

Class 1

Curriculum Outline

Term 2

2022-2023

Lahore Grammar School 31 FCC



English

In the second term, our first graders had the opportunity to develop their listening, speaking, reading, and writing skills. They have been exploring and reading a variety of books in the library to help build upon our imaginations and love of reading! In class, they interacted with the text and used reading strategies to answer comprehension questions. The students talked about new ideas and learned new words.

It was heartwarming to see our children buzzing with enthusiasm for books and reading during Reading Month! They were excited and had fun participating in a variety of fun language activities too! Filling in the 'Book Reviews' helped children become familiar with the authors, illustrators, characters, settings, and main ideas of the books that they read. They enjoyed working with the class, in a group, with a partner, and on their own to gather ideas for various activities and tasks. We are proud of our students and their love for reading and we hope they will continue to shine.

Following are the learning areas in language and literacy covered by Class Ones this term.

Speaking and Listening

Students learned to express themselves using complete sentences and appropriate vocabulary. In addition, students were exposed to a variety of age-appropriate literature, including stories, poems, and informational texts, to help develop their comprehension skills and foster a love of reading. Throughout the year, students engaged in activities designed to strengthen their literacy skills and build their confidence as communicators.



- Beginning to develop likes and dislikes in reading
- Listening to, discussing, and expressing views about a wide range of poetry, stories, and non-fiction at a level beyond that at which they can read independently
- Discussing the sequence of events in books and how items of information are related
- Becoming increasingly familiar with and retelling a wider range of stories
- Recognize simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- Discussing their favourite words and phrases
- Continue to build up a repertoire of poems learned by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Reading poems and commenting on words and sounds, rhyme and rhythm
- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read, and correcting inaccurate reading
- Making inferences on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far
- Participating in discussions about books, poems, and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- Reading and responding to questions words, e.g. what, when, where, why, who
- Identifying and describing story settings and characters
- Predicting endings
- Following simple instructions (e.g. a recipe)
- Finding answers to questions by reading a section in a text
- Showing awareness that different texts have different purposes

Grammar

Students were introduced to the following grammar concepts:

- Past Tense with -ed
- Irregular past tense verbs
- Usage of articles 'a' and 'an'
- Adjectives ending in -er and -est
- Expanding sentences using adjectives
- Compound Words
- Opposites
- Similes
- Alphabetical order
- Contractions
- Prepositions
- Homophones (words with the same sound but different meanings. E.g. to/ two/ too, sun/son, one/won, hair/hare, hear/here, blue/blew, etc.)
- Adjectives-Shades of Meaning (e.g. big- enormous, large, gigantic, huge)
- Questions Words/Question Marks
- Capitalization and punctuation rules



Phonics

- Increasing recognition of consonant and vowel sounds
- Consonant digraphs (-sh, -ch, -th, -ph, -wh)
- Initial and final consonant blends (st, mp, cl, gl, cr and so on)
- Long a (-ay, -ai, -a_e) Ex: play, rain, cake)
- Long e (-ee, -ea, -e_e) Ex: deep, leaf, athlete)
- Long i (-ie, -igh, -y, -i_e) Ex: pie, bright, sky, kite)
- Long o (-oa, -ow, -o_e) Ex: goat, low, tadpole)
- Long u (-ue, -ew, -u_e) Ex: blue, drew, cube)
- -ou/-ow Ex: mouse, frown
- -oi/-oy Ex: boil, toy
- Bossy R (ir, ur, er) Ex: girl, curl, mixer

Writing

In the 'Non-fiction Chapter Books' writing unit, students selected their own topics, did their own research, and wrote about them in their own words. Students wrote several books throughout the unit. The focus was on how to decide what was relevant, organize their ideas, and go seek outside sources when you want to find out more about a topic.

Students acquired the following skills during the Writers' Workshop:

- Brainstorming and planning nonfiction
- Spelling important words
- Expanding sentences with adjectives
- Organizing information
- Revising & editing
- Doing research for nonfiction
- Writing in complete sentences
- Combining sentences





Math

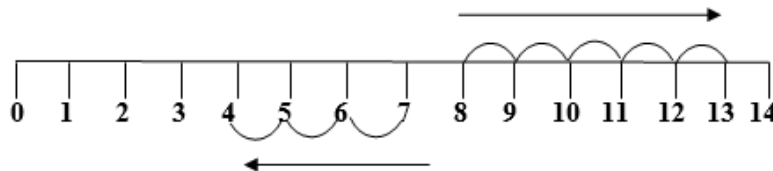
Our curriculum is designed to enable the students to use different mathematical techniques to solve everyday life problems for e.g: reading the time and calculating how much money is to be paid. The students practiced their skills using the online website Mathletics as well.

The students were able to do:

Calculations

Addition and Subtraction

Apply counting on strategy in addition using manipulatives and a number line.



- Apply counting back strategy in subtraction.
- Understand that adding or subtracting zero leaves a number unchanged. E.g. $8 + 0 = 8$ $12 - 0 = 12$
- Recognise that addition can be done in any order but for subtraction, we always start with the bigger number. e.g. $6 + 1 = 7$ $1 + 6 = 7$ $7 - 6 = 1$
- Add and subtract numbers horizontally and vertically.
- Add and subtract 1, 2, 5 and 10 from any given number patterns.
- Understand the relationship between numbers in an equation through Number Bonds. Number Bonds are pictorial representation of any two numbers that add up to form the total or one of the parts when subtracted from the total results in the other part. They are simply referred to as addition and subtraction facts, fact families and number stories.
- Use the counting on/back strategy to find the missing addends.
- Counting in 2s, 5s and 10s starting from any number 0-100



Math



DOUBLE DIGIT ADDITION AND SUBTRACTION

Solve the double-digit addition or subtraction sums and word problems by beginning with the ones. Add/subtract the ones first and then move to the tens place digits.

e.g. $43 + 21 = 21 + 43$. But $43 - 21$ is not equal to $21 - 43$.

Introduction of Carryover

- Understand that while adding when numbers on the ones side exceed '9' and become a two-digit number, the tens are carried over.

Doubles (deriving doubles)

- Double a number by adding the number to itself. e.g. $6 + 6 = 12$, $9 + 9 = 18$

Multiples of 2, 5, 10

- Recognise multiples of 2, 5 and 10
- Understand multiplication as repeated addition.



Problem Solving

Pupils were able to:

- Solve simple problems or puzzles, generalize and predict from simple patterns and relationship.
- Choose and use appropriate operations and strategies
- to solve everyday life word problems.
- Introduction of money up to Rs.100
- Solve simple problems set in 'real life' contexts, such as money, using mental addition and subtraction.
- Recognize coins of different values Re 1, Rs 2, Rs 5 and 10, 20, 50, and 100 rupee notes and different ways of paying money.



Time

Hours (o' clock, half past) Digital and Analogue

- Reading the time to the hour - o'clock and half past (digital and analogue)

Measurements

Capacity

- Measure capacity using non-standard unit and then litre as a standard unit.

Length

- Explore and measure length using non-standard units.

Fractions

- Dividing a given shape (whole) into equal parts: halves and quarters and identifying the number of parts in a given shape.

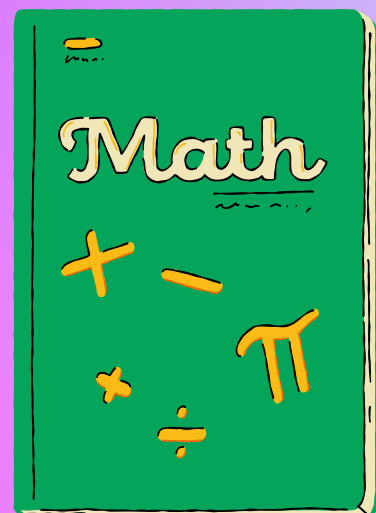
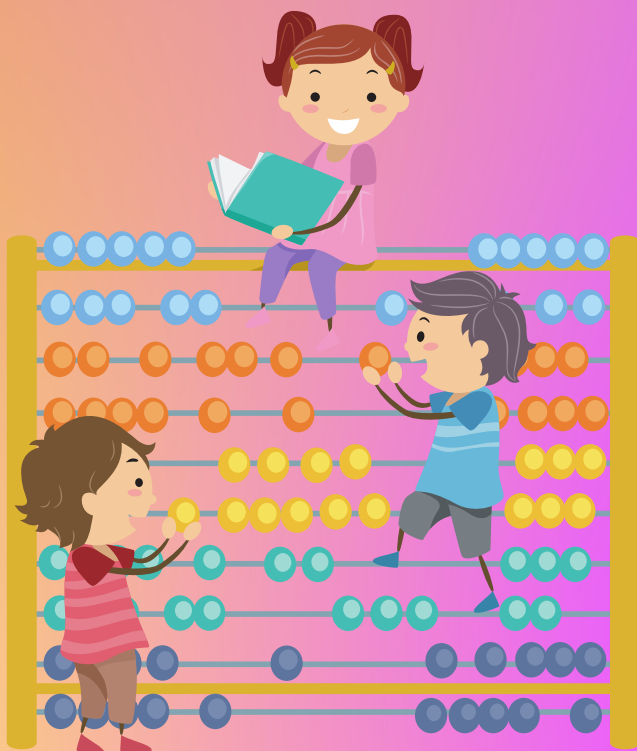
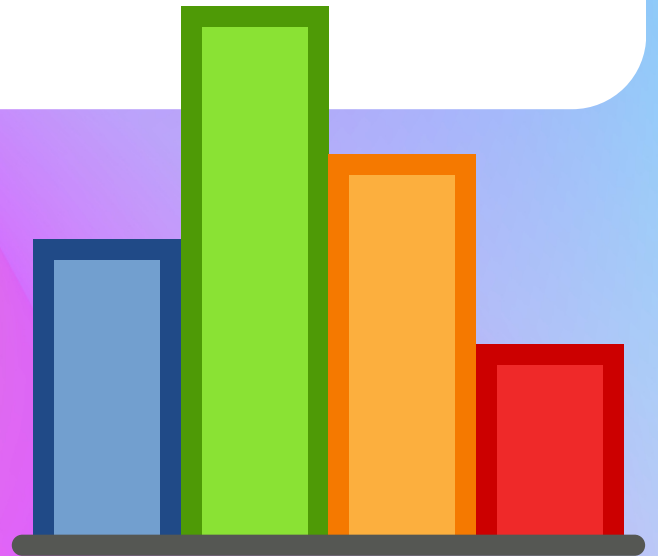


Math

Collecting, representing and organising data Graphs

Data is information that helps the children to find out about the world. To organise and record the data so that one can look at it easily and learn more.

- Collect, record and analyse data through pictographs and bar graphs.
- Use comparative language, the most, the least, the same amount, the fewest, more.



PSHE

Theme: Sci/Changing Materials

We discussed and explored natural and manmade material around us.

- Investigated how the shapes of materials can be changed by squashing, bending, twisting and stretching.
- explored and described how some materials change when they are heated or cooled.
- Recognized through activity that some materials can dissolve in water.
- Got to know that some useful materials are obtained from changing natural ones.
- Became familiar with the importance of recycling materials.

Key words: Materials: plastic, metal, glass, wood, cloth, stretched, twisted, bent, folded, squashed, squeezed, flatten, undergo changes, formed, changed, shape, modeling clay, ice-cubes, melted, heating, freezing, soluble, dissolve, stir, recycle, dissolve, heat up, natural, man-made.

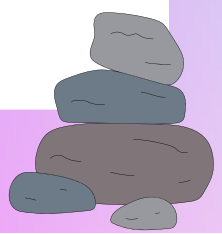


Theme: S.Sc./ Rocks

The learners:

- Tried to comprehend how rocks are formed.
- Collected information through observing different types of rocks.
- Shared information with others by bringing a rock to school and describing its features e.g., colour, shape, and texture.
- Observed, analysed, and grouped rocks according to their characteristics.

Key words: rocks, core, earth, layers, igneous, metamorphic, sedimentary, shape, textures, designs, characteristics, slate, marble, granite, sandstone, limestone.



GP/ Sports & Leisure

Children identified and discussed sports that are played individually or in a team.

- Elicited indoor and outdoor sports.
- Discussed similarities and differences between the sports that members of learners' families play, and those they watch and why.
- Collected data about the sports played (and watched) by their family members.
- Drew conclusions from their survey about the sport that is played most often.
- Discussed sports events that are held around the world.



Vocabulary- Sports, questionnaire, analysis, family, newspaper, magazine, kind of sports in Olympics, health benefits, active, team play, tournaments, trophy, international, individual or team sport, outdoor, indoor, water or land sports.

A variety of activities that let children use all their senses, were offered. In this way, children were allowed to handle equipment, explore their own pace, and self-regulate their experiences.



GP

The students:

- Discussed the important things required for a healthy life.
- Came up with some themes/topics e.g., food (diet), cleanliness (hygiene), exercise, sleep, healthy teeth, and a happy mind.
- Made questions about what they want to know about these themes, e.g.: How many hours of sleep we should get and why? etc.
- Watched videos and listened to stories that helped them reach the answers.



- Found out the importance of washing hands and how germs can enter the body.
- Did hands-on activities and performed experiments to observe what happens to our body when we exercise.
- Learned about different food groups like fruits, vegetables, proteins, grains and dairy.
- Discussed the importance of keeping our teeth healthy and strong.
- Tried to understand what makes the learners happy and what we can do to make others happy.



Key words: diet, food, groups, protein, grains, fruit, vegetables, dairy, searching, hygiene, Covid -19, keeping clean, bathing, washing, brushing, exercise, recording, observing, walking, jogging, gymnastics, sports, yoga, healthy mind, happy mind, helping, sleep, naps.



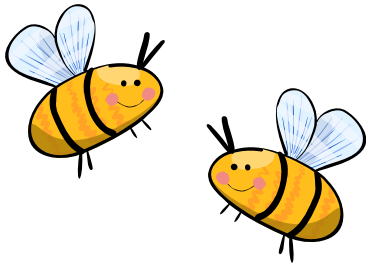
GP



GP/ Helping Wildlife in our Garden

Discussions and videos led them to choose what little we can do to help our surrounding wildlife. Students who were interested made projects for helping wildlife in their gardens.

Key concepts and/or skills learned/applied: Realizing that they can carry the responsibility of taking care of their environment and the wildlife around them.



Big Ideas/Essential

Question: What can we do to help wildlife survive?

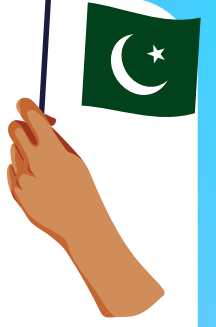
Thrive? Live successfully?

How can we create a better environment for wildlife in

our homes? Students

discussed their projects using recycling material (e.g., butterfly garden/feeder, bee feeder, bird nest/feeder, squirrel feeder, bug mansion planting a tree).





واقفیت عامہ

باب 4 - میرا خاندان اور دوست

باب 5 - کھیل اور قوانین

باب 7 - عبادت گاہیں

باب 8 - ہمارا وطن پاکستان

باب 13 - پودے اور جانور





ایمانیات اور عبادات

- ایمانیا ت-توحید کا تعارف
اللہ
- اللہ تعالیٰ کے صفاتی نام
نبوت اور رسالت
- مشہور نبیوں کے نام اور تعارف
- حضرت محمد ﷺ کے صفاتی نام
نماز
- (نماز) پانچ نمازوں کے نام



جماعت اول

دوسری ششماہی ۲۰۲۲-۲۰۲۳



اردو

کتابیں: سڑھیاں "پڑھائی" سڑھیاں "عملی کتاب"

پڑھائی اور لکھائی: حروفِ تہجی ترتیب وار، تین چار حرفی کے نئے الفاظ، توڑ جوڑ، جملے، اِلاء اور ذِخیرہ الفاظ کا اعادہ۔

"اوی ے"۔ آدھی اشکال کو مصوتوں سے جوڑ کر پڑھنا اور لکھنا، بذریعہ کہانی اور مختلف سرگرمیوں سے سکھایا گیا اور بچوں نے دلچسپی سے سیکھا۔

الفاظ سازی: دو، تین، اور چار حرفی الفاظ، فلش کارڈز اور مختلف سرگرمیوں کی مدد سے سکھائے گئے۔ مثلاً الفاظ: جب، اُس گھر، بارش، کھانا، ناراض، اسکول، بلی، روٹی، آزادی، اُتی کے توڑ جوڑ اور جوڑ سے توڑ اور جملے بھی لکھوائے گئے۔
بھاری آوازیں۔ بھاری آوازوں کو مصوتوں "اوی ے" سے جوڑ کر پڑھنا اور لکھنا، توڑ جوڑ، جملہ سازی۔

"ی" اور "ے" کی درمیانی شکل "ء" ہمزہ کی ٹوپی اڑھائیے۔ نون غنہ کا تعارف ایک دلچسپ انداز میں بذریعہ کہانی کروایا گیا۔ تین حرفی اور چار حرفی الفاظ کا ذِخیرہ۔

کلیدی الفاظ: ہے، اچھا، گئی، تھا، بھائی، بہن، رنگ، میں، ہوں، تھا، میرے، میں ہیں، جلی، اٹی، ابو، میرے
، ایک، گھر، کیا، کہاں، کیسے، کون، کیوں، اور، بہت، بیمار، دوست۔

کلیدی الفاظ فلش کارڈز کی مختلف سرگرمیوں سے سکھائے گئے۔ کلیدی الفاظ کی مدد سے پہلے زبانی، پھر تحریری جملے بنوائے
گئے۔ عملی کتاب کی مشق میں آنے والی مختلف علامتوں اور اعراب کی پہچان کروائی گئی۔

کتاب سیڑھیاں میں سے مختلف کہانیوں اور نظموں کی پڑھائی کی گئی۔ نرمی سے بات کرو، دیس ہمارا پاکستان "نظم" تتلی، شان
نے طوطا پالا، سارا بازار گئی، اسکول بس، پرکھ پارہ، چھپ جاو۔ اس کے علاوہ کتاب اور عملی کتاب کی کتابی مشق پر ساتھ ساتھ کام
کیا گیا۔ جس میں خالی جگہ پُر کرنا، سوالوں کے جواب لکھنا، تفہیم، کہانی پڑھ کر اس میں سے جواب دینا، توڑ جوڑ اور جوڑ توڑ اور جملے

تحریری کام:

تختہ سفید پر مشق: ہر تحریری کام کی روزانہ کی مشق پہلے تختہ سفید پر کروائی گئی تاکہ کاپی یا عملی کتاب پر بچہ خود اعتمادی اور مزید
بہتر بناوٹ کے ساتھ لکھ سکے۔

کاپی پر کام: اِماء۔ حروفِ تہجی کو مصوٹوں کے ساتھ جوڑ کر لکھائی۔ توڑ جوڑ اور جوڑ سے توڑ کی مشق۔ مختلف الفاظ سے جملے لکھنا۔
تفہیم۔ تصویری تفہیم۔ مضمون: میرا پسندیدہ جانور، پھل، سبزی، میرا دوست، میرا تعارف۔

قواعد:

[کا، کو، کی، کے] کا درست استعمال

واحد جمع

اسم، فعل کا تعارف اور پہچان

الفاظ متضاد۔ مذکر مؤنث

ہو، ہوں، ہوئے، تھا، تھی، تھے کا استعمال

بنیادی تصورات:

گنتی [ہندسوں اور الفاظ میں] ایک سے دس تک۔ پہچان اور لکھائی

جانوروں، سبزیوں اور پھلوں کے نام

آلو، مٹر، گو بھی، گاجر، شیر، ہاتھی، خرگوش، آم، کیلا، سیب

مختلف تعلیمی سرگرمیاں:

کہانی وقت:

ہفتے کے آخر پر، بروز جمعہ "کہانی وقت" میں مختلف کہانیاں اور نظمیں بچوں کو سنائی گئیں۔ کوشش کی گئی کہ بچے اس کہانی کی کتاب کو خود اعتمادی سے پڑھ بھی سکیں۔ مثلاً بیمار دوست، کہانی ایک جنگل کی، چڑیا گھر کی سیر، ہوم ورک، نادر کے دوست، ٹوٹ بٹوٹ۔ بچوں نے نظمیں زبانی بھی یاد کر کے بہت شوق سے سنائیں۔ مثلاً ایک تھلاڑ کا ٹوٹ بٹوٹ۔ عذرا کی گڑیا۔ چوں چوں چاچا۔ تنلی۔

فہم کی صلاحیت کی نشوونما:

اُردو جماعت میں کروائے جانے والے اسباق کی دہرائی کے لیے گھر میں ورک شیٹ اور تحریری کام بھیجا گیا جس کے ذریعے بچوں کی پڑھنے لکھنے کی صلاحیت میں مزید بہتری آئی۔

ماہ مطالعہ:

ماہ مطالعہ منایا گیا جس میں رکھی گئی مختلف سرگرمیوں میں بچوں نے بھرپور طریقے سے حصہ لیا۔ بچوں نے مختلف نظمیں اور اشعار سنائے۔ ٹوٹ بٹوٹ کی لکھی گئی نظموں کے مختلف کرداروں کو اپنا کر نظم پڑھی۔ بچوں کی دلچسپی قابل دید تھی۔ ان سرگرمیوں کا مقصد پڑھائی، لکھائی کے ساتھ بچوں میں خود اعتمادی کے علاوہ اُردو سے دلچسپی اور رغبت پیدا کرنا ہے۔