

<b>English</b>
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(Term 1)

**LEARNING OUTCOMES**

<p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>•Begin to chant the rhymes with repetition.</li> <li>• Begin to express themselves effectively showing awareness of listener's needs.</li> <li>•Begin to say a complete sentence.</li> </ul>	<p><b><u>Listening</u></b></p> <ul style="list-style-type: none"> <li>•Begin to listen to other adults.</li> <li>•Stay in topic and make appropriate responses.</li> <li>•Begin to listen to stories with attention.</li> </ul>	<p><b><u>Word Reading</u></b></p> <ul style="list-style-type: none"> <li>•Begin to link sounds to letters, naming and sounding the letters of the alphabets.</li> <li>•Begin to read 2 letter combination</li> <li>•High Frequency words.</li> </ul>
<p><b><u>Writing Transcription</u></b></p> <ul style="list-style-type: none"> <li>•Begin to form letters correctly.</li> <li>•Begin writing legibly.</li> </ul>	<p><b><u>Reading and comprehension</u></b></p> <ul style="list-style-type: none"> <li>•Begin to enjoy a greater range of stories read to them.</li> <li>•Begin to understand and answer questions about stories read to them.</li> <li>•Follow instructions involving several ideas or actions.</li> </ul>	<p><b><u>Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>•Questions</li> <li>• Yes / No</li> </ul>

<b>English</b>
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**(Term 2)**

**LEARNING OUTCOMES**

<p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Continue rhyming strings.</li> <li>• Respond to a story with appropriate and relevant comments, questions and actions.</li> <li>• Say a few sentences for a given picture.</li> </ul>	<p><b><u>Listening</u></b></p> <ul style="list-style-type: none"> <li>• Develop explanations by linking ideas and giving reasons.</li> <li>• Listen to the stories and retell the stories.</li> </ul>	<p><b><u>Word Reading</u></b></p> <ul style="list-style-type: none"> <li>• Hear and say the initial sounds in words.</li> <li>• Read some irregular words.</li> <li>• Spell some words correctly.</li> <li>• Make phonically plausible attempts to spell words.</li> <li>• Begin to read 3 letter words</li> <li>• High Frequency words.</li> </ul>
<p><b><u>Writing Transcription</u></b></p> <ul style="list-style-type: none"> <li>• Write the letters correctly and legibly.</li> <li>• Begin to write short text of 2 letter words.</li> <li>• Segment sounds in simple words and blend them together.</li> </ul>	<p><b><u>Reading and comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Ask and answer question about the event that have occurred or fictional events</li> <li>• Answer how and why questions about their experiences.</li> <li>• Respond to ideas expressed by others in conversation or discussion.</li> <li>• Follow a story without pictures or props.</li> </ul>	<p><b><u>Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Pronouns</li> </ul>

<b>English</b>
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**(Term 3)**

**LEARNING OUTCOMES**

<p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>•Develop their own narratives, telling stories and connecting a sequence of events.</li> </ul>	<p><b><u>Listening</u></b></p> <ul style="list-style-type: none"> <li>•Listen to adults and participate actively in conversation while engaged in another activity e.g., playing.</li> </ul>	<p><b><u>Word Reading</u></b></p> <ul style="list-style-type: none"> <li>•Reading words with medial vowels /a/, /o/, /i/.</li> <li>•Say the final sounds in words</li> <li>•High Frequency words.</li> </ul>
<p><b><u>Writing Transcription</u></b></p> <ul style="list-style-type: none"> <li>•Write letters a-z with correct sequence.</li> <li>•Write missing letters.</li> <li>•Write words with medial vowels /a/, /o/, /i/.</li> <li>•Represent some sounds correctly and in sequence.</li> <li>•Use phonic knowledge to write words in ways that match their spoken sounds.</li> <li>•Write their own name.</li> <li>•Write a simple sentence.</li> </ul>	<p><b><u>Reading and comprehension</u></b></p> <ul style="list-style-type: none"> <li>•Link what is read to them to their own experiences.</li> </ul>	<p><b><u>Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Opposites</li> </ul>

<b>Maths</b>
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**(Term 1)****PEDAGOGICAL APPROACH**

Throughout these units, students will be learning numbers in Maths by:

- Counting the numbers 1-5.
- Recognizing the numbers 1-5.
- Exploring the 2D shapes.
- Number bond.
- Independent writing.

**LEARNING OUTCOMES**

<b><u>Numbers</u></b>	<b><u>Addition</u></b>	<b><u>Data Handling</u></b>
<ul style="list-style-type: none"> <li>• Count up to 5</li> <li>• Recognize numerals 1 to 5</li> <li>• Count reliably using numbers 1 to 10 and place the numbers in order.</li> <li>• Estimate how many objects they can see and check by counting them.</li> <li>• Write 1-5 independently.</li> <li>• Find the total number of items in 2 groups by counting altogether.</li> <li>• Know the number bond of 1 to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Perform additions and use number bonds.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore 2D shapes (circle &amp; square)</li> <li>• Use familiar objects / shapes to recreate models</li> <li>• Recognize common units of time ( days)</li> <li>• Explore characteristics of shapes and everyday objects to describe them (circle, square)</li> </ul>

## Maths

### (Term 2)

#### **PEDAGOGICAL APPROACH**

Throughout these units, students will be learning numbers in Maths by:

- Counting the numbers 1-10
- Recognizing the numbers 1-10
- Exploring the 2D shapes.
- Number bond
- Subtraction
- Addition
- Independent writing.

#### **LEARNING OUTCOMES**

<p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>• Estimate how many objects they can see and check by counting them.</li> <li>• Count reliably using numbers 1-20 and place the numbers in order.</li> <li>• Say the number after, up to number 10.</li> <li>• Find the total number of items in 2 groups by counting altogether.</li> <li>• Know the number bond of 6 to 8.</li> </ul>	<p><b><u>Addition</u></b></p> <ul style="list-style-type: none"> <li>• Add numbers less than 10</li> <li>• Write the total number of items in two groups by counting altogether.</li> <li>• Use numbers to make number bond.</li> <li>• Add one more number to the group.</li> </ul>	<p><b><u>Data Handling</u></b></p> <ul style="list-style-type: none"> <li>• Explore 2D shapes (rectangle &amp; triangle)</li> <li>• Recognize common units of time (days)</li> </ul> <p><b><u>Subtraction</u></b></p> <ul style="list-style-type: none"> <li>• Subtract from one digit number.</li> </ul>
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<b>Maths</b>
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**(Term 3)**

**PEDAGOGICAL APPROACH**

Throughout these units, students will be learning numbers in Maths by:

- Counting the numbers 1-20
- Recognizing the numbers 1-20
- Exploring the 2D shapes.
- Writing 1-10.
- Addition
- Subtraction
- Number Bond

**LEARNING OUTCOMES**

<b><u>Numbers</u></b>	<b><u>Addition</u></b>	<b><u>Subtraction</u></b>	<b><u>Data Handling</u></b>
<ul style="list-style-type: none"> <li>• Estimate how many objects they can see and check by counting them.</li> <li>• Say the number after a given number up to 10.</li> <li>• Count reliably using numbers 1-10 and place the numbers in order.</li> <li>• Find the total number of items in 2 groups by counting altogether.</li> <li>• Know the number bond of 9 to 10</li> </ul>	<ul style="list-style-type: none"> <li>• Add one more number to the group.</li> <li>• Perform additions and use the relevant vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Subtract one single digit number from another in context.</li> <li>• Use appropriate marks to record numbers and operations.</li> <li>• Begin to use (-) and (=) to record subtraction.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore 2D shapes (circle, triangle, square, rectangle)</li> <li>• Use familiar objects and common shapes to create and recreate patterns and build models.</li> </ul>

# Science

## (Term 1)

### **Indicator**

By the end of the grade, students will be able to:

- Identify and describe animals.
- Compare and group different types of animals.
- Plant science
- Material science

### **Pedagogical Approach:**

Throughout these units, students will spend the majority of their time learning by:

- Experiencing with a variety of materials.
- Making observations that are relevant to questions asked.
- Working in cooperative learning teams in an enjoyable learning environment.

Following guided inquiry principles in order to deepen their understanding of a topic.

### **LEARNING OUTCOMES:**

<b>Animal Science</b>	<b><u>UNITS</u></b>
<p><b><u>1. Animals lifecycles</u></b></p> <ul style="list-style-type: none"> <li>• Identify animals</li> <li>• Investigate/differentiate between butterfly and caterpillar</li> <li>• Discover the lifecycle of butterfly</li> <li>• Investigate /differentiate between the hen and chick</li> <li>• Draw/create a hen and chick</li> <li>• Discover the lifecycle of hen</li> </ul>	<p><b><u>Animals lifecycles</u></b></p> <ul style="list-style-type: none"> <li>• Who am I?</li> <li>• Body patterns</li> <li>• Mindful art</li> <li>• Lifecycle of butterfly</li> <li>• Body patterns</li> <li>• Mindful art</li> <li>• Lifecycle of a hen</li> </ul>

**Science****(TERM -2)****Pedagogical Approach:**

Throughout these units, students will spend the majority of their time learning by:

- Experiencing with a variety of materials.
- Making observations that are relevant to questions asked.
- Working in cooperative learning teams in an enjoyable learning environment.  
Following guided inquiry principles in order to deepen their understanding of a topic.

**LEARNING OUTCOMES:**

<b><u>Plant science</u></b>	<b><u>UNITS</u></b>
<ul style="list-style-type: none"><li>• Identify plants</li><li>• Explore the requirements of a plant</li><li>• Research the plant facts</li><li>• Setting up plant enquiries</li><li>• Observe and Explore plants growth</li></ul>	<b><u>Growing plants</u></b> <ul style="list-style-type: none"><li>• Differentiate plants</li><li>• Needs of plants</li> <li>• Know more about plants</li><li>• My plant garden</li><li>• Collection of Data</li></ul>



<b>Science</b>
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**(Term 3)****Pedagogical Approach:**

Throughout these units, students will spend the majority of their time learning by:

- Experiencing with a variety of materials.
- Making observations that are relevant to questions asked.
- Working in cooperative learning teams in an enjoyable learning environment.  
Following guided inquiry principles in order to deepen their understanding of a topic.

**LEARNING OUTCOMES:**

<b><u>Material Science</u></b>	<b><u>UNITS</u></b>
<ul style="list-style-type: none"> <li>• Identify and name different seasons</li> <li>• Explore the spring season</li> <li>• Explore the winter season</li> <li>• Sorting seasons</li> <li>• Investigate the facts about the seasons.</li> </ul>	<p style="text-align: center;"><b><u>Seasons</u></b></p> <ul style="list-style-type: none"> <li>• Identification of seasons</li> <li>• Spring is everything</li> <li>• Hello cold days</li> <li>• Sorting seasons</li> <li>• Facts or fiction(spring, Winter)</li> </ul>

**Working scientifically****Science; Types of Investigations**

1. 'Working scientifically' is the continuous area of study in the National Curriculum for Science. The following types of enquiry are included in Science planning.

## Quran

### Term 1<sup>st</sup> الفصل الدراسي الأول:

### براعم الإسلام

1. تحية الإسلام.
2. نشيد البسمة .
3. آداب الطعام .
4. سورة الفاتحة .
5. دعاء .

### Term 2<sup>nd</sup> الفصل الدراسي الثاني:

1. نشيد أنا طفل صغير.
2. الشهادتين .
3. سورة الإخلاص.
4. ذكر الله تعالى .
5. نشيد الله ربي.
6. دعاء العلم .
7. الكلمة الطيبة .

### Term 3<sup>rd</sup> الفصل الدراسي الثالث:

1. سورة الكوثر .
2. سورة النصر.
3. نشيد أنا مسلم .
4. الصلاة.
5. أسماء الله الحسنى .

<b>Art</b>
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**(Term 1)****Indicators:**

By the end of the grade student will be able to:

- Recognize different colour and their various combinations along with using the correct colour strokes for a given picture.
- Recognize lines, perspectives, forms and shapes.
- Develop hand eye coordination and cognitive skills by recognizing what colour to use in a specified area especially in challenging and difficult drawings.
- Develop hand-strength and dexterity that will enable them to handle the colouring material in an appropriate way.
- Express their imagination, ideas, and emotions through drawing and colouring.
- Strengthen their jargon about arts and the various material that are used in it.
- Demonstrate knowledge and understanding of a variety of styles, forms and ideas.

**Pedagogical Approach:**

Throughout these units students will be learning art by:

- Understanding the basic techniques that are used in artwork.
- Enjoying and appreciating their own work and that of others by showing creativity and independent working skills.
- Practicing colouring and drawing in a co-operative and appreciating learning environment.
- Using art confidently as a form of expression and communication while demonstrating a range of technical skills.

**LEARNING OUTCOMES**

Art	Units
1. Identify the significance of different colours and its usage.  2. Develop the art of colouring within the boundaries along with neatness.  3. Develop creativity and imagination and express it in their drawings.	1. Colour the clown and the circus animal  2. Colour the bear  3. Colour the mouse  4. Draw two balloons and colour them  5. Free expression  6. Join the dots and colour the house 7. Colour the duck and ducklings

4. Learn the colouring of specific animals according to their natural appearances

5. Record experiences and imagination along with their own ideas

6. Training to portray what they feel, see and think through the use of colour, patterns and different materials.

8. Colour the dog and the puppy

9. Colour the butterfly

10. Colour the picture of the hen and a chick

11. Draw a caterpillar and colour it

12. Colour the fish

13. Draw a fish and colour

14. Colour the ice cream

15. Draw an ice cream and colour

16. Colour the emotions

17. Draw four emotions and colour them

18. Colour the national flag of UAE

<b>Art</b>
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**(Term 2)****Pedagogical Approach:**

Throughout these units students will be learning art by.

- Understanding the use of various artistic materials.
- Practicing colouring and drawing according to the given instructions.
- Understanding the use of perfect hand eye coordination for a skillful and great artistic work.
- Using their visual imagery to colour appropriately and developing confidence in their own cognitive abilities.

**LEARNING OUTCOMES**

Art	Unit
<p>1. Express themselves in original way through artistic work</p> <p>2. Learn formal / informal art through various techniques</p>	<p>1. Colour the plant Draw a plant and colour</p> <p>2. Colour the triangles Draw a triangle and colour</p> <p>3. Colour the banana Draw a banana and colour</p> <p>4. Colour the vegetables Draw vegetables and colour</p> <p>5. Colour the fire fighter Colour the picture showing help gesture</p> <p>6. Colour the healthy food basket Draw healthy food and colour</p>

3. Develop confidence in their own artistic abilities by expressing it in their free expression drawing

4. Create awareness about the role and purpose of art

7. Colour the turtle  
Draw a tree and colour

8. Colour the girl holding umbrella  
Draw an umbrella and colour

9. Colour the vegetable  
Draw the favourite vegetable of rabbit and colour.

10. Colour the ship  
Draw a ship and colour

11. Colour the watermelon  
Join the dots and colour a watermelon

12. Colour the school bus

13. Colour the Mosque

<b>Art</b>
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**(Term 3)**

Throughout these units students will be learning art by:

- Practicing shapes, forms, perspectives and their independent drawing skills in an enjoyable and appreciating environment.
- Understanding to follow the instructions to colour appropriately.
- Understanding art as a strong medium of self-expression.

**LEARNING OUTCOMES**

Art	Units
1. Developing proficiency and expertise in colouring and drawing  2. Enjoying their own creativity and imagination  3. Expressing their understanding of their learning through drawing and colouring	1. Colour the snowman  2. Draw a scenery of winter season and colour  3. Colour the kite  4. Draw and colour the things we have in spring season  5. Colour the picture showing autumn season  6. Draw a garden with the sun and colour (summer season)  7. Join the dots alphabetically and colour  8. Colour the train  9. Colour the rainbow Draw a rainbow and colour  10. Count and colour the cupcakes Draw 5 cupcakes and colour

## Arabic

Term 1<sup>st</sup> الفصل الدراسي الأول:

### حروف المرحلة

الحروف:

- |                     |                   |
|---------------------|-------------------|
| 10. حرف الذال.      | 1. حرف الألف .    |
| 11. حرف الراء .     | 2. حرف الباء .    |
| 12. حرف الزاي.      | 3. حرف التاء .    |
| 13. حرف السين.      | 4. حرف الثاء .    |
| 14. حرف الشين.      | 5. حرف الجيم .    |
| 15. حرف الصاد .     | 6. حرف الحاء .    |
| 16. حرف الضاد.      | 7. حرف الخاء .    |
| 17. نشيد دبي صفصوف. | 8. حرف الدال .    |
|                     | 9. نشيد ألف باء . |

## Arabic

Term 2<sup>nd</sup> الفصل الدراسي الثاني:

الحروف:

- |                          |                |
|--------------------------|----------------|
| 8. حرف اللام.            | 1. حرف الطاء . |
| 9. حرف النون .           | 2. حرف الظاء . |
| 10. حرف الميم.           | 3. حرف العين . |
| 11. حرف الهاء .          | 4. حرف الغين . |
| 12. حرف الواو .          | 5. حرف الفاء . |
| 13. حرف الياء .          | 6. حرف القاف . |
| 14. نشيد طائرتي الورقية. | 7. حرف الكاف . |

## Arabic

Term 3<sup>rd</sup> الفصل الدراسي الثالث :

- أعمال كتابية ، وتطبيقات كتابية على جميع حروف الهجاء .
- الحروف المقررة من حرف الألف إلى حرف الياء .
  - نشيد مدرستي .



## Craft

### (Term 1)

#### **Indicator**

By the end of the grade, students will be able to:

- Develop creativity and imagination through a range of multiple activities.
- Improve their ability to control materials, tools and techniques.
- Express their artistic-skills.

#### **Pedagogical Approach:**

Throughout these units, students will spend the majority of their time learning by:

- Concepts of creative work.
- The way of applying and dexterity of colours.
- The use of scissors and other tools safely.

Following guided inquiry principles in order to deepen their understanding of a topic.

#### **LEARNING OUTCOMES:**

##### **CRAFT**

- Make butterfly with paper plates
- Make a clown with paper plates and coloured papers
- Decorate an apple by using coloured papers
- Make a photo frame with Popsicle sticks and paint
- Make a doll with popsicle sticks and cupcake liner
- Make happy, sad and angry faces with playdough
- Make a chick with crepe paper and googly eyes
- Make animal mask with paint and coloured papers
- Make a house with paper cups
  
- Make a model of UAE flag with paint and playdough

##### **UNITS**

- Butterfly
- Clown
- Decorate an apple
- Photo frame (My family)
- Doll (Parts of body)
- Emotions
- Chick
- Animals mask
- A model of house
- UAE flag

<b>Craft</b>
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**(TERM -2)****Pedagogical Approach:**

Throughout these units, students will spend the majority of their time learning by:

- Identifying their resources, plans and constructions.
- Expressing their feelings in different activities.
- Developing motor control skills to mold things and designs.

Following guided inquiry principles in order to deepen their understanding of a topic.

**LEARNING OUTCOMES:**

<b><u>CRAFT</u></b>	<b><u>UNITS</u></b>
<ul style="list-style-type: none"> <li>• Make a kite with popsicle sticks and coloured papers</li> <li>• Make different fruits with play-dough</li> <li>• Make a model of fire truck with Popsicle sticks, paint and glue</li> <li>• Make a model of mat wit chart or craft sheets</li> <li>• Make a flower with finger painting</li> <li>• Make different patterns with 2D shapes cutouts</li> <li>• Make a booklet (food) with white paper</li> <li>• Make a model of an ice cream with crepe paper</li> <li>• Make a model of Traffic light with coloured paper</li> <li>• Make a bookmark with popsicle stick</li> </ul>	<ul style="list-style-type: none"> <li>• Kite</li> <li>• Fruits</li> <li>• A model of Fire truck</li> <li>• A model of mat</li> <li>• Flowers</li> <li>• Pattern of 2D shapes</li> <li>• Booklet (Food)</li> <li>• Model of an ice cream</li> <li>• Model of traffic light</li> <li>• Bookmark</li> </ul>

<b>Craft</b>
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**(TERM -3)****Pedagogical Approach:**

Throughout these units, students will spend the majority of their time learning by:

- Expressing their ideas through hands on construction.
- Improving eye and hand coordination.
- Learning different adaptations of Animals.

Following guided inquiry principles in order to deepen their understanding of a topic.

**LEARNING OUTCOMES:**

<b><u>CRAFT</u></b>	<b><u>UNITS</u></b>
<ul style="list-style-type: none"> <li>• Make all four seasons with cotton and coloured papers</li> <li>• Make a model of a playground rides with white paper</li> <li>• Make a snowman with cotton and popsicle sticks</li> <li>• Make a bird with paper plate</li> <li>• Make a model of rainbow with coloured papers</li> <li>• Make a hand fan with paper plate and paint</li> </ul>	<ul style="list-style-type: none"> <li>• Seasons</li> <li>• Playground rides</li> <li>• Snowman (winter season)</li> <li>• Bird</li> <li>• Rainbow (spring season)</li> <li>• A hand fan (summer season)</li> </ul>

## Water & Sand

### (TERM- 1)

#### **Indicator**

By the end of the grade, students will be able to:

- Develop gross motor skills (pouring, scrubbing, stirring, and squeezing)
- Problem- solving skills (float and sink, digging and hunting)
- Language Development (damp, depth and density)
- Social-emotional growth
- Imaginative, Creative play and Physical Development
- Explore the benefits of messy plays.

#### **Pedagogical Approach**

Throughout these units, students will spend time learning by:

- Hands-on experiences with a variety of materials.
- Working in an enjoyable learning environment.

#### **LEARNING OUTCOMES:**

<ul style="list-style-type: none"> <li>• Observe that dipping of sponge absorbs water.</li> <li>• Observe the objects that will float and sink.</li> <li>• Observe the change when mixing oil/colour in water.</li> <li>• Identify colours and shapes of different objects.</li> <li>• Observe and understand the sensory play to enhance their senses.</li> </ul>	<p style="text-align: center;"><b><u>WATER ACTIVITIES</u></b></p> <ul style="list-style-type: none"> <li>• Sponge Activity</li> <li>• Float &amp; Sink</li> <li>• Mix oil &amp; water</li> <li>• Sort Coloured Shapes &amp; Hunt</li> <li>• Musical Activity</li> </ul>
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|---|--|
| <ul style="list-style-type: none"><li>• Observe that dropping an object in water causes a ripple effect.</li><li>• Observe how fast to pour, how long to pour, how far to turn the spout, and when it is time to stop.</li><li>• Identify and sort out the fruits and vegetables.</li><li>• Observe water pouring from hanging yogurt cup.</li><li>• Observe the change of level in the water when adding stones to it.</li></ul> | <ul style="list-style-type: none"><li>• Ripples</li><li>• Water Pouring</li><li>• Fishing out Fruits and Vegetables</li><li>• Hanging Yogurt cup Waterfall</li><li>• Stones in water</li></ul> |
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## Water & Sand

### (TERM- 2)

#### **Pedagogical Approach**

Throughout these units, students will spend time learning by:

- Experiencing with a variety of materials
- Working in an enjoyable learning environment
- Making observations that are relevant to activities

#### **LEARNING OUTCOMES:**

	<b><u>SAND ACTIVITIES</u></b>
<ul style="list-style-type: none"> <li>• Observe how the sand moves through the objects.</li> <li>• Identify and compare which toy holds more or less sand.</li> <li>• Observe the change when sand is mixed with water.</li> <li>• Constructing different molds for sand pass.</li> <li>• Constructing sand castles to enhance the motor skills.</li> <li>• Hunting treasures in the sand.</li> <li>• Showing different patterns on the sand.</li> <li>• Demonstrating the quantity through the sand play.</li> <li>• Feeling the shapes with touch sensory to identify things.</li> </ul>	<ul style="list-style-type: none"> <li>• Digging [numbers/alphabets]</li> <li>• Capacity [more/less]</li> <li>• Mix sand &amp; water</li> <li>• Cardboard tube</li> <li>• Sand town</li> <li>• Hide &amp; Seek [wild &amp; domestic animals]</li> <li>• Sand Pattern</li> <li>• Sand Filling</li> <li>• Sand I-Spy</li> </ul>

**Water & Sand****(TERM- 3)****Pedagogical Approach**

Throughout these units, students will spend time learning by:

- Experiencing with a variety of materials
- Working in an enjoyable learning environment
- Making observations that are relevant to activities

**LEARNING OUTCOMES:**

<ul style="list-style-type: none"><li>• Constructing different molds using damp sand.</li><li>• Hunting and feeling the hidden road signs with touch sensory.</li><li>• Observe the change that happens when stamp the transports (cars, buses and trucks) in sand.</li></ul>	<b><u>UNITS</u></b> <b><u>SAND ACTIVITIES</u></b> <ul style="list-style-type: none"><li>• Wet sand</li><li>• Road Signs Excavating</li><li>• Stamp out transports</li></ul>
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## Urdu

### (Term 1)

۱. نظمیں  
ثریا کی گڑیا -  
تیتز اور بٹیر  
ابتدائی اردو ورک بُک
  ۲. حروف تہجی بمعہ تصاویر۔ (آ - ص)
  ۳. اردو قاعدہ پڑھائی (آ - ص)
  ۴. حروف کی بناوٹ اور تحریری مشق (آ - ص)
  ۵. خوشخطی (آ - پ)
  ۶. رنگوں کے نام
  ۷. پھلوں / سبزیوں کے نام
  ۸. کہانیاں (پیاسا کوا - کچھوا اور خرگوش)
- تدریسی نتائج:

<p style="text-align: center;"><b>پڑھائی (پڑھنا)</b></p> <p>نئے حروف سے واقفیت حروف اور متعلقہ تصاویر کی پہچان اور پڑھائی کریں۔ ذخیرہ الفاظ میں اضافہ</p>	<p style="text-align: center;"><b>سماعت (سننا)</b></p> <p>مرکزی خیال بیان کریں درست جواب کی نشاندہی جواب تفصیل سے بیان کریں اور مکمل جملے کی صورت میں دیں۔ دیگر اصناف میں دلچسپی۔ کہانی سن کر اپنے لفظوں میں سنائیں۔ روایتی کہانیوں کو دوبارہ دہرائیں</p>	<p style="text-align: center;"><b>تکلم (بولنا)</b></p> <p>بولنے میں روانی نظم کو درست تلفظ اور حرکات و سکانات کے ساتھ پڑھیں۔ معلومات کا صحیح ادراک نظم کو گروپ کی صورت میں پڑھیں۔ نظمیہ انداز میں بلند آواز سے پڑھیں</p>
<p style="text-align: center;"><b>گرامر ؛</b></p> <p>مختلف پھلوں / سبزیوں کی پہچان کریں ، ان کے نام اردو میں یاد کریں۔ پلے ڈو کی مدد سے مختلف پھل / سبزیاں بنائیں۔ موضوع کے بارے میں تصویری خاکہ کھینچیں اور تصویروں میں رنگ بھریں۔</p>	<p style="text-align: center;"><b>نقل نویسی (خوشخطی ، لکھاوٹ)</b></p> <p>نقل نویسی (خوشخطی ، لکھاوٹ) حروف کی درست بناوٹ حروف کی جانچ اور پرکھ دائیں طرف پنسل چلاتے ہوئے حروف لکھیں۔ حروف کو لائن کی پیروی کرتے ہوئے تراش کردہ پنسل کے ساتھ صفائی سے خوشخط لکھیں۔ ذخیرہ الفاظ میں اضافہ</p>	<p style="text-align: center;"><b>حروف کی پہچان</b></p> <p>آ - ص مختلف حروف کی پہچان اور متعلقہ تصاویر کی پڑھائی</p>



## Urdu

### (Term 2)

۱. نظمیں
- بلبل کا بچہ
- میری گڑیا
- ابتدائی اردو ورک بُک
۲. حروف تہجی بمعہ تصاویر۔ (آ۔ و)
۳. اردو قاعدہ پڑھائی (آ۔ و)
۴. حروف کی بناوٹ اور تحریری مشق (آ۔ و)
۵. خوشخطی (آ۔ ظ)
۶. جسم کے حصوں کے نام
۷. اردو گنتی (۱۔ ۵)
۸. کہانیاں (شیر اور چوہا۔ ہاتھی اور چیونٹی)

تدریسی نتائج۔

<p style="text-align: center;"><b>پڑھائی (پڑھنا)</b></p> <p>نئے حروف سے واقفیت حروف اور متعلقہ تصاویر کی پہچان اور پڑھائی کریں۔ ذخیرہ الفاظ میں اضافہ</p>	<p style="text-align: center;"><b>سماعت (سننا)</b></p> <p>مرکزی خیال بیان کریں درست جواب کی نشاندہی جواب تفصیل سے بیان کریں اور مکمل جملے کی صورت میں دیں۔ دیگر اصناف میں دلچسپی۔ کہانی سن کر اپنے لفظوں میں سنائیں۔ روایتی کہانیوں کو دوبارہ دہرائیں</p>	<p style="text-align: center;"><b>تکلم (بولنا)</b></p> <p>بولنے میں روانی نظم کو درست تلفظ اور حرکات و سکناات کے ساتھ پڑھیں۔ معلومات کا صحیح ادراک نظم کو گروپ کی صورت میں پڑھیں۔ نظمیہ انداز میں بلند آواز سے پڑھیں۔</p>
<p style="text-align: center;"><b>گرائمر ؛</b></p> <p>جسم کے مختلف حصوں کے نام اردو میں یاد کریں۔ پلے ڈو کی مدد سے جسم کے کچھ حصے بنانے کی کوشش کریں۔ موضوع کے بارے میں تصویری خاکہ کھینچیں اور تصویروں میں رنگ بھریں۔</p>	<p style="text-align: center;"><b>نقل نویسی (خوشخطی، لکھاوٹ)</b></p> <p>نقل نویسی (خوشخطی، لکھاوٹ) حروف کی درست بناوٹ حروف کی جانچ اور پرکھ دائیں طرف پنسل چلاتے ہوئے حروف لکھیں۔ حروف کو لائن کی پیروی کرتے ہوئے تراش کردہ پنسل کے ساتھ صفائی سے خوشخط لکھیں۔ ذخیرہ الفاظ میں اضافہ</p>	<p style="text-align: center;"><b>حروف کی پہچان</b></p> <p>آ۔ و مختلف حروف کی پہچان اور متعلقہ تصاویر کی پڑھائی</p>

## Urdu

## (Term 3)

۱۔ نظمیں

بارش

ریل

ابتدائی اردو ورک بُک

۲۔ حروفِ تہجی بمعہ تصاویر۔ (آ۔ اے)

۳۔ اردو قاعدہ پڑھائی (آ۔ اے)

۴۔ حروف کی بناوٹ اور تحریری مشق (آ۔ اے)

۵۔ خوشخطی (آ۔ اے)

۶۔ جانوروں کے نام

۷۔ پرندوں کے نام

۸۔ کہانیاں (لالچ بری بلا ہے ، انگور کھٹے ہیں۔)

تدریسی نتائج۔

<p><b>پڑھائی (پڑھنا)</b> نئے حروف سے واقفیت حروف اور متعلقہ تصاویر کی پہچان اور پڑھائی کریں۔ ذخیرہ الفاظ میں اضافہ</p>	<p><b>سماعت (سننا)</b> مرکزی خیال بیان کریں درست جواب کی نشاندہی جواب تفصیل سے بیان کریں اور مکمل جملے کی صورت میں دیں۔ دیگر اصناف میں دلچسپی۔ کہانی سن کر اپنے لفظوں میں سنائیں - روایتی کہانیوں کو دوبارہ دہرائیں</p>	<p><b>تکلم (بولنا)</b> بولنے میں روانی نظم کو درست تلفظ اور حرکات و سکنات کے ساتھ پڑھیں۔ معلومات کا صحیح ادراک نظم کو گروپ کی صورت میں پڑھیں۔ نظمیہ انداز میں بلند آواز سے پڑھیں۔</p>
<p><b>گرامر ؛</b> مختلف جانوروں/ پرندوں کی پہچان اور ان کے نام اردو میں یاد کریں۔ پلے ٹو کی مدد سے جانور/ پرندے بنانے کی کوشش کریں۔ موضوع کے بارے میں تصویری خاکہ کھینچیں اور تصویروں میں رنگ بھریں۔</p>	<p><b>نقل نویسی (خوشخطی، لکھاوٹ)</b> نقل نویسی (خوشخطی، لکھاوٹ) حروف کی درست بناوٹ حروف کی جانچ اور پرکھ دائیں طرف پنسل چلاتے ہوئے حروف لکھیں۔ حروف کو لائن کی پیروی کرتے ہوئے تراش کردہ پنسل کے ساتھ صفائی سے خوشخط لکھیں۔ ذخیرہ الفاظ میں اضافہ</p>	<p><b>حروف کی پہچان</b> آ۔ اے مختلف حروف کی پہچان اور متعلقہ تصاویر کی پڑھائی</p>

<b>Islamiat</b>
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**(Term 1)****Indicator:**

By the end of the grade, students will be able to

- Recite Surah al Fatiha along with its Translation.
- Identify the wonderful creations of Allah.
- Compare the good qualities of a Muslim.
- Identify and describe the good characteristics of our Holy Prophet (SAWS).
- Recite duas and supplications needed in daily life.
- Describe the Pillars of Islam in brief.
- Students will be able to narrate the story of Prophets.

**Pedagogical Approach:**

Throughout these units, students will be learning Islamiat by:

- Understanding some of the principles taught in Islam.
- Observing the creations of Allah and talking about them.
- Practicing oral and written drill in cooperative learning teams in an enjoyable learning environment.
- Students will be able to narrate the story of Prophet Adam (AS).

**LEARNING OUTCOMES:**

<b><u>Islamiat</u></b>	<b><u>Units</u></b>
<ul style="list-style-type: none"> <li>• Identify the importance of “Bismillah”, as it makes all our work perfect.</li> <li>• Identify the importance and learn the proper recitation of Surah al Fatiha.</li> <li>• Understand the translation of Surah Al Fatiha.</li>   <li>• Identify the attributes of Allah.</li> <li>• Describe the creations of Allah.</li> <li>• Understand and narrate the story of Prophet Adam (AS) in your own words.</li> </ul>	<ul style="list-style-type: none"> <li>• Translation of Surah Al Fatiha Page 3</li> <li>• Importance of Bismillah Page 2</li>   <li>• Allah the creator Page 4 – 9</li> <li>• Story of Prophet Adam (AS) Pages 10 &amp; 11</li> <li>• Assessment booklet.</li> </ul>

<b>Islamiat</b>
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**(Term 2)****Pedagogical Approach:**

Throughout these units, students will be learning Islamiat by:

- Observing the good characteristics of our beloved Prophet(SAWS).
- Understanding the value of having a good character along with good moral values.
- Identifying the good Islamic manners.
- Ability to understand and identify tolerance.
- Practicing oral and written drill in cooperative learning teams in an enjoyable learning environment.
- Students will be able to narrate the story of Prophet Nuh (AS)

**LEARNING OUTCOMES:**

<b><u>Islamiat</u></b>	<b><u>Units</u></b>
<ul style="list-style-type: none"> <li>• Understand the translation of Surah Al Fatiha</li> <li>• Distinguish between the characteristics of a good and bad Muslim</li> <li>• Identify the benefits of being a good Muslim</li> <li>• Locate Makkah from the globe</li> <li>• Identify the good qualities of our Holy Prophet(SAWS)</li> <li>• Learning the biography of our Holy Prophet(SAWS)</li> <li>• Understand and narrate the story of Prophet Nuh (AS) in your own words</li> </ul>	<ul style="list-style-type: none"> <li>• Translation of Surah al Fatiha Page 2</li> <li>• Islamic Good Manners and Habits Pages 19- 23</li> <li>• Our beloved Prophet(SAWS) Pages 13 – 18</li> <li>• Story of Prophet Nuh (AS) Pages 24 - 26</li> <li>• Assessment booklet</li> </ul>

<b>Islamiat</b>
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**Term 3**

**Pedagogical Approach:**

Throughout these units, students will be learning Islamiat by:

- Understanding the values and guidance shown in the Holy Quran.
- Identifying the significance of circumambulating around the Kabah.
- Understanding the importance of duas and supplications.
- Practicing oral and written drill in cooperative learning teams in an enjoyable learning environment.
- Students will be able to narrate the story “The Orphan Boy”.

**LEARNING OUTCOMES:**

<b><u>Islamiat</u></b>	<b><u>Units</u></b>
<ul style="list-style-type: none"> <li>• Identify and the importance of the Holy Kabah and the Prophets who contributed to its construction.</li> <li>• Understand the translation of Surah Al Fatiha.</li> <li>• Notice the huge crowd around the Holy Kabah.</li> <li>• Identify the importance of duas and supplications.</li> <li>• Understand and narrate the story “The Orphan Boy” in your own words.</li> </ul>	<ul style="list-style-type: none"> <li>• Holy Kabah Pages 28-31</li> <li>• Translation of Surah Al Fatiha Page 2</li> <li>• Duas and supplications Pages 32-33</li> <li>• The Orphan Boy Pages 34,35 &amp; 36</li> <li>• Assessment booklet</li> </ul>