: none"> Discuss the key Points given at the end of the chapter for revising the whole chapter. Exercise given at the end of the chapter to be revised in class. Project work 	Revision & Test	56-58	3
5	Physical and Chemical Changes of Matter	<ul style="list-style-type: none"> Identify observable changes in materials that do not result in new materials with different properties (e.g., dissolving, crushing aluminum can). Recognize that matter can be changed from one state to another by heating or cooling (candle wax). Describe and demonstrate the states of water (i.e., melting, freezing, boiling, evaporation, and condensation). 	Physical changes observed in everyday life.	59-63	3

Chapter No.	Chapter Name	Students Learning Outcomes (SLOs)	Topic/sub-topic	Textbook Page No.	No. of Periods
		<ul style="list-style-type: none"> Identify ways of accelerating the process of dissolving materials in given amount of water and provide reasoning (i.e., increasing the temperature, stirring, and breaking the solid into smaller pieces increases the process of dissolving). Identify different mixtures and solutions in their surroundings. Enlist uses of mixtures and solutions in daily life. Distinguish between strong and weak concentrations of simple solutions. 	Mixture and Solution	63-65	3
		<ul style="list-style-type: none"> Identify observable changes in materials that make new materials with different properties (e.g., decaying, burning, and rusting). Differentiate between physical and chemical changes with examples. 	Chemical changes observed in everyday life. Difference between Physical and Chemical changes	66- 68	2



Month: 5

Chapter No.	Chapter Name	Students Learning Outcomes (SLOs)	Topic/sub-topic	Textbook Page No.	No. of Periods
		<ul style="list-style-type: none"> a. Discuss the key Points given at the end of the chapter for revising the whole chapter. b. Exercise given at the end of the chapter to be revised in class. c. Project work 	Revision & Test	69- 72	3
6	Light and Sound	<ul style="list-style-type: none"> • Identify natural and artificial sources of light. • Justify that light emerging from the source and travel in straight line. 	Sources of Light	73 – 80	5
		<ul style="list-style-type: none"> • Investigate the luminous and non-luminous object in daily life. 	Luminous and non-Luminous objects		
		<ul style="list-style-type: none"> • Identify and differentiate transparent, opaque and translucent object in their surroundings. 	Transparent, opaque and translucent objects		
		<ul style="list-style-type: none"> • Investigate light travel in straight line. • Explain the formation of shadows. • Predict the location, size and shape of shadow from light source relative to the position of object. • Demonstrate that shiny surfaces reflect light better than dull surfaces 	Light travels in straight lines		
6	Light and Sound	<ul style="list-style-type: none"> • Describe and demonstrate how the sound is produced by vibrating body. 	Sound	80 – 87	4
		<ul style="list-style-type: none"> • Identifying variety of materials through which sound can travel 	Propagation of sound		
		<ul style="list-style-type: none"> • Identify that speed of sound differs in solid, liquid and gaseous medium. 	Speed of sound in different Materials		
		<ul style="list-style-type: none"> • Define and describe the intensity of sound with examples 	Intensity of sound		

Chapter No.	Chapter Name	Students Learning Outcomes (SLOs)	Topic/sub-topic	Textbook Page No.	No. of Periods
		<ul style="list-style-type: none"> Define noise and its harmful effects on human health. Appreciate the role of human beings in reducing noise pollution 	Noise		
		<ol style="list-style-type: none"> Discuss the key Points given at the end of the chapter for revising the whole chapter. Exercise given at the end of the chapter to be revised in class. Project work 	Revision & Test	88-90	3
7	Electricity and Magnetism	<ul style="list-style-type: none"> Explain the phenomenon of static electricity in everyday life. Describe charges and their properties. 	Static electricity	91- 94	1



Month: 6

Chapter No.	Chapter Name	Students Learning Outcomes (SLOs)	Topic/sub-topic	Textbook Page No.	No. of Periods
7	Electricity and Magnetism	<ul style="list-style-type: none"> Describe flow of electric current in an electric circuit. Describe and design an electric circuit and explain its components. 	Electric current	95- 96	1
		<ul style="list-style-type: none"> Differentiate between conductors and insulators from daily life. 	Conductors and insulators	97-99	2
		<ul style="list-style-type: none"> Recognize that magnets can be used to attract some metallic objects. Describe and demonstrate that magnets have two poles and that like poles repel and opposite poles attract. Identify earth as huge magnet and demonstrate it with an experiment. 	Magnet	100 –103	2
		<ul style="list-style-type: none"> Describe the working of a magnetic compass 	Magnetic Compass	104	1
		<ul style="list-style-type: none"> Explain different types of magnets (permanent, temporary magnet and electro-magnet). 	Types of magnets	105 – 106	2
		<ul style="list-style-type: none"> a. Discuss the key Points given at the end of the chapter for revising the whole chapter. b. Exercise given at the end of the chapter to be revised in class. c. Project work 	Revision & Test	107-109	3
		8	Structure of The Earth	<ul style="list-style-type: none"> Describe the structure of the Earth, (crust, mantle and core) and the physical characteristics of these distinct parts. Describe the sources of water on Earth 	Structure of the Earth
<ul style="list-style-type: none"> Investigate the composition and characteristics of different soil. 	Soil			114- 116	2

Month: 7

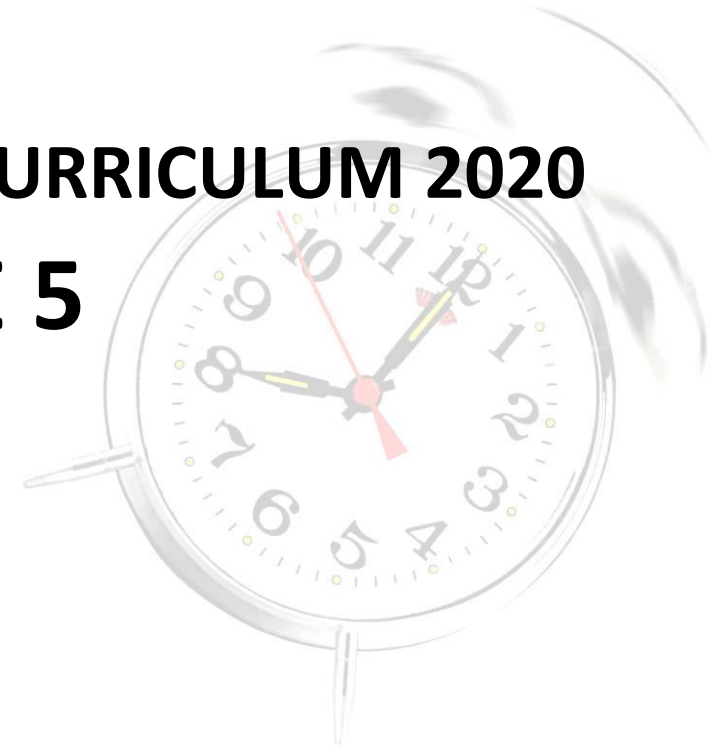
Chapter No.	Chapter Name	Students Learning Outcomes (SLOs)	Topic/sub-topic	Textbook Page No.	No. of Periods
8	Structure of The Earth	<ul style="list-style-type: none"> Identify similarities and differences among the different types of soil. 	Similarities and differences among different types of Soil	117 -119	2
		<ul style="list-style-type: none"> a. Discuss the key Points given at the end of the chapter for revising the whole chapter. b. Exercise given at the end of the chapter to be revised in class c. Project work 	Revision & Test	120 - 122	3
		<ul style="list-style-type: none"> Define the term space and emphasize the need to explore it. Recognize the role of NASA (National Aeronautics and space Administration) in space exploration. Define the term satellite and describe its importance. 	Space Exploration	123 - 126	3
9	Space and Satellites	<ul style="list-style-type: none"> Describe the natural satellites of the planets of the solar system. Define artificial satellites and explain their importance in exploring the Earth and space 	The Moons of other planets	127 –128	2
		<ul style="list-style-type: none"> Describe the uses of various satellites in space i.e., geostationary, weather communication and global positioning system (GPS). Recognize the key milestones in space technology. 	Uses of Various Satellites	128 - 130	3
		<ul style="list-style-type: none"> a. Discuss the key Points given at the end of the chapter for revising the whole chapter. b. Exercise given at the end of the chapter to be revised in class c. Project work 	Revision & Test	131 - 133	3

Month: 8

Chapter No.	Chapter Name	Students Learning Outcomes (SLOs)	Topic/sub-topic	Textbook Page No.	No. of Periods
10	Technology in Everyday Life	<ul style="list-style-type: none"> Enlist and practice safety products while carrying out the activities. Make a model of foot bridge and bookshelf. Use spirit level/water level to compare the level of different objects (table, picture, frame etc.) Use a plumb line to install a flagpole vertically. 	Making Technical model	134 – 138	5
		<ul style="list-style-type: none"> Prepare LED light strings working with 12-volt battery. Make a musical instrument from easily available resources. Make moveable van, bus and trolleys. 	Assembling Technical Devices	138–141	5
		<ul style="list-style-type: none"> Use first aid box to dress a wound. Practice Shifting a person to hospital. Practice earthquake, fire and flood drill. 	Firs Aid	142 – 145	3
		<ul style="list-style-type: none"> Discuss the key Points given at the end of the chapter for revising the whole chapter. Exercise given at the end of the chapter to be revised in class Project work 	Revision & Test	145 - 146	3

ACADEMIC CALENDAR BASED ON CURRICULUM 2020

URDU – GRADE 5



سالانہ تقسیم کار جماعت پنجم (2021-2022)

پہلا مہینہ

کل پیریڈ	درسی کتاب کا صفحہ نمبر	مہارتیں	حاصلاتِ تعلیم	عنوان	سبق نمبر
08	صفحہ نمبر ۶ تا ۱۱	سننا، بولنا، پڑھنا، لکھنا، استحسان اور تنقید اور زبان شناسی	<ul style="list-style-type: none"> • سنی ہوئی چیزوں کی تفہیم کر کے بتائیں۔ • حافظے میں موجود نظم اور اشعار لے اور آہنگ کے ساتھ سنائیں۔ • عبارت (نظم) پڑھ کر اس میں موجود معلومات اور تصورات کو اخذ کر کے بیان کر سکیں۔ • شعر پڑھ کر اس کا مفہوم لکھ سکیں۔ • رُموزِ اوقاف (ختمہ، سکتہ) کا استعمال کر سکیں۔ • نظموں میں دیے ہوئے فطری مناظر کیفیات اور حالات پر اپنے جذبات اور احساسات کا اظہار کر سکیں۔ 	حمد۔ نظم	سبق نمبر ۱
08	صفحہ نمبر ۱ تا ۱۲	سننا، بولنا، پڑھنا، لکھنا، روزمرہ زندگی کی مہارتیں اور زبان شناسی	<ul style="list-style-type: none"> • اردو زبان کے حوالے سے برقی میڈیا سے اپنی پسند کا مواد سن کر سمجھ اور دہرا سکیں۔ • حافظے میں موجود نظم اور اشعار آہنگ اور لے کے ساتھ سنائیں۔ • متن (نظم) کو فہم کے ساتھ پڑھ کر متعلقہ سوالات کے جوابات دے سکیں۔ • نظم کو نثر میں تبدیل کر کے لکھ سکیں۔ 	نظم نعت رسول مقبول ﷺ (نظم)	سبق نمبر ۲

سبقت نمبر	عنوان	حاصلاتِ تعلیم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیریڈ
		<ul style="list-style-type: none"> • لغت میں الف بانی ترتیب سے الفاظ کے معانی تلاش کر سکیں۔ • اسم معرفہ اور اسم نکرہ کا درست استعمال کر سکیں۔ • ذرائع ابلاغ یاد دیکر ایسے ہی ذرائع سے نظمیں سن کر دوسروں کو سنا سکیں۔ 			
سبق نمبر ۳	رحمت عالم ﷺ	<ul style="list-style-type: none"> • مرکب جملے سن کر سمجھیں اور ادا کر سکیں۔ • گفت گو کے دوران مرکب جملوں اور محاورات کا استعمال کر سکیں۔ • متن کو تفہیم، درست تلفظ اور ادائیگی سے پڑھ سکیں۔ • متن (نثر) پڑھ کر سوالات کے جوابات تحریر کر سکیں۔ • رُموزِ اوقاف (وقفہ) کا استعمال کر سکیں۔ • کسی تقریب / تہوار / میلے یا نمائش کو دیکھ کر اس کی کسی مخصوص سرگرمی پر اپنے رد عمل کا اظہار کر سکیں۔ • اپنے اسکول اور محلے کی لائبریری سے اپنی دلچسپی کی کتابیں / رسائل وغیرہ لے کر ان کا مطالعہ کر سکیں۔ 	سننا، بولنا، پڑھنا، لکھنا، روزمرہ زندگی کی مہارتیں، استحسان اور تنقید، اور زبان شناسی	صفحہ نمبر ۱۳ تا ۲۰	08

دوسرا مہینہ

سابق نمبر	عنوان	حاصلاتِ تعام	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیریڈ
سبق نمبر ۴	اے وطن! تو سلامت رہے	<ul style="list-style-type: none"> سنی ہوئی چیزوں کی تفہیم کر کے بتائیں۔ حافظے میں موجود نظم اور اشعار لے اور آہنگ سے سنا سکیں۔ عبارت (نثر) پڑھ کر اس میں موجود معلومات اور تصورات کو اخذ کر کے بیان کر سکیں۔ کسی سفر کا مختصراً احوال تحریر کر سکیں۔ جمع کو واحد اور واحد کو جمع میں تبدیل کر کے بتا / لکھ سکیں۔ حروف جار کا درست استعمال کر سکیں۔ کسی میلے یا نمائش کو دیکھ کر اس کی کسی مخصوص سرگرمی پر اپنے رد عمل کا اظہار کر سکیں۔ ذرائع ابلاغ یا دیگر ایسے ہی ذرائع سے نظمیں اور گیت وغیرہ سن کر دوسروں کو سنا سکیں۔ 	سننا، بولنا، پڑھنا، لکھنا، روزمرہ زندگی کی مہارتیں، استحسان اور تنقید، تخلیقی لکھائی اور زبان شناسی	صفحہ نمبر ۲۱ تا ۲۹	10
02	صفحہ نمبر ۳۰ تا ۳۱	جانرہ - ۱			
سبق نمبر ۵	جو وعدہ کرو سو پورا کرو	<ul style="list-style-type: none"> اُردو زبان کے حوالے سے برقی میڈیا سے اپنی پسند کا مواد سن کر سمجھیں اور دہرا سکیں۔ جماعت پنجم کا متن کم از کم (۱۰۰) الفاظ فی منٹ کی شرح سے درستی کے ساتھ پڑھ سکیں۔ 	سننا، بولنا، پڑھنا، لکھنا، روزمرہ زندگی کی مہارتیں، تخلیقی لکھائی اور زبان شناسی	صفحہ نمبر ۳۲ تا ۳۹	10

سبقت نمبر	عنوان	حاصلاتِ تعام	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیریڈ
		<ul style="list-style-type: none"> • لکھتے وقت واقعات کی ترتیب کا خیال رکھ سکیں۔ • اپنی تحریر کو عنوان، آغاز، پیشکش اور اختتامیہ وغیرہ کے مطابق ترتیب دے سکیں۔ • رُموزِ اوقاف "واوین" کا استعمال کر سکیں۔ • اسم معرفہ اور اسم نکرہ کا درست استعمال کر سکیں۔ • اُردو کے فروغ کے لیے جدید ذرائع ابلاغ (ٹی وی، موبائل فون، ٹیبلیٹ، کمپیوٹر، لیپ ٹاپ وغیرہ) کا استعمال کر سکیں۔ 			
سبقت نمبر ۶	قومی تہوار (برائے مطالعہ)	<ul style="list-style-type: none"> • متن کو تفہیم، درست تلفظ اور ادائیگی سے پڑھ سکیں۔ • نظم و نثر کو فہم کے ساتھ بلند خوانی / خاموش مطالعہ پڑھ کر متعلقہ سوالات کے جوابات دے سکیں۔ • متن کو سمجھ کر پڑھ سکیں اور غیر ضروری تفصیل کو منہا کر سکیں۔ 	پڑھنا	صفحہ نمبر ۲۰ تا ۲۱	02

تیسرا مہینہ

سابق نمبر	عنوان	حاصلاتِ تعام	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیریزڈ
سبق نمبر ۷	ہوا چلی (نظم)	<ul style="list-style-type: none"> • سنی ہوئی چیزوں کی تفہیم کر کے بتائیں۔ • استحصانی اور تنقیدی گفتگو کر سکیں۔ • متن کو سمجھ کے معانی اخذ کر سکیں۔ (مرکزی خیال) • سابقے اور لاحقے کی مدد سے نئے الفاظ بنا سکیں۔ • نظم کو نثر میں تبدیل کر کے لکھ سکیں۔ • کسی عنوان پر دس سے پندرہ جملے لکھ سکیں۔ • نظموں میں دیے ہوئے فطری مناظر پر اپنے جذبات اور احساسات کا اظہار کر سکیں۔ • لغت کی مدد سے الفاظ کے معانی تلاش کر سکیں۔ 	سننا، بولنا، پڑھنا، لکھنا، روزمرہ زندگی کی مہارتیں، استحصان اور تنقید، تخلیقی لکھائی اور زبان شناسی	صفحہ نمبر ۴۲ تا ۴۸	06
سبق نمبر ۸	میری پہچان ہے تو	<ul style="list-style-type: none"> • گفت گو کے دوران مرکب جملوں کا استعمال کر سکیں۔ • پہیلیوں کو پڑھتے ہوئے ان میں پوشیدہ دانش کو سمجھ سکیں۔ • اسکول کو درخواست لکھ سکیں۔ • حسب ضرورت درخواست لکھ سکیں۔ • اعراب کے بدلنے سے معانی کی تبدیلی سمجھ کر استعمال کر سکیں۔ 	سننا، بولنا، پڑھنا، لکھنا، روزمرہ زندگی کی مہارتیں، استحصان اور تنقید، تخلیقی لکھائی اور زبان شناسی	صفحہ نمبر ۴۹ تا ۵۷	07

سبق نمبر	عنوان	حاصلاتِ تعام	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیریز
		<ul style="list-style-type: none"> • علامت فاعل "نے" اور علامت مفعول "کو" کا صحیح استعمال کر سکیں۔ • اپنی جماعت میں پہیلیاں بوجھنے سے لطف اندوز ہو کر پسند کا اظہار کر سکیں۔ • لغت کی مدد سے الفاظ کے معانی تلاش کر سکیں۔ 			
سبق نمبر ۹	ہمارے پیشے	<ul style="list-style-type: none"> • سنی ہوئی چیزوں کی تفہیم کر کے بتا سکیں۔ • اپنی معلومات کو استعمال کرتے ہوئے معاشرتی اور اخلاقی گفت گو کر سکیں۔ • نثر پڑھ کر اس کے کرداروں کے بارے میں اپنی رائے قائم کر سکیں۔ • متن (نثر) پڑھ کر سوالات کے جوابات تحریر کر سکیں۔ • اشارات اور تصاویر کی مدد سے کہانی لکھ سکیں۔ • فعل سے فاعل بنا سکیں۔ • تذکیر و تانیث (جان دار) کے مطابق افعال کو جملوں میں استعمال کر سکیں۔ • تصاویر دیکھ کر کسی واقعے یا خیال کا درست اظہار کر سکیں۔ • چھوٹے یا بڑے گروہ میں کسی موضوع / صورت حال پر دیا گیا کردار ادا کر سکیں۔ • ماحول اور معاشرے سے متعلق مسائل کے بارے میں اپنا نقطہ نظر پیش کر سکیں۔ 	سُننا، بولنا، پڑھنا، لکھنا، روزمرہ زندگی کی مہارتیں، استحسان اور تنقید، تخلیقی لکھائی اور زبان شناسی	صفحہ نمبر ۵۸ تا ۶۶	09
			جاڑہ	صفحہ نمبر ۶۷ تا ۶۸	02

چوتھا مہینہ

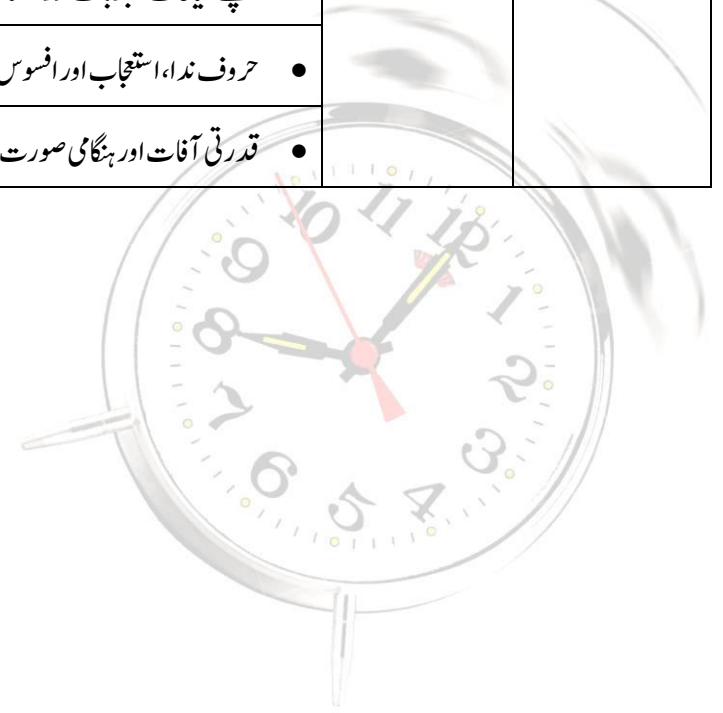
سبق نمبر	عنوان	حاصلاتِ تعلیم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیریزڈ
سبق نمبر ۱۰	ایک گائے اور بکری (نظم)	<ul style="list-style-type: none"> • سنی ہوئی چیزوں کی تفہیم کر کے بتائیں۔ • نظم پڑھ کر اس کے کرداروں کے بارے میں اپنی رائے قائم کر سکیں۔ • شعر یا نظم پڑھ کر اس کا مفہوم تحریر کر سکیں۔ • واحد کو جمع میں تبدیل کر کے بتا اور لکھ سکیں۔ • غلط فقرات کو درست کر سکیں۔ 	سننا، بولنا، پڑھنا، لکھنا اور زبان شناسی	صفحہ نمبر ۶۹ تا ۷۵	06
سبق نمبر ۱۱	حضرت عثمان غنی رضی اللہ تعالیٰ عنہ	<ul style="list-style-type: none"> • مرکب جملے سن کر سمجھ سکیں اور ڈہرا سکیں۔ • کسی بھی واقعہ یا کہانی کو اپنے لفظوں میں درست لب و لہجہ کے ساتھ بیان کر سکیں۔ • متن کو سمجھ کے معانی اخذ کر سکیں اور غیر ضروری تفصیل کو منہا کر سکیں۔ (مرکزی خیال / خلاصہ) • متن (نثر) پڑھ کر سوالات کے جوابات تحریر کر سکیں۔ • عام موضوعات پر دو منٹ تک روانی اور درست لب و لہجہ سے تقریر کر سکیں۔ • عددی ترتیب (اٹھارواں، اٹھارویں، انیسواں انیسویں وغیرہ) جملوں میں استعمال کر سکیں۔ • جملوں کو زمانہ ماضی، حال اور مستقبل کے لحاظ سے تبدیل کر کے بیان کر کے لکھ سکیں۔ • مترادف اور متضاد کے فرق کو سمجھ کر بتا / لکھ سکیں۔ 	سننا، بولنا، پڑھنا، لکھنا، روزمرہ زندگی کی مہارتیں، تقریر اور زبان شناسی	صفحہ نمبر ۷۶ تا ۸۳	10

سبق نمبر	عنوان	حاصلاتِ تعلم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیریزڈ
		<ul style="list-style-type: none"> • اعراب کی بدلنے سے معانی کی تبدیلی کو سمجھ کر استعمال کر سکیں۔ • اپنے اسکول اور محلے کی لائبریری سے اپنی دلچسپی کی کتابیں / رسائل وغیرہ لے کر ان کا مطالعہ کر سکیں۔ • ماحول اور معاشرے سے متعلق مسائل کے بارے میں اپنا نقطہ نظر پیش کر سکیں۔ 			
سبق نمبر ۱۲	دنیا آپ کی مٹھی میں	<ul style="list-style-type: none"> • استحصانی و تنقیدی گفت گو کر سکیں۔ • اخبارات، رسائل و جرائد میں خبریں، ادارے، اشتہارات اور خطوط بہ نام مدیر وغیرہ روانی سے پڑھ سکیں۔ • ٹھیکہ اور تمنائی جملے بنا سکیں۔ • روزمرہ زندگی میں بجلی، پانی، گیس کے بلوں کے مندرجات پڑھ سکیں۔ • اردو کے فروغ کے لیے جدید ذرائع ابلاغ (ٹی وی، موبائل فون، ٹیلیٹ، کمپیوٹر، لیپ ٹاپ وغیرہ) کا استعمال کر سکیں۔ 	سننا، بولنا، پڑھنا، لکھنا، روزمرہ زندگی کی مہارتیں اور زبان شناسی	صفحہ نمبر ۸۳ تا ۹۰	08

پانچواں مہینہ

سابق نمبر	عنوان	حاصلاتِ تعلم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیریزڈ
سبق نمبر ۱۳	ہم پھول اک چمن کے (نظم)	<ul style="list-style-type: none"> حافظے میں موجود نظم اور اشعار لے اور آہنگ کے ساتھ سناسکیں۔ متن (نظم) کو فہم کے ساتھ پڑھ کر متعلقہ سوالات کے جوابات دے سکیں۔ رموز و اوقاف تو سین کا استعمال کر سکیں۔ موقع محل کے مطابق محاورات کو اپنی تحریر میں شامل کر سکیں۔ دوستوں کو دعوت نامہ تحریر کر سکیں۔ ہدایات اور اعلانات سن کر ان میں امتیاز کر کے بتا سکیں۔ مختلف ہدایات کو پڑھ کر ان پر عمل کر سکیں۔ گفت گو، تقریر، ہدایات اور اعلانات سن کر ان کے مثبت اور منفی پہلوؤں کی نشاندہی کر سکیں۔ 	سننا، بولنا، پڑھنا، لکھنا، روزمرہ زندگی کی مہارتیں، استحسان اور تنقید اور زبان شناسی	صفحہ نمبر ۹۱ تا ۹۷	10
سبق نمبر ۱۴	آؤ بچو سنو کہانی (برائے مطالعہ)	<ul style="list-style-type: none"> متن کو تفہیم، درست تلفظ اور ادائیگی سے پڑھ سکیں۔ نظم و نثر کو فہم کے ساتھ بلند خوانی / خاموش مطالعہ پڑھ کر متعلقہ سوالات کے جوابات دے سکیں۔ متن کو سمجھ کر پڑھ سکیں اور غیر ضروری تفصیل کو منہا کر سکیں۔ 	پڑھنا	صفحہ نمبر ۹۸ تا ۹۹	02
جائزہ - ۳					
سبق نمبر ۱۵	آئیں! مدد کریں	<ul style="list-style-type: none"> سن کر گفتگو کے اہم نکات کو سمجھ کر بتا سکیں۔ 		صفحہ نمبر ۱۰۲ تا ۱۰۸	10
				صفحہ نمبر ۱۰۰ تا ۱۰۱	02

سبقت نمبر	عنوان	حاصلاتِ تعلم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیریزڈ
		<ul style="list-style-type: none"> کہانی سن کر خاص خاص نکات بیان کر سکیں۔ نصاب کے علاوہ بچوں کے اخبارات، رسائل اور جراند سے مضامین اور کہانیاں سمجھ کر پڑھ سکیں۔ واقعے یا ماحول کا مشاہدہ کر کے تحریری اظہار کر سکیں۔ املا کو صحت کے ساتھ تحریر کر سکیں۔ اپنے خیالات، جذبات اور احساسات کا خط کی صورت میں تحریری اظہار کر سکیں۔ حروف نداء، استعجاب اور افسوس کا استعمال کر سکیں۔ قدرتی آفات اور ہنگامی صورت حال میں اپنے اور دوسروں کے بچاؤ کی تدابیر کر سکیں۔ 	<p>سننا، بولنا، پڑھنا، لکھنا، روزمرہ زندگی کی مہارتیں، تخلیقی لکھائی اور زبان شناسی</p>		



چھٹا مہینہ

سبقت نمبر	عنوان	حاصلاتِ تعلم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیرید
سبق نمبر ۱۶	رکھیں میرا خیال	● حفظ مراتب کا خیال رکھتے ہوئے بات چیت میں حصہ لے سکیں۔	سننا، بولنا، پڑھنا، لکھنا، زبان شناسی، روزمرہ زندگی کی مہارتیں، تقریر، استحسان اور تنقید اور تخلیقی لکھائی۔	صفحہ نمبر ۱۰۹ تا ۱۱۵	09
		● متن کی تفہیم کے لیے اسے درست تلفظ اور ادائیگی سے پڑھ سکیں۔			
		● واقعے یا ماحول کا مشاہدہ کر کے تحریری اظہار کر سکیں۔			
		● اپنی تقریر کو اشعار کے استعمال سے مؤثر بنا سکیں۔			
		● پہلے سے دیے گئے موضوع پر کم از کم دو منٹ تک اظہار خیال / تقریر کر سکیں۔			
		● اشارات اور تصاویر کی مدد سے کہانی لکھ سکیں۔			
		● رموز و اوقاف (استفہامیہ) کا استعمال کر سکیں۔			
		● حروف عطف کا درست استعمال کر سکیں۔			
		● اسکول کی تقریبات میں میزبانی کے فرائض انجام دے سکیں۔			
		● تصاویر دیکھ کر کسی بھی منظر کے بارے میں اپنے خیالات کا درست اظہار کر سکیں۔			
سبق نمبر ۱۷	نیک بنو، نیکی پھیلاؤ (نظم)	● سنی ہوئی چیزوں کی تفہیم کر کے بتا سکیں۔	سننا، بولنا، پڑھنا، لکھنا، زبان شناسی، اور روزمرہ زندگی کی مہارتیں۔	صفحہ نمبر ۱۱۶ تا ۱۲۱	07
		● عبارت (نظم) پڑھ کر اس میں موجود معلومات اور تصورات کو اخذ کر سکیں۔			
		● نظم کو نثر میں تبدیل کر کے لکھ سکیں۔			
		● متن (نظم) پڑھ کر سوالات کے جوابات تحریر کر سکیں۔			

سبقت نمبر	عنوان	حاصلاتِ تعلم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیرید
		<ul style="list-style-type: none"> • جملوں کو زمانہ ماضی، حال اور مستقبل کے لحاظ سے تبدیل کر سکیں۔ • اسم صفت کی پہچان کر سکیں اور استعمال کر سکیں۔ • علامت فاعل "نے" اور علامت مفعول "کو" کا صحیح استعمال کر سکیں۔ • داخلہ فارم پر کر سکیں۔ • ماحول اور معاشرے سے متعلق مسائل کے بارے میں اپنا نقطہ نظر پیش کر سکیں۔ 			
سبقت نمبر ۱۸	ایک قدیم شہر	<ul style="list-style-type: none"> • سن کر گفت گو کے اہم نکات کو سمجھ کر بتا سکیں۔ • متن کی تفہیم کے لیے اسے درست تلفظ اور روانی سے پڑھ سکیں۔ • موقع محل کے مطابق محاورات کو اپنی تحریر میں شامل کر سکیں۔ • کسی عنوان پر دس سے پندرہ جملوں پر مشتمل مضمون لکھ سکیں۔ • غلط فقرات کو درست کر سکیں۔ • مترادف اور متضاد کے فرق کو سمجھ کر بتا / لکھ سکیں۔ • لغت میں الف بائی ترتیب سے الفاظ تلاش کر سکیں۔ • لغت کی مدد سے الفاظ کے معنی تلاش کر سکیں۔ • بچوں کے رسائل اور اخبارات یا اسکول میگزین میں اپنی کاوشیں بھیج سکیں۔ 	سننا، بولنا، پڑھنا، لکھنا، زبان شناسی، روزمرہ زندگی کی مہارتیں اور تخلیقی لکھائی	صفحہ نمبر ۱۲۲ تا ۱۲۸	08

ساتواں مہینہ

سبقت نمبر	عنوان	حاصلاتِ تعلیم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیرید
سبقت نمبر ۱۹	حسنِ سلوک	<ul style="list-style-type: none"> • مرکب جملے سن کر سمجھ سکیں اور ڈہرا سکیں۔ • کسی بھی واقعہ یا کہانی کو اپنے لفظوں میں درست لب و لہجہ کے ساتھ بیان کر سکیں۔ • عبارت (نثر) پڑھ کر اس کے بارے میں موجود معلومات اور تصورات کو اخذ کر کے بیان کر سکیں۔ - • اپنی تحریر کو عنوان، آغاز، پیشکش اور اختتامیہ وغیرہ کے مطابق ترتیب دے سکیں۔ • اعراب کے بدلنے سے معانی کی تبدیلی کو سمجھ سکیں۔ • حروف شرط و جزا کا درست استعمال کر سکیں۔ • دوسروں کو تہنیتی کارڈ تحریر کر سکیں۔ 	سننا، بولنا، پڑھنا، لکھنا، زبان شناسی، روزمرہ زندگی کی مہارتیں اور تخلیقی لکھائی	صفحہ نمبر ۱۲۹ تا ۱۳۵	11
02	صفحہ نمبر ۱۳۶ تا ۱۳۷	جائزہ-۴			
سبقت نمبر ۲۰	کہا اقبال رحمتہ اللہ علیہ نے (نظم)	<ul style="list-style-type: none"> • نثر کی گفت گو کے اہم نکات سمجھ کر بتا سکیں۔ • حافظے میں موجود نظم اور اشعار کو لے اور آہنگ سے سنا سکیں۔ • ایک سے سوتک گنتی اردو ہندسوں اور لفظوں میں لکھ سکیں۔ • اپنے خیالات، جذبات اور احساسات کا تحریری اظہار کر سکیں۔ • اپنی تقریر کو اشعار کے استعمال سے مؤثر بنا سکیں۔ • مترادف اور متضاد کے فرق کو سمجھ کر بتا / لکھ سکیں۔ • لغت کی مدد سے الفاظ کے معانی تلاش کر سکیں۔ • مختلف سماجی تقریبات میں اردو بولنے میں فخر محسوس کر سکیں۔ 	سننا، بولنا، پڑھنا، لکھنا، زبان شناسی، روزمرہ زندگی کی مہارتیں، تقریر اور تخلیقی لکھائی۔	صفحہ نمبر ۱۳۸ تا ۱۴۳	11

آٹھواں مہینہ

سبقت نمبر	عنوان	حاصلاتِ تعلّم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیرید
سبقت نمبر ۲۱	بے مثل ہے نظام تیرا	<ul style="list-style-type: none"> • متن کو سمجھ کر معانی اخذ کر سکیں اور غیر ضروری تفصیل کو منہا کر سکیں۔ (مرکزی خیال) • ماحول کا مشاہدہ کر کے چند سطر کی عبارت لکھ سکیں۔ • کسی عنوان پر دو سے تین مربوط اور با مقصد پیرا گراف پر مشتمل مختصر مضمون لکھ سکیں۔ • جمع کو واحد اور واحد کو جمع میں تبدیل کر کے بتا / لکھ سکیں۔ • فعل کو فاعل اور مفعول کی مطابقت کے ساتھ استعمال کر سکیں۔ 	سنّنا، بولنا، پڑھنا، لکھنا، زبان شناسی اور تخلیقی لکھائی	صفحہ نمبر ۱۴۴ تا ۱۵۰	10
سبقت نمبر ۲۲	اقوال زریں (برائے مطالعہ)	<ul style="list-style-type: none"> • متن کو تفہیم، درست تلفّظ اور ادائیگی سے پڑھ سکیں۔ • نظم و نثر کو فہم کے ساتھ بلند خوانی / خاموش مطالعہ پڑھ کر متعلقہ سوالات کے جوابات دے سکیں۔ • متن کو سمجھ کر پڑھ سکیں اور غیر ضروری تفصیل کو منہا کر سکیں۔ 	پڑھنا	صفحہ نمبر ۱۵۱	02
سبقت نمبر ۲۳	ٹوٹ بٹوٹ کے مرغے (نظم)	<ul style="list-style-type: none"> • بے ربط اور مربوط گفت گو میں تمیز کر سکیں۔ • حافظے میں موجود نظم اور اشعار کو لے اور آہنگ کے ساتھ سنا سکیں۔ • لطائف سے لطف اندوز ہوتے ہوئے ان میں پوشیدہ دانش کو سمجھ کر بتا سکیں۔ • کسی عنوان پر پندرہ جملوں پر مشتمل مضمون لکھ سکیں۔ • حروف جار اور حروف عطف کا استعمال کر سکیں۔ • حروفِ نداء، استعجاب، افسوس کا استعمال کر سکیں۔ • اپنے گھر، اسکول، محلے وغیرہ میں پیش آنے والے ناپسندیدہ واقعہ حرکت، اشارہ، ترغیب یا لالچ وغیرہ کے بارے میں والدین اور اساتذہ کو بلا جھجک بتا سکیں۔ 	سنّنا، بولنا، پڑھنا، لکھنا، زبان شناسی، روزمرہ زندگی کی مہارتیں، تخلیقی لکھائی اور استحسان اور تنقید	صفحہ نمبر ۱۵۲ تا ۱۵۶	10
02	صفحہ نمبر ۱۶۰ تا ۱۵۷	جائزہ۔ ۵			



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