

ACADEMIC CALENDAR

GRADE 4

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.

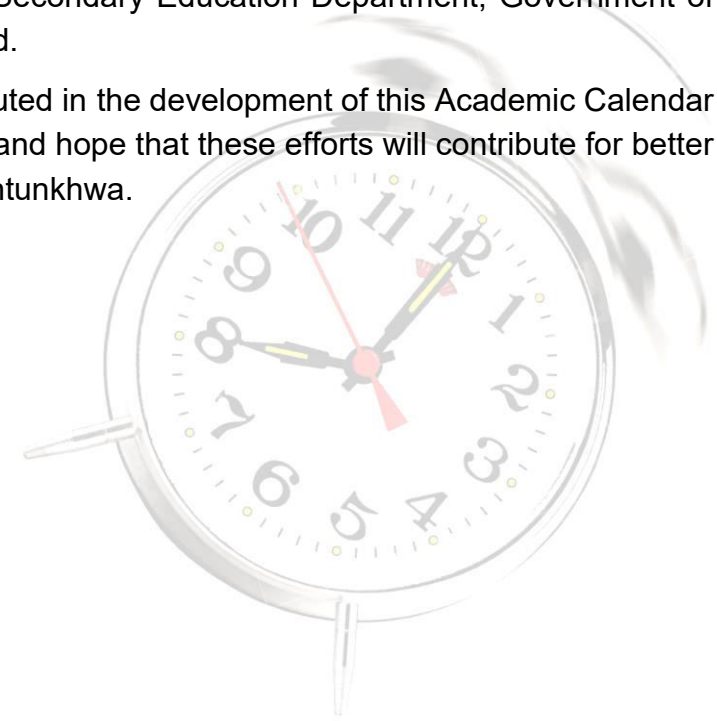
I must say thanks to all those curriculum, subject experts, and working teachers who contributed in the development of this Academic Calendar with continuous technical support from Khyber Pakhtunkhwa Education Sector Programme and hope that these efforts will contribute for better teaching and learning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

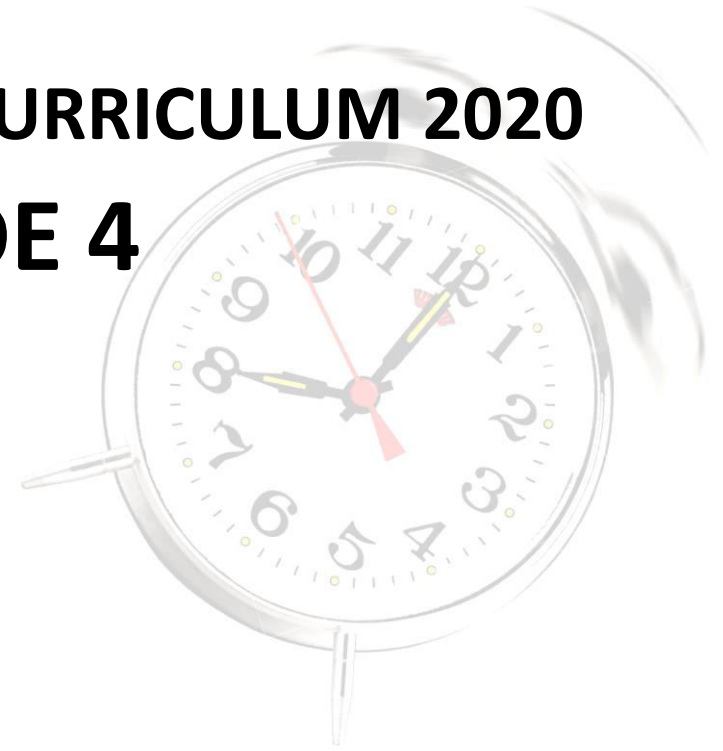
اس تعلیمی تقسیم کار میں دیے گئے درسی کتب کے صفحات کے حوالاجات، تعلیمی سال 2021-22 میں چھپی ہوئی کتب کے مطابق ہیں۔ لہذا آپ سے گزارش ہے کہ آنے والے تعلیمی سالوں میں چھپنے والی کتب کے مطابق ترامیم کریں۔

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ACADEMIC CALENDAR BASED ON CURRICULUM 2020 ENGLISH – GRADE 4



Academic Calendar based on Curriculum 2020 - English Grade 4

Month: 1

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
Unit 1: Great Caliphs of Islam	Ethics and Values	<ul style="list-style-type: none"> Articulate and practice words containing digraphs, trigraphs, and silent letters. 	Oral Communication Skills (Listening and Speaking)	1 - 12	17
		<ul style="list-style-type: none"> Identify and classify words that begin with vowel sounds. 			
		<ul style="list-style-type: none"> Identify and use previously learnt and more formulaic expressions of greetings, routine social courtesies and some communicative functions according to the age, gender and status of the addressee. 			
		<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 while reading strategies to interact with text to locate/scan specific information to answer short questions. 			
		<ul style="list-style-type: none"> Use post reading strategies to respond to the text by applying world knowledge and own opinion to the text read. 			
		<ul style="list-style-type: none"> Recite poems with actions 	Formal and Lexical Aspects of Language		
		<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"> Identify countable and uncountable nouns. 			
		<ul style="list-style-type: none"> Demonstrate use of some nouns (from immediate and extended environment) as countable and uncountable. 			
		<ul style="list-style-type: none"> Recall some more rules for the use of a, an, and the. 			
		<ul style="list-style-type: none"> Identify and use the definite article 'the'. 			
		<ul style="list-style-type: none"> Classify adjectives of quantity, quality, size, shape, colour and origin. 			

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
		<ul style="list-style-type: none"> • Use capitalisation according to the rules learnt earlier. • Write multi-syllable words with correct spelling. • Make sentences by replacing words and phrases in given sentences. • Write sentences of their own using correct capitalisation, punctuation, and spelling. 	Writing Skills		
Unit 2: Beauty of Nature	Environmental Education	<ul style="list-style-type: none"> • Pronounce and practise simple words with more silent letters such as b in lamb. 	Oral Communication Skills (Listening and Speaking)	13 - 17	7
		<ul style="list-style-type: none"> • Demonstrate conventions and dynamics of oral interaction in a group to introduce self and others 			
		<ul style="list-style-type: none"> • Use appropriate expressions in conversation to express likes and dislikes, needs, feelings and opinions. 			
		<ul style="list-style-type: none"> • Recognise and understand that: in a paragraph, sentences join to make sense in relation to each other through transitional devices. Read silently for comprehension. 	Reading and Critical Thinking Skills		
		<ul style="list-style-type: none"> • Identify a paragraph as a larger meaningful unit of expression representing unity of thought. 			
		<ul style="list-style-type: none"> • Recognise that a simple paragraph comprises a group of sentences that develops a single main idea. The main idea of a paragraph is given in the topic sentence. Other sentences in the paragraph support the topic sentence. 			

Month: 2

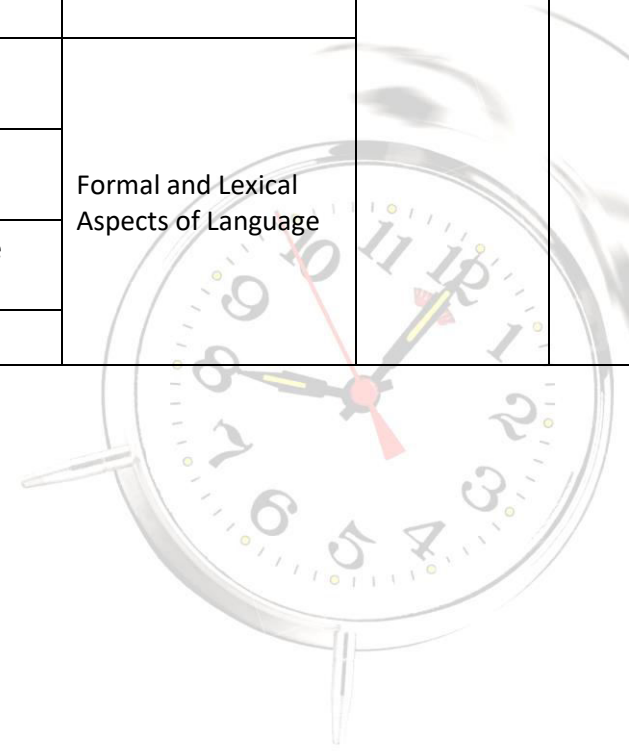
Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
Unit 2: Beauty of Nature	Environmental Education	<ul style="list-style-type: none"> Recognise and use some naming words as collective nouns. 	Formal and Lexical Aspects of Language	18 - 21	6
		<ul style="list-style-type: none"> Differentiate between the use of definite and infinite articles. 			
		<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"> Recognise and use adjectives of origin. 			
		<ul style="list-style-type: none"> Use capitalization according to the rules learnt earlier. 			
		<ul style="list-style-type: none"> Use appropriate conjunctions and, but, or, and because to join sentences within a paragraph. 			
		<ul style="list-style-type: none"> Use the above organising principles of paragraph writing to write a meaningful and guided paragraph. 	Writing Skills		
		<ul style="list-style-type: none"> Create a short poem using the suggested rhyming words. 			
Unit 3: The Journey of Chocolate	Technology	<ul style="list-style-type: none"> Pronounce and practise diphthongs as they occur in practice items and sentences in reading lessons and in speech. 	Oral Communication Skills (Listening and Speaking)	22 - 30	16
		<ul style="list-style-type: none"> Use appropriate expressions in conversation to express likes and dislikes. 			
		<ul style="list-style-type: none"> Use appropriate expressions in conversation to show ability/inability to do something. 			
		<ul style="list-style-type: none"> Apply critical thinking to interact with a text using intensive reading strategies (while reading) to predict what follow in the text using context and prior knowledge. 	Reading and Critical Thinking Skills		
		<ul style="list-style-type: none"> Use critical thinking to respond to the text (post reading) to expressing understanding of a story. 			
		<ul style="list-style-type: none"> Highlight relationships between sentences in a paragraph. 			

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
		<ul style="list-style-type: none"> • Recognise how information is presented in a pie chart and bar graph. • Read to compare information given in a pie chart and a bar graph. • Read tables and charts in textbooks. • Identify and recognise the function of pronouns and transitional devices: next /then/again. • Make anagrams from simple one/two-syllable words. • Provide the missing letter in simple two/three-syllable words. • Change the number of regular and irregular nouns. • Recognise and use more action verbs from the extended environment including other subjects in speech and writing. • Use some words showing position. • Use capitalisation according to the rules learnt earlier. • Use appropriate vocabulary and tense to write a simple paragraph by explaining a procedure or process. • Revise written work for correct spelling, punctuation and tenses 	<p>Formal and Lexical Aspects of Language</p> <p>Writing Skills</p>		
Review 1				31-33	2

Month: 3

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
Unit 4: The Pride of Pakistan	Patriotism/ National Pride	<ul style="list-style-type: none"> Pronounce and practise diphthongs as they occur in practice items and sentences in reading lessons and in speech. 	Oral Communication Skills (Listening and Speaking)	34 - 44	13
		<ul style="list-style-type: none"> Use appropriate expressions in conversation to express needs and feelings. 			
		<ul style="list-style-type: none"> Use appropriate expressions in conversation to respond to instructions and directions. 			
		<ul style="list-style-type: none"> Identify in text and change part of speech in a given word. 	Formal and Lexical Aspects of Language		
		<ul style="list-style-type: none"> Locate, provide and use words similar and opposite in meanings. 			
		<ul style="list-style-type: none"> Recognise and use nouns with no change in number. 			
		<ul style="list-style-type: none"> Recognise helping verbs as aiding the main verbs. 			
		<ul style="list-style-type: none"> Use some words showing time. 			
		<ul style="list-style-type: none"> Articulate, identify and use degrees of regular adjectives. 	Writing Skills		
		<ul style="list-style-type: none"> Recognise and apply capitalisation to the initial letters of proper nouns: names of holidays, special events and groups. 			
		<ul style="list-style-type: none"> Use summary skills to mark important points and develop a mind map to summarize a text. 			
		<ul style="list-style-type: none"> Provide the missing information in a gapped summary. 			
		<ul style="list-style-type: none"> Use appropriate vocabulary and tenses to write a simple paragraph by: <ul style="list-style-type: none"> giving a description of a person/object/place. 			
		<ul style="list-style-type: none"> Write a simple descriptive paragraph. 			
<ul style="list-style-type: none"> Recite poems with actions. 	Ethics and Values	45 - 54		11	
<ul style="list-style-type: none"> Read aloud for an accurate reproduction of sounds of letters and words. 					

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
Unit 5: Thank you, Lord		<ul style="list-style-type: none"> • Recognise and pronounce with reasonable accuracy common three-consonant clusters in initial positions. 	Oral Communication Skills (Listening and Speaking)		
		<ul style="list-style-type: none"> • Classify the words that begin or end with the same three-consonant clusters. 			
		<ul style="list-style-type: none"> • Use appropriate expressions in conversation to express opinions. 			
		<ul style="list-style-type: none"> • Locate specific information in a quarter to and quarter past clock. 	Reading and Critical Thinking Skills		
		<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, identify, differentiate between and use some simple pairs of words including homophones 	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"> • Identify the use of verbs 'be', 'do', and 'have' along with their negative forms as helping verbs. 			
		<ul style="list-style-type: none"> • Distinguish between 'be', 'do', and 'have' as main and helping verbs. 			



Month: 4

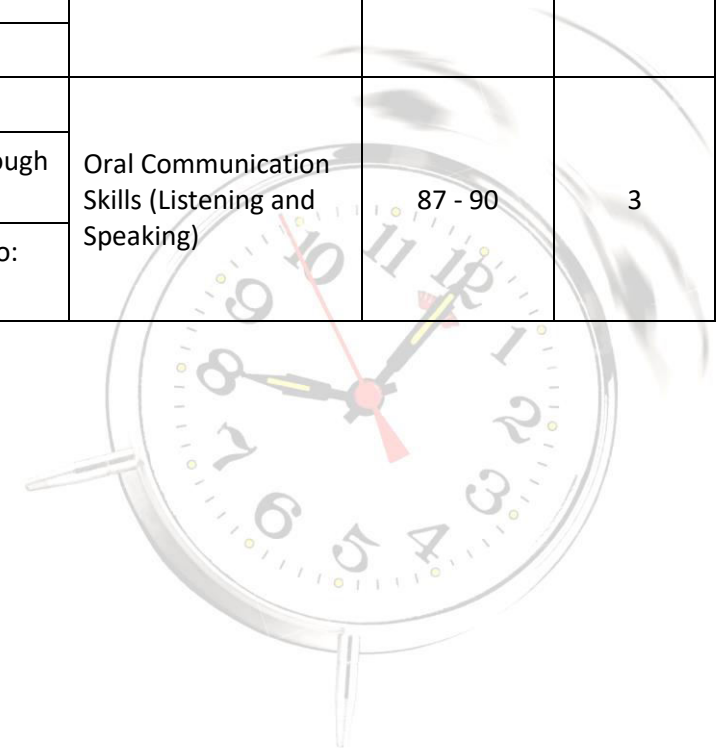
Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
Unit 5: Thank you, Lord	Ethics and Values	<ul style="list-style-type: none"> Use punctuation according to the rules learnt earlier. 	Writing Skills	54	2
		<ul style="list-style-type: none"> Write a guided paragraph using ideas gathered and organised through various strategies. 			
		<ul style="list-style-type: none"> Use some strategies to gather ideas for writing, such as brainstorming. 			
Unit 6: Valuing Others	Role Models	<ul style="list-style-type: none"> Use appropriate expressions in conversation to seek permission to do something and to show ability/inability to do something. 	Oral Communication Skills (Listening and Speaking)	55 - 63	12
		<ul style="list-style-type: none"> Identify and differentiate the use of 'the' with words starting with consonant and vowel sounds. 			
		<ul style="list-style-type: none"> Apply critical thinking to interact with a text using intensive reading strategies (while reading) to guess meanings of difficult words from context. 	Reading and Critical Thinking Skills		
		<ul style="list-style-type: none"> Scan a simple text for specific information. 			
		<ul style="list-style-type: none"> Recognize specific parts of words including common inflectional endings and compound words. 	Formal and Lexical Aspects of Language		
		<ul style="list-style-type: none"> Recognise and locate some compound words from various text sources, e.g., Butterfly, football, bus stop, homework, classroom and white board. 			
		<ul style="list-style-type: none"> Break up some common compound words into words they are made of. 			
		<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"> Identify and make simple sentences with the verbs 'be', 'do' and 'have' as main and helping verbs. 	Writing Skills		
		<ul style="list-style-type: none"> Use punctuation according to the rules learnt earlier. 			
<ul style="list-style-type: none"> Write simple narrative paragraphs. 					

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
		<ul style="list-style-type: none"> Use appropriate vocabulary and tenses to write a simple paragraph by narrating an activity from the immediate surroundings. 			
Review 2				64 – 66	2
Unit 7: Colours of Pakistan	Self, People and Places	<ul style="list-style-type: none"> Use appropriate expressions in conversation to respond to instructions and directions. 	Oral Communication Skills (Listening and Speaking)	67 - 76	8
		<ul style="list-style-type: none"> Demonstrate conventions and dynamics of oral interaction in a group to describe local events. 			
		<ul style="list-style-type: none"> Pronounce long vowel sounds 'i' as in kite, /o/ as in boat, /u/ as in cute. 			
		<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 types: factual. 	Reading and Critical Thinking Skills		
		<ul style="list-style-type: none"> Read simple keys/legends on maps. 	Formal and Lexical Aspects of Language		
		<ul style="list-style-type: none"> Locate difference between the two parts of a compound word. 			
		<ul style="list-style-type: none"> Use common compound words in speech and own writing. 			
		<ul style="list-style-type: none"> Illustrate the use of pronouns learnt earlier. 			
<ul style="list-style-type: none"> Illustrate the use of different positive and negative forms of the verb be, do and have with their corresponding pronouns (i, we, you, he, she, it, they). 					

Month: 5

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
Unit 7: Colours of Pakistan	Self, People and Places	• Use punctuation according to the rules learnt earlier.	Writing Skills	76 - 77	4
		• Classify items (e.g., Vocabulary) required for a given task/topic.			
		• Write short texts in speech bubbles using vocabulary, tone, style of expression appropriate to the communicative purpose and context.			
		• Revise written work for correct spelling, punctuation and tenses.			
Unit 8: Good Study Habits	Festivals and Cultural Events	• Use appropriate expressions in conversation to express regret.	Oral Communication Skills (Listening and Speaking)	78 - 86	17
		• Pronounce short vowel sounds 'i' as in bit, /o/ as in cot, /u/ as in sun.			
		• 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.).	Reading and Critical Thinking Skills		
		• Use critical thinking to respond to the text (post reading) to apply world knowledge and own opinion to the text read.			
		• Use alphabetical order to locate words in a dictionary for an increase in vocabulary and aid in comprehension of texts.	Formal and Lexical Aspects of Language		
		• Recognise meanings of common adjectives in relation to each other, e.g., Huge-big.			
		• Recognise and use: i, we, you, they, it, etc. as subjective case and me, us, you, them, it, etc. as objectives case and mine, our, your, his, her, etc. as possessive case of personal pronouns.			
		• Illustrate the use of can / cannot and, may/may not.			
		• Use some words showing movement.			
		• Recognise that an adverb qualifies verbs, adjectives and other adverbs.			

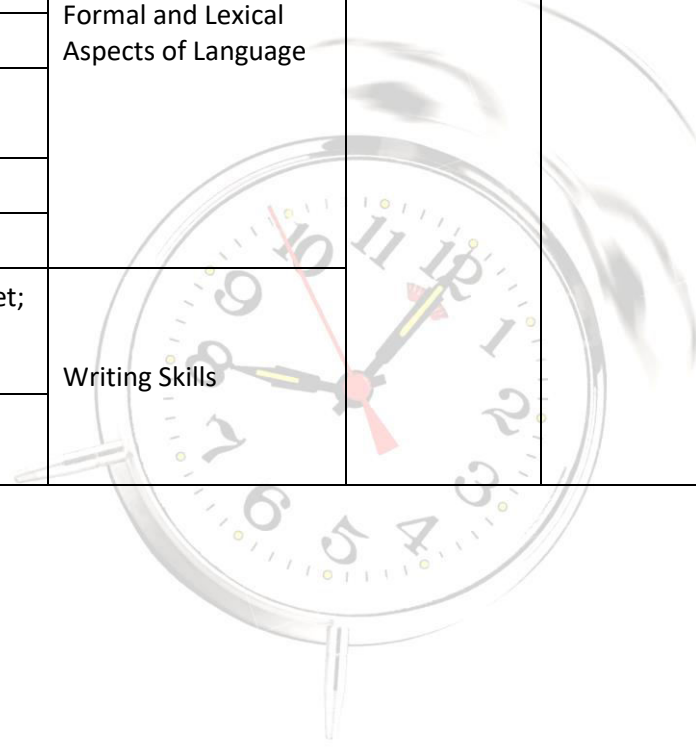
Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
		<ul style="list-style-type: none"> Identify and utilize effective study skills, e.g., brainstorm ideas, using illustration and note-taking. Use punctuation according to the rules learnt earlier. Read short notes written for different purposes to write short notes of their own to friends and family members. Write short informal invitations to friends, family members and teachers to demonstrate the use of the following conventions: purpose, date and time, venue, name of addressee and sender. Write guided replies accepting the invitation. 	Writing Skills		
Unit 9: Manners	Health, Personal Safety, Drug Education	<ul style="list-style-type: none"> Recite poems with actions. Recognise and practise that -ed has three sounds, i.e., "d", "t", "id" through context. Demonstrate conventions and dynamics of oral interaction in a group to: <ul style="list-style-type: none"> engage in conversation. 	Oral Communication Skills (Listening and Speaking)	87 - 90	3



Month: 6

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
Unit 9: Manners	Health, Personal Safety, Drug Education	<ul style="list-style-type: none"> Apply critical thinking to interact with a text using intensive reading strategies (while-reading) to predict what follows in the text using context and prior knowledge. 	Reading and Critical Thinking Skills	91 - 95	10
		<ul style="list-style-type: none"> Use critical thinking to respond to the text (post-reading): expressing understanding of a story through a role-play. 			
		<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"> Use some common similes in speech and writing, e.g., as black as coal. 	Formal and Lexical Aspects of Language		
		<ul style="list-style-type: none"> Practise and use words my, our, your, his, her, etc. to show possession. 			
		<ul style="list-style-type: none"> Identify and use should/should not to express permission and prohibition. 			
		<ul style="list-style-type: none"> Demonstrate the use of 'and', 'or' and 'but'. 			
		<ul style="list-style-type: none"> Identify and use simple adverbs of manner. 	Writing Skills		
		<ul style="list-style-type: none"> Use punctuation according to the rules learnt earlier. 			
		<ul style="list-style-type: none"> Identify and write the central idea of a given poem in simple language. 			
		<ul style="list-style-type: none"> List rhyming words and write a poem. 			
Review – 3				96-97	
Unit 10: Be Aware, Be Safe	Crisis Awareness and Management	<ul style="list-style-type: none"> Demonstrate conventions and dynamics of group oral interaction to take turns and use polite expressions to seek attention. 	Oral Communication Skills (Listening and Speaking)	98 - 106	12
		<ul style="list-style-type: none"> Expressing understanding of a story/text through a role-play. 			

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
		<ul style="list-style-type: none"> Pronounce the weak form of 'of, 'or' and 'but' in simple sentences. 			
		<ul style="list-style-type: none"> Locate specific information in a calendar and a class timetable. 	Reading and Critical Thinking Skills		
		<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. 	Formal and Lexical Aspects of Language		
		<ul style="list-style-type: none"> Recognise that pronouns agree with their antecedents in gender and number. 			
		<ul style="list-style-type: none"> Articulate, recognise and use forms of some simple regular verbs. 			
		<ul style="list-style-type: none"> Illustrate the use of tenses previously learnt in their speech and writing. 			
		<ul style="list-style-type: none"> Recognise and use the full stop with some abbreviations. 			
		<ul style="list-style-type: none"> Identify and use simple adverbs of time. 			
		<ul style="list-style-type: none"> Describe story elements briefly; tell when and where the story is set; describe the characters in a story; and express preferences about them. Retell a story in a few simple sentences. 	Writing Skills		
		<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 11: The Fox and the Stork	Peaceful coexistence Peace Education	<ul style="list-style-type: none"> Demonstrate conventions and dynamics of oral interaction in a group to: agree/disagree politely, lead and follow. 	Oral Communication Skills (Listening and Speaking)	107 - 115	15
		<ul style="list-style-type: none"> Listen to and identify intonation patterns (rising and falling) in sentences. 			
		<ul style="list-style-type: none"> Recognise and use the convention to mark these intonation patterns. 			
		<ul style="list-style-type: none"> Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: personal response. 	Reading and Critical Thinking Skills		
		<ul style="list-style-type: none"> Recognise the cases of pronouns, i.e., subjective, objective, possessive. 	Formal and Lexical Aspects of Language		
		<ul style="list-style-type: none"> Recognise alphabetical arrangement of words in a glossary or a dictionary. 			
		<ul style="list-style-type: none"> Illustrate the use of tenses previously learnt in their speech and writing. 			
		<ul style="list-style-type: none"> Recognise the function of more joining words. 			
		<ul style="list-style-type: none"> Recognise the function of more wh forms used in questions. 			
		<ul style="list-style-type: none"> Respond to, and ask more wh questions. 			
		<ul style="list-style-type: none"> Recognise and use apostrophe with-contractions. 	Writing Skills		
		<ul style="list-style-type: none"> Use some strategies to gather ideas for writing such as 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, tenses. 					
Unit 12: Time to Think		<ul style="list-style-type: none"> Demonstrate conventions and dynamics of oral interaction in group to express needs and feelings, express joy, sadness and anger. 	Oral Communication Skills (Listening and Speaking)	116 - 126	9
		<ul style="list-style-type: none"> Pronounce the weak forms of 'of', 'for', 'or' and 'but' in simple phrases. 			

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
		<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: interpretive. 	Reading and Critical Thinking Skills		
		<ul style="list-style-type: none"> • Explain position and direction on a picture, photograph or a map. 			
		<ul style="list-style-type: none"> • Apply spelling change in plural form of regular and irregular nouns. 	Formal and Lexical Aspects of Language		
		<ul style="list-style-type: none"> • Recognise and use the structure of past continuous tense for actions that were in progress at some time in the past and to give a descriptive background to a narrative/ recount. 			
		<ul style="list-style-type: none"> • Use words such as first, second, next and then to show a sequence. 			
		<ul style="list-style-type: none"> • Recognise and use hyphens with common compound words. 			



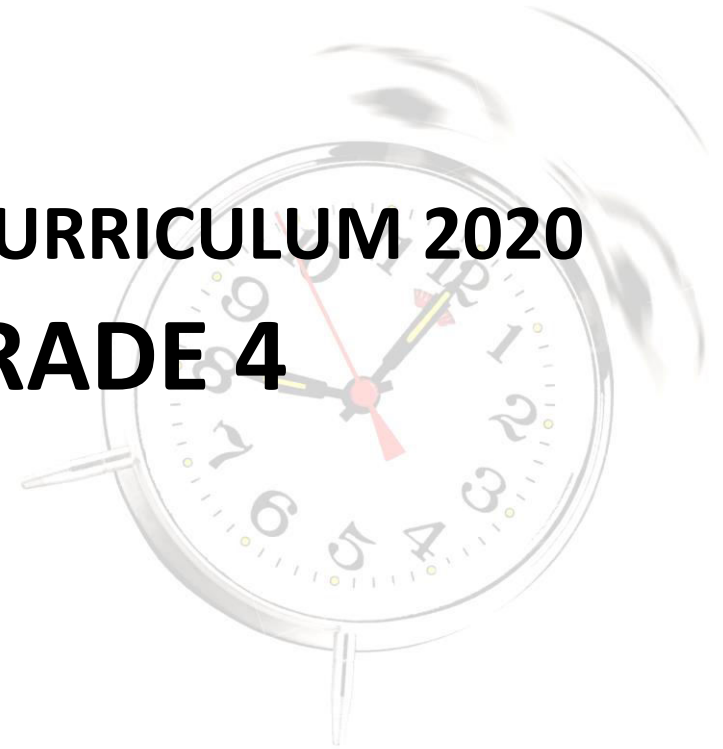
Month: 8

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
Unit 12: Time to Think		<ul style="list-style-type: none"> Describe a series of events in a picture or an illustration. 	Writing Skills	126	8
		<ul style="list-style-type: none"> Spell some words studied in class both orally and in writing. Take dictation of words studied in class. 			
		<ul style="list-style-type: none"> Construct sentences beginning with words that point to something i.e. 'This', 'that', 'these', 'Those', 'it' to describe picture(s), person(s) place(s), thing(s) etc. 			
		<ul style="list-style-type: none"> Demonstrate the use of conventions of letter writing: address, date, salutation, body, closing. 			
		<ul style="list-style-type: none"> Write a guided informal letter. Revise written work for layout, legibility, vocabulary and grammar. 			
		<ul style="list-style-type: none"> Use appropriate vocabulary and tenses to write a simple paragraph by writing an expository paragraph explaining a process or procedure. 			
Unit 13: Little Things		<ul style="list-style-type: none"> Practise and use appropriate tone and non-verbal cues for different communicative functions. 	Oral Communication Skills (Listening and Speaking)	127 - 136	14
		<ul style="list-style-type: none"> Produce in speech and practice appropriate patterns of rhythm, stress and intonation of English language by listening to stories and poems read aloud in class. 			
		<ul style="list-style-type: none"> Recite poems with actions. 			
		<ul style="list-style-type: none"> Respond to, and ask simple questions starting with do and does. 	Reading and Critical Thinking Skills		
		<ul style="list-style-type: none"> Read and use symbols and directions in a picture/story map. 	Formal and Lexical Aspects of Language		
		<ul style="list-style-type: none"> Apply spelling change in regular verb forms. 			
<ul style="list-style-type: none"> Illustrate the use of question words learnt earlier. Identify and use question words when, how many, and how much, etc. 					

Unit No. & Name	Theme	Students Learning Outcomes (SLOs)	Competencies	Textbook Page No.	No. of Periods
		<ul style="list-style-type: none"> • Recognise and use the structure of the future simple tense for expressing actions in the future. 			
		<ul style="list-style-type: none"> • Identify and make simple sentences to show instructions, commands and strong feelings. 	Writing Skills		
		<ul style="list-style-type: none"> • Identify and write the central idea of a given poem in simple language. 			
		<ul style="list-style-type: none"> • List rhyming words and write a poem. 			
		<ul style="list-style-type: none"> • Revise written work for layout, legibility, vocabulary and grammar. 			
Review 4				137-138	2



ACADEMIC CALENDAR BASED ON CURRICULUM 2020 MATHEMATICS – GRADE 4

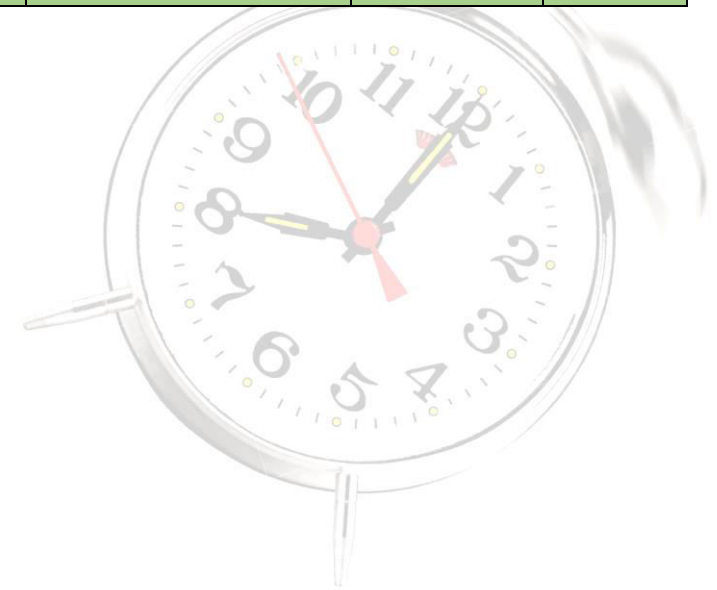


Academic Calendar based on Curriculum 2020 - Mathematics- Grade 4
Month 1

Unit No.	Unit Name	Students Learning Outcomes (SLOs)s	Topic/Sub-topic	Textbook Page No.	No. of Periods
1	Whole numbers & operations	<ul style="list-style-type: none"> Identify place values of digits up to one hundred thousand (100,000). 	1.1 Whole Numbers	1 – 9	8
		<ul style="list-style-type: none"> Read numbers up to one hundred thousand (100,000). 			
		<ul style="list-style-type: none"> Write numbers up to one hundred thousand (100,000). 			
		<ul style="list-style-type: none"> Write numbers in words up to one hundred thousand (100,000). 			
		<ul style="list-style-type: none"> Compare and order numbers up to 5 - digit. 			
		I have learnt and Review Exercise	Revision	9 – 12	2
		<ul style="list-style-type: none"> Add numbers up to 5 - digit. 	1.2 Addition	13-16	3
		<ul style="list-style-type: none"> Solve real life number stories involving addition of numbers up to 5 - digit. 			
		<ul style="list-style-type: none"> Subtract numbers up to 5 - digit. 	1.3 Subtraction	17-20	5
		<ul style="list-style-type: none"> Solve real life situations involving subtraction of numbers up to 5- digit. 			
		I have learnt and Review Exercise	Revision	20-21	2
<ul style="list-style-type: none"> Multiply numbers up to 4 - digit by numbers up to 2 - digit. 	1.4 Multiplication	22-25	4		
<ul style="list-style-type: none"> Solve real life situations involving multiplication of numbers up to 4 - digit by 2 - digit. 					

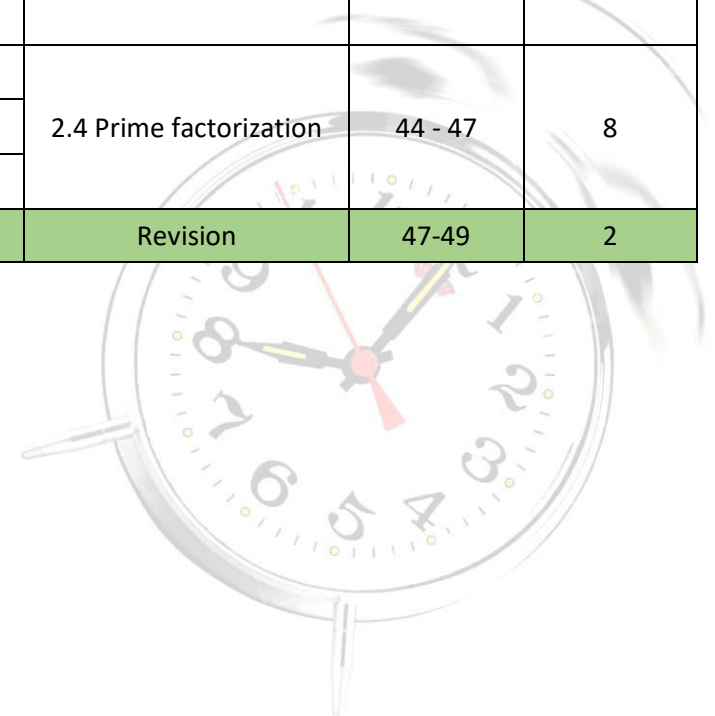
Month 2

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"> Divide numbers up to 4 - digit by numbers up to 2 - digit. 	1.5 Division	26-29	11
		<ul style="list-style-type: none"> Solve real life situations involving division of numbers up to 4 – digit by a number up to 2 - digit. 			
		<ul style="list-style-type: none"> Solve real life situations using appropriate operations of addition, subtraction, multiplication and division of numbers up to 2 - digit. 	1.6 Number Patterns	30-33	11
		<ul style="list-style-type: none"> Recognize a given increasing and decreasing pattern by stating a pattern rule. 			
		<ul style="list-style-type: none"> Describe the pattern found in a given table or chart. 			
		<ul style="list-style-type: none"> Complete the given increasing & decreasing number sequence. 			
		I have learnt and Review Exercise	Revision	34-35	2



Month 3

Unit No.	Unit Name	Students Learning Outcomes (SLOs)	Topic/Sub-topic	Textbook Page No.	No. of Periods
2	Factors and Multiples	<ul style="list-style-type: none"> Identify divisibility rules for 2, 3, 5, and 10. 	2.1 Divisibility tests	36-39	4
		<ul style="list-style-type: none"> Use divisibility tests for 2, 3, 5 and 10 on numbers up to 5 digits. 			
		<ul style="list-style-type: none"> Identify and differentiate 2 - digit prime and composite numbers. 	2.2 Prime and composite numbers	40-43	10
		<ul style="list-style-type: none"> Find factors of a number up to 50. 	2.3 Factors and Multiples		
		<ul style="list-style-type: none"> List the first ten multiples of a 1 – digit number. 			
		<ul style="list-style-type: none"> Differentiate between factors and multiples. 	2.4 Prime factorization	44 - 47	8
		<ul style="list-style-type: none"> Factorize a number by using prime factors. 			
		<ul style="list-style-type: none"> Determine common factors of two or more 2 - digit numbers. 			
		<ul style="list-style-type: none"> Determine common multiples of two or more 2 – digit numbers. 	Revision	47-49	2
I have learnt and Review Exercise					

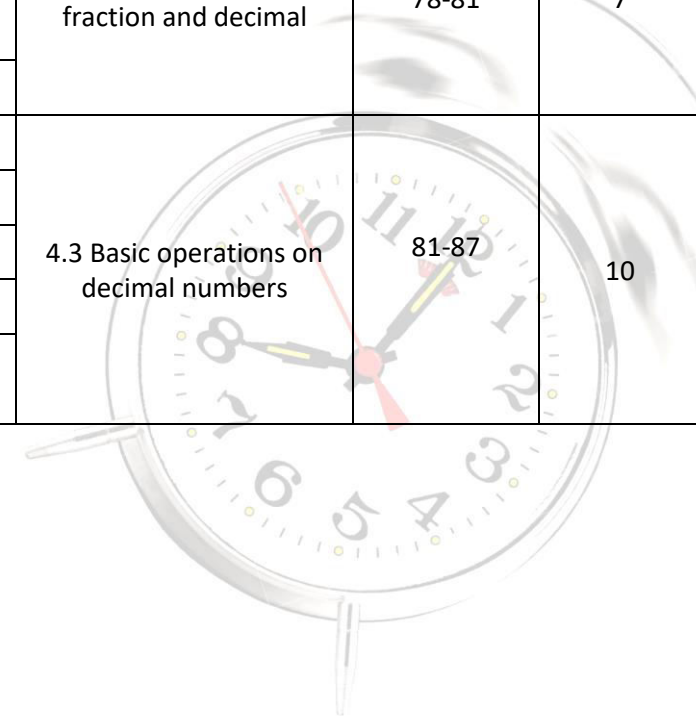


Month 4

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"> Recognize like and unlike fractions. 	3.1 Fraction	50 – 54, 59 – 60	5
		<ul style="list-style-type: none"> Compare two unlike fractions by converting them to equivalent fractions with the same denominator. 			
		<ul style="list-style-type: none"> Simplify fractions to the lowest form. 			
		<ul style="list-style-type: none"> Identify (unit, proper, improper) fractions and mixed numbers. 	3.2 Types of fraction	54-58, 60	5
		<ul style="list-style-type: none"> Convert improper fractions to mixed numbers and vice versa. 			
		<ul style="list-style-type: none"> Arrange fractions in ascending and descending order. 			
		<ul style="list-style-type: none"> Add fractions with like denominators. 	3.3 Addition and Subtraction of fractions	61 – 63	5
		<ul style="list-style-type: none"> Subtract fractions with like denominators. 			
		<ul style="list-style-type: none"> Multiply a fraction (proper, Improper) and mixed number by a whole number. 	3.4 Multiplication of fractions	64 – 67	7
		<ul style="list-style-type: none"> Multiply two fractions (proper, Improper) and mixed numbers. 			
		<ul style="list-style-type: none"> Divide a fraction (proper, Improper) and mixed numbers by a whole number. 	3.5 Division of Fractions		
		<ul style="list-style-type: none"> Analyze real life situations involving fractions by identifying appropriate number operations. 			
			I have learnt and Review Exercise	Revision	68-70

Month: 5

Unit No.	Unit Name	Students Learning Outcomes (SLOs)	Topic/Sub-topic	Textbook Page No.	No. of Periods
4	Decimals	<ul style="list-style-type: none"> Recognize a decimal number as an alternative way of writing a fraction. 	4.1 Decimals	71 – 77	7
		<ul style="list-style-type: none"> Express a decimal number as a fraction whose denominator is 10, 100 or 1000. 			
		<ul style="list-style-type: none"> Identify and recognize the place value of a digit in decimals (up to 3 - decimal places). 			
		<ul style="list-style-type: none"> Convert a given fraction to a decimal if: <ul style="list-style-type: none"> Denominator of the fraction is 10, 100 or 1000. Denominator of the fraction is not 10, 100 or 1000 but can be converted to 10,100 or 1000. 	4.2 Conversion between fraction and decimal	78-81	7
		<ul style="list-style-type: none"> Convert a decimal (up to 3 - decimal places) to fraction. 	4.3 Basic operations on decimal numbers	81-87	10
		<ul style="list-style-type: none"> Add and subtract 3 - digit numbers (up to 2 – decimal places). 			
		<ul style="list-style-type: none"> Multiply a 2 - digit number (up to 1 decimal place) by 10, 100, and 1000. 			
		<ul style="list-style-type: none"> Multiply a 2 - digit number with 1 decimal place by a 1-digit number. 			
		<ul style="list-style-type: none"> Divide a 2 - digit number with 1 - decimal place by a 1 - digit number. 			
<ul style="list-style-type: none"> Solve real life situations involving 2 - digit numbers with 1 - decimal place using appropriate operations. 					

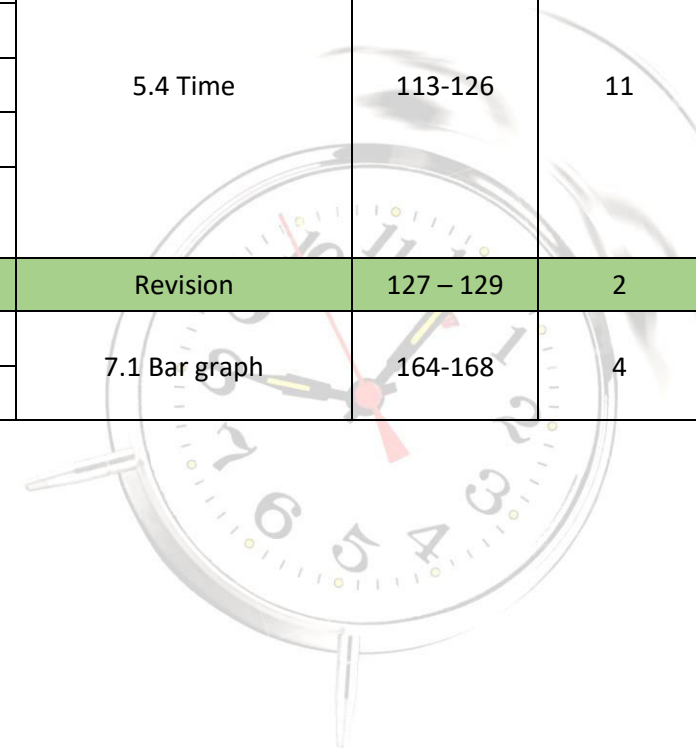


Month 6

Unit No	Unit Name	Students Learning Outcomes (SLOs)	Topic/Sub-topic	Textbook Page No.	No. of Periods
4	Decimals	<ul style="list-style-type: none"> Round off a whole number to the nearest 10, 100, and 1000. 	4.4 Estimation	88-90	4
		<ul style="list-style-type: none"> Round off decimal (with 1 or 2 decimal places) to the nearest whole number. 			
		I have learnt and Review Exercise	Revision	91 – 93	2
5	Measurement	<ul style="list-style-type: none"> Use standard metric units to measure the length of different objects. 	5.1 Length	94-100	7
		<ul style="list-style-type: none"> Convert larger to smaller metric units (2 - digit numbers with one decimal place) <ul style="list-style-type: none"> Kilometers into meters. Meters into centimeters. Centimeters into millimeters. 			
		<ul style="list-style-type: none"> Add and subtract measures of length in same units. 			
		<ul style="list-style-type: none"> Solve real life situations involving conversion, addition and subtraction of measures of length. 			
		<ul style="list-style-type: none"> Use standard metric units to measure the mass of different objects. 	5.2 Mass	101 – 106	8
		<ul style="list-style-type: none"> Convert larger to smaller metric units (2 - digit numbers with one decimal place) <ul style="list-style-type: none"> Kilograms into grams. Grams into milligrams. 			
		<ul style="list-style-type: none"> Add and subtract measures of mass in same units. 			
		<ul style="list-style-type: none"> Solve real life situations involving conversion, addition and subtraction of measures of mass. 			
		<ul style="list-style-type: none"> Use standard metric units to measure the capacity of different containers. 	5.3 Capacity	106-108	3
		<ul style="list-style-type: none"> Convert larger to smaller metric units (2 - digit numbers with one decimal place) liters into milliliters. 			

Month: 7

Unit No.	Unit Name	Students Learning Outcomes (SLOs)	Topic/Sub-topic	Textbook Page No.	No. of Periods
5	Measurement	<ul style="list-style-type: none"> Add and subtract measure of capacity in same units. 	5.3 Capacity	109-110	5
		<ul style="list-style-type: none"> Solve real life situations involving conversion, addition and subtraction of measures of capacity. 			
		I have learnt and Review Exercise	Revision	111 – 112	2
		<ul style="list-style-type: none"> Read and write the time using digital and analog clocks on 12-hour and 24-hour format. 	5.4 Time	113-126	11
		<ul style="list-style-type: none"> Convert hours to minutes and minutes to seconds. 			
		<ul style="list-style-type: none"> Convert years to months, months to days, and weeks to days. 			
		<ul style="list-style-type: none"> Add and subtract measures of time without carrying and borrowing. 			
		<ul style="list-style-type: none"> Solve simple real-life situations involving conversion, addition and subtraction of measures of time. 			
I have learnt and Review Exercise	Revision	127 – 129	2		
7	Data Handling	<ul style="list-style-type: none"> Read simple bar graphs given in horizontal and vertical form. 	7.1 Bar graph	164-168	4
		<ul style="list-style-type: none"> Interpret real life situations using data presented in bar graphs. 			



Month 8

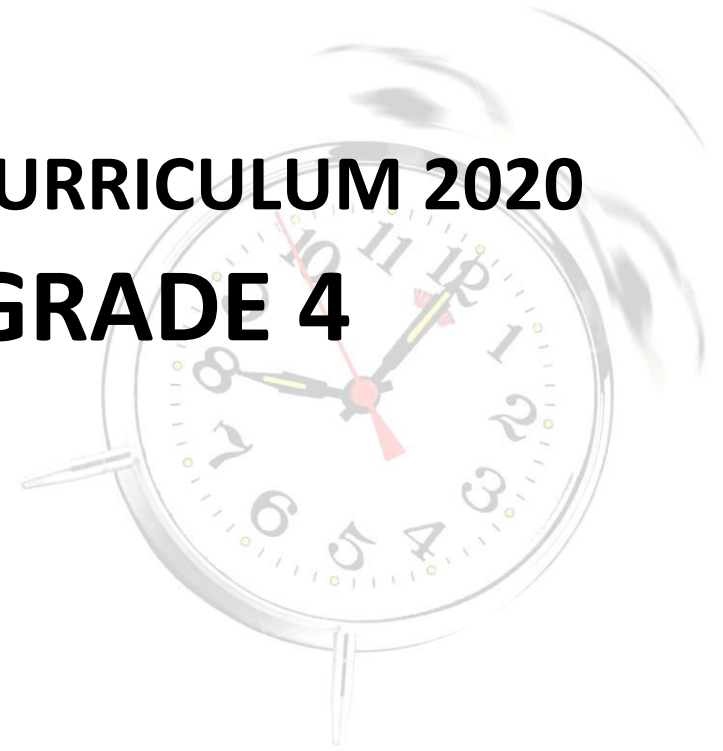
Unit No.	Unit Name	Students Learning Outcomes (SLOs)s	Topic/Sub-topic	Textbook Page No.	No. of Periods
7	Data Handling	<ul style="list-style-type: none"> Read Line Graph. 	7.2 Line graph	168-172	2
		<ul style="list-style-type: none"> Interpret real life situations using data presented in line graphs. 			
		<ul style="list-style-type: none"> Read Pie Chart. 	7.3 Pie Chart	172-174	2
		<ul style="list-style-type: none"> Interpret real life situations using data presented in Pie Chart. 			
		I have learnt and Review Exercise		Revision	174-176
6	Geometry	<ul style="list-style-type: none"> Recognize and identify parallel and non-parallel lines. 	6.1 Lines	130-134	2
		<ul style="list-style-type: none"> Recognize an angle formed by intersection of two rays. 	6.2 Angles	134-142	6
		<ul style="list-style-type: none"> Measure angles in degree ($^{\circ}$) by using protractor. 			
		<ul style="list-style-type: none"> Draw an angle of given measurement and use the symbol (\sphericalangle) to represent it. 			
		<ul style="list-style-type: none"> Differentiate acute, obtuse and right angles. 			
		<ul style="list-style-type: none"> Measure angles using protractor where: <ul style="list-style-type: none"> Upper scale of protractor reads the measure of angle from left to right. Lower scale of protractor reads the measure of angle from right to left. 			
		<ul style="list-style-type: none"> Identify right angles in 2-D shapes. 			
		<ul style="list-style-type: none"> Describe radius, diameter and circumference of a circle. 	6.3 Circle	143-146	2
		<ul style="list-style-type: none"> Find perimeter of a 2-D figures on a square grid. 	6.4 Perimeter and Area	146-149	2
		<ul style="list-style-type: none"> Recognize that perimeter is measured in units of length. 			
		<ul style="list-style-type: none"> Find area of 2D figures on a square grid. 			
		<ul style="list-style-type: none"> Recognize that area of a square is measured in meter square (m^2) and centimeter square (cm^2). 			
		<ul style="list-style-type: none"> Recognize lines of symmetry in two-dimensional (2-D) shapes. 	6.5 Symmetry	150 - 153	2



	<ul style="list-style-type: none">• Complete a symmetrical figure with respect to a given line of symmetry on square grid/dot pattern.			
	<ul style="list-style-type: none">• Compare and sort 3-D objects (cubes, cuboids, pyramids, cylinder, cone, and sphere).	6.6 Three Dimensional (3D) objects	154-158	2
	I have learnt and Review Exercise	Revision	159 – 163	2



ACADEMIC CALENDAR BASED ON CURRICULUM 2020 GENERAL SCIENCE – GRADE 4



Academic Calendar based on Curriculum 2020 - General Science - Grade 4

Month: 1

Chapter No.	Chapter Name	Students Learning Outcomes (SLOs)	Topic/Sub-topics	Textbook Page No.	No of Periods
1	Characteristics and Life Processes of Organisms	<ul style="list-style-type: none"> Compare and contrast characteristics that distinguish major groups of living things (plants, animals) Classify animals in terms of vertebrates and invertebrates with examples and analyze the differences and similarities in vertebrates and invertebrates. Classify plants in terms of flowering and non-flowering with examples and analyze the differences and similarities in flowering and non-flowering plants. Recognize and appreciate diversity in life (both plants and animals) and identify ways to protect diversity 	Characteristics of living things	2 – 7	5
		<ul style="list-style-type: none"> Identify major parts / organs in animals (teeth, bones, lungs, heart, stomach, muscles, brain) Relate the parts / organs of body of animals to their functions (e.g., teeth, breakdown food, bones support the body, lungs take air in, the heart circulates blood, the stomach helps to digest food, muscles move the body) 	Major body parts and their functions	8 - 13	4
		<ul style="list-style-type: none"> Identify parts of plants body (Leaves, stem flowers, seeds, roots) Relate the structures of plants to their functions (i.e., roots absorb water and nutrients and anchor the plants, leaves make food, the stem transports water and food, flowers produce seeds and seeds produce new plants. 	Parts of plants and their functions	13 -15	4
		<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	Students Learning Outcomes (SLOs)	Topic/Sub-topics	Textbook Page No.	No of Periods
2	Ecosystem	<ul style="list-style-type: none"> Recognize what is an ecosystem (e.g., forests, ponds, rivers, grasslands and deserts) Explain biotic (plants, animals and humans) and abiotic factor (light, temperature, soil and water) and their linkages. Analyze the way these biotic and abiotic constituents create balance to sustain any ecosystem. Recognize the interaction between animals and plants and the importance of maintaining balance within an ecosystem. 	Ecosystem	21 – 24	4
		<ul style="list-style-type: none"> Describe a few food chains and analyze their structure to understand its function. Describe the role of living things at each link in a simple food chain (e.g., plants produce their own food, some animals eat plants, while other animals eat the animals that eat plants). Identify and describe common predators and their prey. Recognize and explain that some living things in an ecosystem compete with each other for food and space. Recognize the value of a balanced ecosystem. 	Food Chain	24 - 27	5
		<ul style="list-style-type: none"> Interpret that human actions such as urbanization, pollution and deforestation affect food chains in an ecosystem. Identify various actions and roles that humans can play in preserving various ecosystem. 	Impacts of Human Actions on Food Chain in an Ecosystem	27	4
		<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	28 - 31	3

Month: 3

Chapter No.	Chapter	Students Learning Outcomes (SLOs)	Topic/Sub-topics	Textbook Page No.	No of Periods
3	Human Health	<ul style="list-style-type: none"> Observe and recognize some common symptoms of illness (e.g., fever, Coughing and influenza). Differentiate between contagious diseases (hepatitis, T.B, influenza and non-contagious (polio, cancer) Relate the transmission of common communicable diseases (e.g., touching, sneezing, and coughing) to human contact. 	Symptoms and transmission of communicable disease	33-34	3
		<ul style="list-style-type: none"> Explain some methods of preventing common diseases and their transmission (e.g., vaccination, washing hands, wearing masks.) Describe the importance of maintaining good health. Recognize everyday behaviors that promote good health (e.g., a balanced diet, drinking clean water, exercising regularly, brushing teeth, getting enough sleep). 	Prevention of contagious diseases	35 – 37	3
		<ul style="list-style-type: none"> Define balanced diet and explain its components. Identify common food sources included in a balanced diet (e.g., fruits, vegetables, grains, milk and meat group) Understand the value of clean drinking water and inquire about the factors that generally make it unclean. Explore a few ways that can help make water clean and suitable for drinking water (water filtration and boiling.) 	Balanced Diet and its components	37 – 40	4
		<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. <ol style="list-style-type: none"> Project work 	Revision & Test	41 - 43	3
4	Matter and its Characteristics	<ul style="list-style-type: none"> Describe matter and its states (Solid, Liquid, Gas) Describe characteristics of each state of matter with examples. 	States of matter and its characteristics	45 -46	3

Month: 4

Chapter No.	Chapter	Students Learning Outcomes (SLOs)	Topic/Sub-topics	Textbook Page No.	No of Periods
4	Matter and its Characteristics	<ul style="list-style-type: none"> Compare and sort objects and materials on the basis of physical properties (e. g mass, volume, states of matter, ability to conduct heat or electricity, ability to float or sink in water). 	Classification of objects on the basis of physical properties	46 - 50	2
		<ul style="list-style-type: none"> Explore the properties of metals (appearance, texture, colour, order, and density,) Identify the properties of metals (conducting heat and electricity) and relate these properties to the use of metals (i-e copper electrical wire and iron cooking pot). 	Physical properties of Metals	50 - 52	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	53 – 55	3
5	Forms of Energy and Energy Transfer	<ul style="list-style-type: none"> Identify sources of energy (e.g., the sun, flowing water, wind, coal, oil, gas). Recognize that energy is needed to do work (e.g., for moving objects) heating & lighting. Describe and demonstrate the transformation of energy 	Transformation of Energy	57 – 58	2
		<ul style="list-style-type: none"> Understand the importance of energy conservation. Recognize the role and responsibility of humans to conserve energy resources. 	Conservation of Energy	59	1
		<ul style="list-style-type: none"> Relate familiar physical phenomena (i.e., shadows, reflections, and rainbows) to the behaviour of light. 	Light	59 – 60	2
		<ul style="list-style-type: none"> Relate familiar physical phenomena (vibrating objects, echoes) to production and behavior of sound. 	Sound	61	1
		<ul style="list-style-type: none"> Recognize that warmer objects have a higher temp than cooler objects. Investigate the changes that occur when a hot object is brought in contact with a cold object. Identify ways to measure temperature and understand its unit 	Heat	62	2

Month: 5

Chapter No.	Chapter	Students Learning Outcomes (SLOs)	Topic/Sub-topics	Textbook Page No.	No of Periods
5	Forms of Energy and Energy Transfer	<ul style="list-style-type: none"> Describe and demonstrate that electrical energy in a circuit can be transformed into other forms of energy (e.g., heat, light, sound). Explain and provide reasoning that a simple electric circuit requires a complete electrical pathway. Project work on page 66 of GS textbook. 	Electrical Energy	62 -63	2
		<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	63 – 66	2
6	Force and motion	<ul style="list-style-type: none"> Describe force and motion with examples from daily life. Identify gravity as a force that draws objects to earth. Investigate that friction works against the direction of motion. Provide reasoning with evidence that friction can be either detrimental or useful under different circumstances. 	Force	68 – 73	5
		<ul style="list-style-type: none"> Recognize that simple machines, (e.g., levers, pulleys, gears, ramps) help make motion easier (e.g., make lifting things easier, reduce the amount of force required, change the distance, or change the direction of the force). 	Simple machines	73 - 76	4
		<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	77 – 80	3

Month: 6

Chapter No.	Chapter	Students Learning Outcomes (SLOs)	Topic/Sub-topics	Textbook Page No.	No of Periods
7	Earth and its Resources	<ul style="list-style-type: none"> Recognize that earth's surface is made up of land and water and is surrounded by air. Recognize that water in rivers and streams flows from mountains to oceans or lakes. Identify some of the earth's natural resources (e.g., water, wind, soil, forests, oil, natural gas, minerals) that are used in everyday life. Recognize that some remains (Fossils) of animals and plants that lived on earth, a long time ago are found in rocks, soil and under the sea. Differentiate between renewable and non-renewable resources. 	Earth and its physical characteristics	82 -88	6
		<ul style="list-style-type: none"> Investigate the impact of human activities on the earth's natural resources. Suggest ways to conserve natural resources. 	Conservation of Natural Resources	88 – 89	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	90 – 92	3
8	Earth's Weather and Climate	<ul style="list-style-type: none"> Understand the difference between weather and climate. Relate that weather changes (i.e., daily variations in temperature, humidity, precipitation in the form of rain or snow, clouds and wind) changes with changing geographical location. Recognize that average temperature and precipitation can change with seasons and location. 	Weather and Climate	94 – 97	4

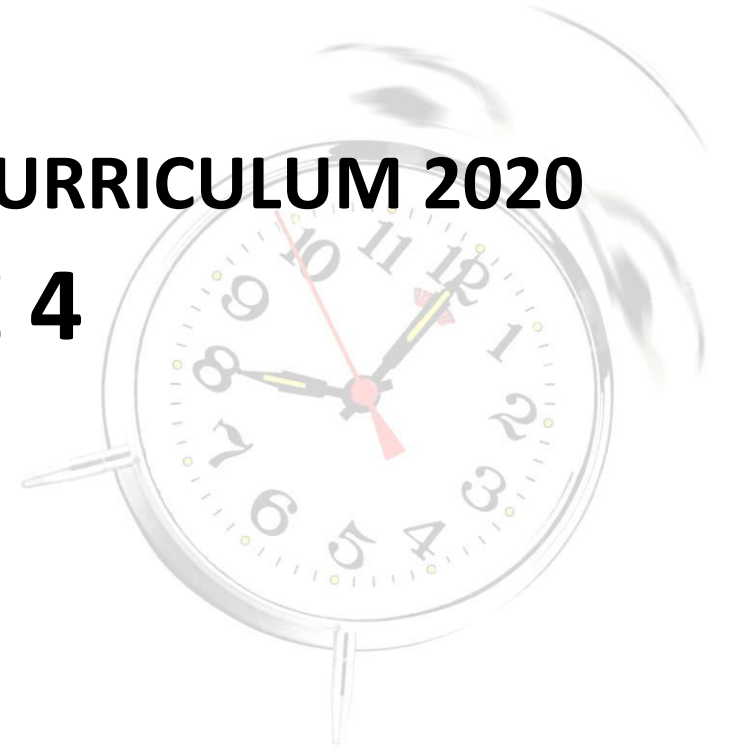
Month: 7

Chapter No.	Chapter	Students Learning Outcomes (SLOs)	Topic/Sub-topics	Textbook Page No.	No of Periods
8	Earth's Weather and Climate	<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. a. Project work 	Revision & Test	98 – 99	3
9	Earth in the Solar System	<ul style="list-style-type: none"> • Describe and demonstrate the Solar System with the sun at the center and the planets revolving around the sun. • Identify the sun as a source of heat and light for the Solar System. • Recognize that the earth has a moon that revolves around it, and from the earth, the moon looks different at different times of the month. 	Solar System	101 -104	4
		<ul style="list-style-type: none"> • Investigate and describe how day and night are related to the earth's daily rotation about its axis. • Describe how seasons in Earth's Northern and Southern hemispheres are related to Earth's annual movement around the Sun. • Provide evidence of Earth's rotation from the changing appearance of shadows during the day. 	Rotational movement of earth	104 -106	4
		<ul style="list-style-type: none"> • Illustrate and explain how solar and lunar eclipses occur. 	Lunar and Solar eclipses	107 - 108	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	108 – 111	3

Month: 8

Chapter No.	Chapter	Students Learning Outcomes (SLOs)	Topic/Sub-topics	Textbook Page No.	No of Periods
10	Technology in Everyday Life	<ul style="list-style-type: none"> Practice techniques of folding, cutting, tearing, and pasting a paper cardboard to make objects and patterns. Design paper bags, envelopes, cards, and face mask. Practice period for practical work. 	Basic Craft making	113 – 119	4
		<ul style="list-style-type: none"> Design models of sphere, cube, prism, cylinder and cone with clay or play dough. Design hammer, wheels, rollers, and gears using clay or play dough 	Preparation of Clay for making models	119	3
		<ul style="list-style-type: none"> Operate tablets / mobile phones for use of a calculator, alarm clock and calendar. Operate mobile phones for taking snap shots. Practice period 	Use of mobile phone	120 - 121	2
		<ul style="list-style-type: none"> Recognize the items of first aid box. Use digital and clinical thermometer externally to measure body temperature. Check blood pressure by digital blood pressure monitor. 	First aid box	121 -124	4
		<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	125 - 127	3

ACADEMIC CALENDAR BASED ON CURRICULUM 2020 URDU – GRADE 4

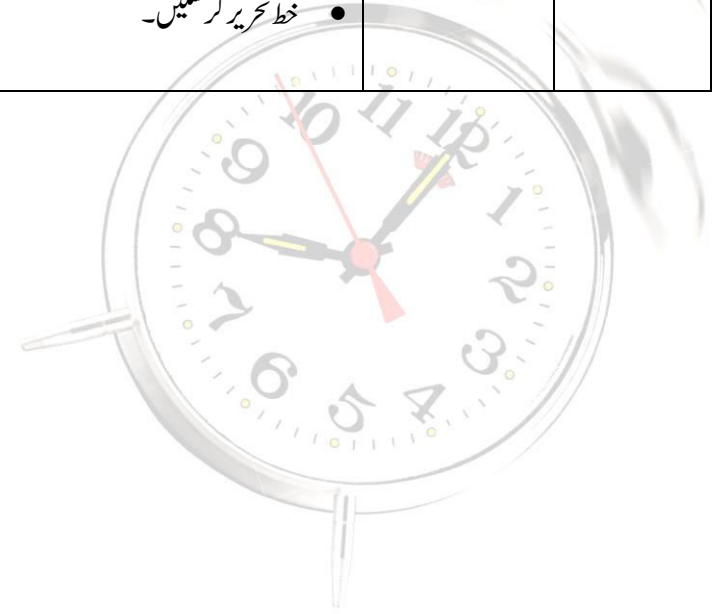


سالانہ تقسیم کار جماعت چہارم (2021-2022)

پہلا مہینہ

کل پیریزڈ	درسی کتاب کا صفحہ نمبر	مہارتیں	حاصلاتِ تعلیم	عنوان	سبق نمبر
08	صفحہ ۱ تا ۶	سنٹا، بولنا، پڑھنا، لکھنا، روزمرہ زندگی کی مہارتیں اور زبان شناسی	• نظم کو سُن کر خاص خاص نکات بیان کر سکیں۔	جمد۔ نظم	سبق نمبر ۱
			• نظم کا مفہوم سمجھتے ہوئے لے اور آہنگ کے ساتھ پڑھ سکیں۔		
			• مترادف اور متضاد کے فرق کو سمجھ کر استعمال کر سکیں۔		
			• استحصانی اور تنقیدی گفت گوئی کر بیان کر سکیں۔		
			• اشعار کو نثر میں تبدیل کر کے لکھ سکیں۔		
			• بچوں کے رسائل اور اخبارات میں سے اپنی پسند کی تحریریں منتخب کر سکیں۔		
08	صفحہ نمبر ۷ تا ۱۳	سنٹا، بولنا، پڑھنا، لکھنا، روزمرہ زندگی کی مہارتیں، تخلیقی لکھائی اور زبان شناسی	• اپنا مافی الضمیر، ربط، ترتیب اور درست لب و لہجے سے بیان کر سکیں۔	نعت۔ نظم	سبق نمبر ۲
			• ایک منٹ میں آسی (۸۰) یا اس سے زائد الفاظ درست تلفظ کے ساتھ پڑھ سکیں۔		
			• حروف جار کا استعمال کر سکیں۔		
			• اپنے مشاہدات اور خیالات کو مربوط، رواں اور موزوں انداز میں لکھ سکیں۔		
			• بچوں کے رسائل اور اخبارات میں سے اپنی پسند کی تحریریں منتخب کر سکیں۔		

کل پیریڈ	درسی کتاب کا صفحہ نمبر	مہارتیں	حاصلاتِ تعلیم	عنوان	سبق نمبر
08	صفحہ نمبر ۱۳ تا ۲۰	سننا، بولنا، پڑھنا، لکھنا، تخلیقی لکھائی اور زبان شناسی	<ul style="list-style-type: none"> کسی واقعے کو سن کر خاص خاص نکات بیان کر سکیں۔ کسی واقعے یا کہانی کو اپنے لفظوں میں بیان کر سکیں۔ متن کو فہم سے پڑھ سکیں۔ عبارت پڑھ کر سوالات کے جوابات دے سکیں۔ املا کو صحت کے ساتھ تحریر کر سکیں۔ اسم خاص و اسم عام میں امتیاز کر سکیں۔ خط تحریر کر سکیں۔ 	مثالی معلم	سبق نمبر ۳



دوسرا مہینہ

سبقت نمبر	عنوان	حاصلاتِ تعلم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیریزڈ
سبقت نمبر ۴	ہم بنیں گے اچھے شہری	<ul style="list-style-type: none"> • عبارت کا مقصد سمجھتے ہوئے درست تلفظ کے ساتھ روانی سے پڑھ سکیں۔ • روزمرہ زندگی میں بجلی، پانی، گیس کے بلوں کے مندرجات کو پڑھ سکیں۔ • کسی بھی عنوان پر مختصر مضمون ربط اور تسلسل کے ساتھ لکھ سکیں۔ • کسی مقام یا سفر وغیرہ کی جزییات بیان کر سکیں۔ • ڈاک خانہ، ہسپتال اور لاری اڈہ وغیرہ پر تحریر شدہ ہدایات پڑھ سکیں۔ • تذکیر و تانیث (جان دار اور بے جان) کا فرق کر سکیں۔ • اپنے ماحول سے متعلق کسی موضوع پر دو منٹ کی تقریر کر سکیں۔ 	سننا، بولنا، پڑھنا، لکھنا، روزمرہ زندگی کی مہارتیں اور زبان شناسی	صفحہ نمبر ۲۱ تا ۲۷	10
02	صفحہ نمبر ۲۸ تا ۲۹	جائزہ-۱			
سبقت نمبر ۵	حضرت ابو بکر صدیق رضی اللہ تعالیٰ عنہ (برائے مطالعہ)	<ul style="list-style-type: none"> • عبارت کا مقصد سمجھتے ہوئے درست تلفظ کے ساتھ روانی سے پڑھ سکیں۔ • نظم و نثر (بلند خوانی / خاموش مطالعہ) پڑھ کر سوالات کے جوابات دے سکیں۔ 	سننا، بولنا اور پڑھنا	صفحہ نمبر ۳۰ تا ۳۲	02
سبقت نمبر ۶	صحت و صفائی	<ul style="list-style-type: none"> • سن کر غلط اور صحیح تلفظ میں فرق کر سکیں۔ 		صفحہ نمبر ۳۳ تا ۳۹	10

سبقت نمبر	عنوان	حاصلاتِ تعلیم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیریڈ
		<ul style="list-style-type: none"> • نظم و نثر پڑھ کر سوالات کے جوابات دے سکیں۔ • عددی ترتیب (تیسرا، چوتھا، اُنیسواں وغیرہ) کو جملوں میں استعمال کر سکیں۔ • اپنے مشاہدات اور خیالات کو مربوط، رواں اور موزوں انداز میں لکھ سکیں۔ • اپنی بول چال میں اُردو گنتی اور عددی ترتیب کا خیال رکھ سکیں۔ • سابقے اور لاحقے کی مدد سے نئے الفاظ بنا سکیں۔ • معاشرتی مسائل صحت و صفائی کے حوالے سے گفت گو کر سکیں۔ • ارد گرد کے ماحول سے متعلق بات چیت میں حصہ لے سکیں۔ • املا کو صحت کے ساتھ تحریر کر سکیں۔ 	سنٹا، بولنا، پڑھنا، لکھنا، روزمرہ زندگی کی مہارتیں، تخلیقی لکھائی اور زبان شناسی		

تیسرا مہینہ

سبقت نمبر	عنوان	حاصلاتِ تعلیم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیریزڈ
سبق نمبر ۷	ہم پاکستانی بچے ہیں	• سُن کر غلط اور صحیح تلفظ میں فرق کر سکیں۔	سنٹا، بولنا، پڑھنا، لکھنا، روزمرہ زندگی کی مہارتیں، استحسان اور تنقید، زبان شناسی اور تقریر	صفحہ نمبر ۴۰ تا ۴۷	12
		• پہیلی سُن کر پیغام سمجھ سکیں۔			
		• عبارت میں موجود، جدول، تصاویر اور نقشوں میں دی گئی معلومات پڑھ کر نتائج اخذ کر سکیں۔			
		• لے اور آہنگ کے حوالے سے نظمیں اور گیت وغیرہ سُن کر اپنی پسند کا اظہار سکیں۔			
		• لغت میں الف بائی ترتیب سے الفاظ کے معنی تلاش کر سکیں۔			
		• اپنے مشاہدات اور خیالات کو مربوط، رواں اور موزوں انداز میں لکھ سکیں۔			
		• جماعت، اسکول، بزم ادب یا باہمی گفت گو میں اپنے خیالات کو اعتماد کے ساتھ پیش کر سکیں۔			
		• اکیاون سے ساٹھ تک گنتی اردو ہندسوں اور لفظوں میں لکھ سکیں۔			
		• مختلف ذرائع ابلاغ سے نظمیں گیت اور واقعات وغیرہ سُنیں اور دوسروں کو بھی سنا سکیں۔			
		• خرید و فروخت کے حوالے سے آویزاں فہرستیں پڑھ سکیں۔			
سبق نمبر ۸	گل دستہ (برائے مطالعہ)	• عبارت کا مقصد سمجھتے ہوئے درست تلفظ کے ساتھ روانی سے پڑھ سکیں۔	سنٹا، بولنا اور پڑھنا	صفحہ نمبر ۴۸ تا ۵۰	02
		• نظم و نثر (بلند خوانی / خاموش مطالعہ) پڑھ کر سوالات کے جوابات دے سکیں۔			

سبقت نمبر	عنوان	حاصلاتِ تعلیم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیریزڈ
سبق نمبر ۹	آتے ہیں جو کام دوسروں کے	• کسی بھی موضوع پر اپنے ساتھیوں کے ساتھ اُردو مباحثے میں حصہ لے سکیں۔	سنٹا، بولنا، پڑھنا، لکھنا، روزمرہ زندگی کی مہارتیں، استحسان اور تنقید اور زبان شناسی	صفحہ نمبر ۵۱ تا ۵۷	10
		• تین پیرا گراف پر مشتمل کہانی لکھ سکیں۔			
		• اسم ضمیر کی (حالت فاعلی) پہچان کر کے درست استعمال کر سکیں۔			
		• اُردو گرد کے ماحول سے متعلق بات چیت میں حصہ لے سکیں۔			
		• اعراب کی تبدیلی سے معنی کی تبدیلی کو پہچان سکیں۔			
		• ہنگامی صورت حال (حادثہ، سیلاب، زلزلہ وغیرہ) میں اپنی حفاظت کے ساتھ دوسروں کی مدد کر سکیں۔			
		• کہانیوں اور نظموں میں دیے گئے فطری مناظر، کیفیات اور حالات پر اپنے جذبات کا اظہار کر سکیں۔			

چوتھا مہینہ

سبق نمبر	عنوان	حاصلاتِ تعلم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیرید
سبق نمبر ۱۰	پہاڑ اور گلہری۔ نظم	<ul style="list-style-type: none"> • سُن کر غلط اور صحیح تلفظ میں فرق کر سکیں۔ • اُردو میں سُنی گئی گفت گو کا مفہوم سمجھ کر یاد رکھ سکیں اور بیان کر سکیں۔ • کہانیاں، نظمیں اور لطیفے پڑھ یا سُن کر اپنے رد عمل کا اظہار کر سکیں۔ • اِکٹھ سے ستر تک گنتی اُردو ہندسوں اور لفظوں میں لکھ سکیں۔ • اپنے مشاہدات اور خیالات کو مربوط، رواں اور موزوں انداز میں لکھ سکیں۔ • رموزِ اوقاف میں استفہامیہ اور واوین کا استعمال کر سکیں۔ • ذرائع ابلاغ سے نظمیں گیت اور واقعات وغیرہ سُنیں اور دوسروں کو بھی سنا سکیں۔ • املا کو صحت کے ساتھ لکھ سکیں۔ • مختلف سماجی تقریبات میں اُردو بولنے پر فخر محسوس کر سکیں۔ 	سننا، بولنا، پڑھنا، لکھنا، روزمرہ زندگی کی مہارتیں، استحسان اور تنقید، تخلیقی لکھائی اور زبان شناسی	صفحہ نمبر ۵۸ تا ۶۳	12
02	صفحہ نمبر ۶۳ تا ۶۵	جائزہ-۲			
سبق نمبر ۱۱	نیا کمپیوٹر	<ul style="list-style-type: none"> • گفت گو یا بیان سُن کر جملوں میں بے ربطی اور عدم تسلسل کا ادراک کر کے بتا سکیں۔ • کسی بھی موضوع پر اپنے ساتھیوں کے ساتھ اُردو مباحثے میں حصہ لے سکیں۔ • اپنے مشاہدات اور خیالات کو مربوط، رواں اور موزوں انداز میں لکھ سکیں۔ • حروفِ عطف کا استعمال کر سکیں۔ 	سننا، بولنا، پڑھنا، لکھنا، روزمرہ زندگی کی مہارتیں، تخلیقی لکھائی اور زبان شناسی	صفحہ نمبر ۶۶ تا ۷۳	10

سابق نمبر	عنوان	حاصلاتِ تعلم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیراڈ
		<ul style="list-style-type: none"> اسکول سے متعلقہ امور کے بارے میں درخواست لکھ سکیں۔ جدید ٹیکنالوجی جیسے ذرائع ابلاغ (موبائل فون ٹیلیٹ، کمپیوٹر، لیپ ٹاپ، کیمرہ وغیرہ) میں اردو کا درست استعمال کر سکیں۔ 			



پانچواں مہینہ

سبق نمبر	عنوان	حاصلاتِ تعلم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیریزڈ
سبق نمبر ۱۲	میں کیا بنوں گا؟ نظم	• استحضانی اور تنقیدی گفت گوئیں کر سکیں۔	سننا، بولنا، پڑھنا، لکھنا، استحضان اور تنقید، تخلیقی لکھائی اور زبان شناسی	صفحہ نمبر ۷۴ تا ۷۹	10
		• نظم کو سن کر خاص خاص نکات بیان کر سکیں۔			
		• نظم کا مفہوم سمجھتے ہوئے لے اور آہنگ کے ساتھ پڑھ سکیں۔			
		• مکالماتی طریقہ کار کے مطابق گفت گو کر سکیں۔			
		• عنوان، مشاہدے کا تجزیہ، ترتیب، پیش کش اور اختتامیہ کو استعمال کرتے ہوئے کم از کم 10 تا 15 جملوں پر مشتمل مضمون لکھ سکیں۔			
		• اشعار کو نثر میں تبدیل کر کے لکھ سکیں۔			
		• فعل امر اور فعل نہی کو جملوں میں استعمال کر سکیں۔			
		• کسی تقریب یا نمائش کو دیکھ کر اس کی کسی مخصوص سرگرمی پر اپنے رد عمل کا اظہار کر سکیں۔			
سبق نمبر ۱۳	زیبا کے پڑوسی	• اردو میں سنی گئی گفت گو کا مفہوم سمجھ کر یاد رکھ سکیں۔	سننا، بولنا، پڑھنا، لکھنا، تخلیقی لکھائی اور زبان شناسی	صفحہ نمبر ۸۰ تا ۸۶	08
		• عبارت کا مقصد سمجھتے ہوئے درست تلفظ کے ساتھ روانی سے پڑھ سکیں۔			
		• کسی بھی عنوان پر مختصر مضمون ربط اور تسلسل کے ساتھ لکھ سکیں۔			
		• روزنامچہ / ڈائری لکھ سکیں۔			
		• تذکیر و تائیت (جان دار، بے جان) کا فرق سمجھ سکیں۔			

سبقت نمبر	عنوان	حاصلاتِ تعلم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیریڈ
		• املا کو صحت کے ساتھ تحریر کر سکیں۔			
سبق نمبر ۱۴	جب ہر چیز سونے کی بن گئی	• کسی بھی کہانی کو اپنے لفظوں میں بیان کر سکیں۔	سننا، بولنا اور پڑھنا	صفحہ نمبر ۸۷ تا ۹۲	06
		• معلومات عامہ اور فطری موضوعات پر مبنی تحریریں پڑھ سکیں۔			
		• کہانی پڑھ کر عنوان، عناصر اور نتائج اخذ کر سکیں۔			



چھٹا مہینہ

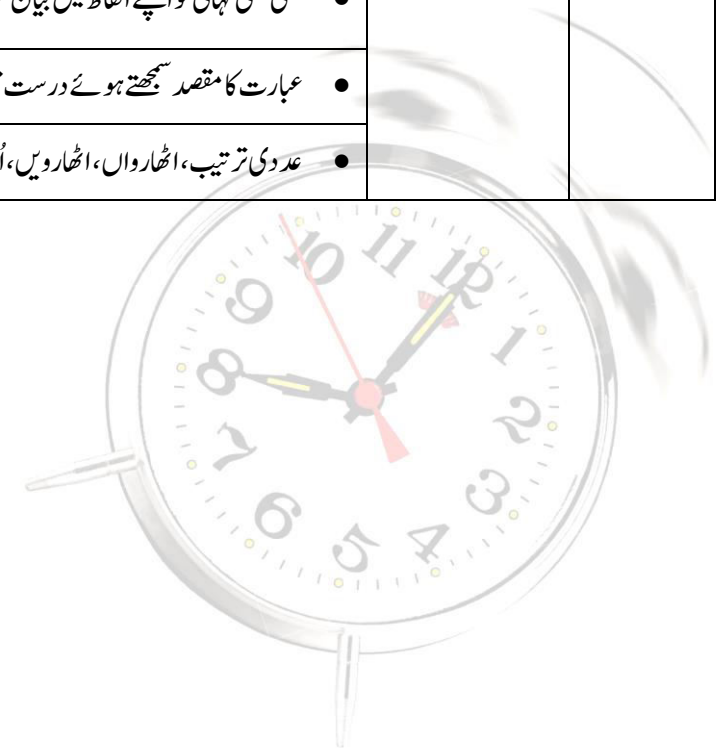
سابق نمبر	عنوان	حاصلاتِ تعلیم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیریزڈ
سبق نمبر ۱۴	جب ہر چیز سونے کی بن گئی (جاری)	<ul style="list-style-type: none"> • محاوروں کو جملوں میں استعمال کر سکیں۔ • کسی بھی عنوان پر مختصر مضمون ربط اور تسلسل کے ساتھ لکھ سکیں۔ • عبارت کے خاص خاص نکات تحریر کر سکیں۔ • دوستوں کو خط، دعوت نامے اور کارڈ تحریر کر سکیں۔ • مرکب جملے بنا سکیں۔ 	سننا، بولنا، پڑھنا، لکھنا، تخلیقی لکھائی اور زبان شناسی	صفحہ نمبر ۹۳ تا ۹۴	06
جائزہ۔ ۳					
سبق نمبر ۱۵	صبح کی آمد۔ نظم	<ul style="list-style-type: none"> • سن کر غلط اور صحیح تلفظ میں فرق کر سکیں۔ • نظم کو سن کر خاص خاص نکات بیان کر سکیں۔ • اپنے ارد گرد کے ماحول سے متعلق (اہم عمارات، قدرتی مناظر، تفریحی مقامات) وغیرہ پر بات کر سکیں۔ • نظم کا مفہوم سمجھتے ہوئے لے اور آہنگ کے ساتھ پڑھ سکیں۔ • اِکھتر (۷۱) تا آس (۸۰) گنتی کو اردو ہندسوں اور لفظوں میں لکھ سکیں۔ • لغت میں الف بائی ترتیب سے الفاظ کے معنی تلاش کر سکیں۔ • الفاظ کے متضاد بنا سکیں۔ 	سننا، بولنا، پڑھنا، لکھنا اور زبان شناسی	صفحہ نمبر ۹۷ تا ۱۰۲	08

سبقت نمبر	عنوان	حاصلاتِ تعلم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیریزڈ
		• قوسین () کا استعمال جان سکیں۔			
سبق نمبر ۱۶	حضرت فاطمہ الزہراء رضی اللہ تعالیٰ عنہا	<ul style="list-style-type: none"> • اردو میں سُنی گئی گفت گو کا مفہوم سمجھ کر یاد رکھ سکیں اور بیان کر سکیں۔ • ایک منٹ میں کم از کم آٹس (۸۰) الفاظ درست پڑھ سکیں۔ • محاوروں کو جملوں میں استعمال کر سکیں۔ • بچوں کی تقریبات میں میزبان / کمپیئر کے فرائض انجام دے سکیں۔ • عبارت پڑھ کر اس کے خاص خاص نکات تحریر کر سکیں۔ • خطبہ، تقریر، ہدایات وغیرہ پڑھ کر سمجھ سکیں اور پیغام دوسروں تک پہنچا سکیں۔ • تقریر کے مراحل (آغاز، عروج، اختتام) کا خیال رکھ سکیں۔ 	سُننا، بولنا، پڑھنا، لکھنا، روزمرہ زندگی کی مہارتیں، زبان شناسی اور تقریر	صفحہ نمبر ۱۰۳ تا ۱۰۹	08

ساتواں مہینہ

سبقت نمبر	عنوان	حاصلاتِ تعلم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیریڈ
سبقت نمبر ۱۷	گرمی۔ نظم	<ul style="list-style-type: none"> • نظم کو سن کر خاص خاص نکات بیان کر سکیں۔ • اردو میں اشعار اور نظمیں لے اور آہنگ کے ساتھ سنا سکیں۔ • نظم کا مفہوم سمجھتے ہوئے لے اور آہنگ کے ساتھ پڑھ سکیں۔ • اشعار کو نثر میں تبدیل کر کے لکھ سکیں۔ • مکالمہ لکھ سکیں۔ • سادہ جملوں کو زمانہ ماضی، حال، مستقبل کے لحاظ سے تبدیل کر سکیں۔ 	سننا، بولنا، پڑھنا، لکھنا، تخلیقی لکھائی اور زبان شناسی	صفحہ نمبر ۱۱۰ تا ۱۱۵	08
سبقت نمبر ۱۸	باتیں دانائی کی	<ul style="list-style-type: none"> • عبارت کا مقصد سمجھتے ہوئے درست تلفظ کے ساتھ روانی سے پڑھ سکیں۔ • تذکیر و تانیث (جان دار اور بے جان) کے مطابق افعال کا جملوں میں استعمال کر سکیں۔ • مترادف اور متضاد کے فرق کو سمجھ سکیں۔ • اسم صفت کی پہچان کر سکیں۔ • کہانی کے اجزا (آغاز، عروج، اختتام اور نتیجہ) کو مد نظر رکھتے ہوئے کہانی تحریر کر سکیں۔ • اپنے اسکول اور محلے کی لائبریری سے اپنی دل چسپی کی کتابیں رسائل وغیرہ لے کر ان کا مطالعہ کر سکیں۔ • کسی بھی کہانی یا واقعے کو اپنے الفاظ میں بیان کر سکیں۔ 	سننا، بولنا، پڑھنا، لکھنا اور روزمرہ زندگی کی مہارتیں اور زبان شناسی	صفحہ نمبر ۱۲۵ تا ۱۶۹	10

سابق نمبر	عنوان	حاصلاتِ تعلم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیریڈ
		<ul style="list-style-type: none"> اپنے مسائل 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۔ 			
02		جائزہ-۴			
04	سابق نمبر ۱۹	<ul style="list-style-type: none"> ہدایات یا اعلانات سن کر ان پر عمل کر سکیں۔ کسی بھی کہانی کو اپنے الفاظ میں بیان کر سکیں۔ عبارت کا مقصد سمجھتے ہوئے درست تلفظ کے ساتھ روانی سے پڑھ سکیں۔ عددی ترتیب، اٹھارواں، اٹھارویں، اُنیسواں، اُنیسویں کا فرق سمجھ سکیں۔ 	سننا، بولنا، پڑھنا، لکھنا، روزمرہ زندگی کی مہارتیں	صفحہ نمبر ۱۲۵ تا ۱۳۰	



آٹھواں مہینہ

سبقت نمبر	عنوان	حاصلاتِ تعلم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیریڈ
سبق نمبر ۱۹	رائے کا احترام (جاری)	• گھر اور اسکول میں پیش آنے والے مسائل کا حل اتفاق رائے سے تلاش کر سکیں۔	تخلیقی لکھائی، تقریر اور زبان شناسی	صفحہ نمبر 129 تا ۱۳۱	05
		• اپنے مشاہدات اور خیالات کو مربوط، رواں اور موزوں انداز میں لکھ سکیں۔			
		• سابقے اور لاحقے کی مدد سے نئے الفاظ بنا سکیں۔			
سبق نمبر ۲۰	دیانت داری تصویری کہانی	• اشارات اور تصاویر کی مدد سے کہانی لکھ سکیں۔	سننا، بولنا، پڑھنا، لکھنا اور تخلیقی لکھائی	صفحہ نمبر ۱۳۲ تا ۱۳۳	02
		• کہانی کے اجزا (آغاز، عروج، اختتام اور نتیجے) کو مد نظر رکھتے ہوئے کہانی لکھ سکیں۔			
سبق نمبر ۲۱	یہ بات سمجھ میں آئی نہیں۔ مزاحیہ نظم	• عبارت کا مقصد سمجھتے ہوئے درست تلفظ کے ساتھ روانی سے پڑھ سکیں۔	سننا، بولنا، پڑھنا، لکھنا، تخلیقی لکھائی اور زبان شناسی	صفحہ نمبر ۱۳۴ تا ۱۳۹	05
		• مکالمہ لکھ سکیں۔			
		• سادہ جملوں کو زمانہ ماضی، حال، مستقبل کے لحاظ سے تبدیل کر سکیں۔			
		• واوین کا استعمال درست کر سکیں۔			
سبق نمبر ۲۲	شان دار فیصلے (برائے مطالعہ)	• عبارت کا مقصد سمجھتے ہوئے درست تلفظ کے ساتھ روانی سے پڑھ سکیں۔	سننا، بولنا اور پڑھنا	صفحہ نمبر ۱۴۰ تا ۱۴۲	02
		• نظم و نثر (بلند خوانی / خاموش مطالعہ) پڑھ کر سوالات کے جوابات دے سکیں۔			
سبق نمبر ۲۳	تاریخی عمارتیں	• اردو میں سُنی گئی گفت گو کا مفہوم سمجھ کر یاد رکھ سکیں۔	سننا، بولنا، پڑھنا، لکھنا، تخلیقی لکھائی اور زبان شناسی	صفحہ نمبر ۱۴۳ تا ۱۵۰	08
		• کہانی کو سن کر خاص خاص نکات بیان کر سکیں۔			
		• عبارت کا مقصد سمجھتے ہوئے درست تلفظ کے ساتھ روانی سے پڑھ سکیں۔			

سابق نمبر	عنوان	حاصلاتِ تعلیم	مہارتیں	درسی کتاب کا صفحہ نمبر	کل پیرید
		<ul style="list-style-type: none"> • علامت فاعل 'نے' اور علامت مفعول 'کو' کا صحیح استعمال کر سکیں۔ • عنوان، مشاہدے کا تجزیہ، ترتیب پیش کش اور اختتامیہ کو استعمال کرتے ہوئے کم از کم 10 تا 15 جملوں پر مشتمل مضمون لکھ سکیں۔ 			
		جائزہ-۵		صفحہ نمبر ۱۵۱ تا ۱۵۲	02





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