

## COMMITTEE MEMBERS

| Sr\# | Name and Designation | Place of Posting | Subject |
| :--- | :--- | :--- | :--- |
| 1 | Ms.RubinaAlam ,Lecturer (Psy) | Govt. In -service Training College for <br> the Teachers of Disabled children, <br> Lahore. | Convener |
| 2 | Ms. Tanzeela Rashid (Educator) | Govt. Institute for Slow Learners, <br> Lahore | MTSNC/Member |
| 3 | Ms. Sobia Rafi (Educator) | Govt. Institute for Slow Learners, <br> Vehari | Member |
| 4 | Ms.AyshaMuneeba (Educator) | Govt. Institute for Slow Learners, <br> Gujranwala | MTSNC/Member |
| 5 | Ms.NabeelaIrum (Educator) | Govt. Institute for Slow Learners, <br> Gujranwala | Member |
| 6 | Govt. Institute for Slow <br> Learners,Okara | Govt. Institute for Slow Learners, <br> Sahiwal | Member |
| 7 | Ms.FoziaVali (Educator) | Govt. Institute for Slow Learners, <br> Kasur | Member |
| 8 | Ms.UmairaSiddique (Educator) | Govt. Institute for Slow Learners, <br> Sheikhupura | Member |
| 9 |  | Educator) | MALUATOR |

## EVALUATOR

|  | Name and Designation | Place of Posting |
| :---: | :---: | :---: |
| 1 | Ms.Saima Akbar (Headmistress) | Govt .Institute for Slow Learners, Lahore |

## PREFACE

The first and foremost obligation of Special Education Institutions is to make learning easy, convenient and beneficial for student studying in Slow Learner Institutes. Curriculum plays a pivotal role in education, so to achieve this purpose it is utmost requirement to have necessary modification in general education curriculum.

For this purpose, a committee was constituted for curriculum modification comprising of eight members serving in various slow learner institutes from all over the Punjab. All the members are experienced and have essential prerequisites of curriculum modification.

The committee worked day and night to make curriculum easy and Student Learning Outcomes (SLOs) achievable for students with slow learning abilities. The committee worked on syllabus KG-5 ${ }^{\text {th }}$ class and some difficult / lengthy concepts were modified carefully.

We welcome and look forward for any suggestion that can make this modification ever better.

## Director General

Special Education, Punjab

## Subjects - KG

1. Math
2. English
3. Urdu


## TABLE OF CONTENTS

| Sr\# | CHAPTERS |
| :---: | :--- |
|  | $\mathbf{1}^{\text {st }}$ Term |
| 1 | Patterns |
| 2 | Number games 1-10 |
| 3 | Number games 11-26 |
| 4 | Colour Game |
|  | $\mathbf{2}^{\text {nd }}$ Term |
| 5 | Number game 27-50 |
| 6 | Concept of science |
| 7 | Addition and Subtraction |
| 8 | Money |
|  | $\mathbf{3}^{\text {rd }}$ Term |
| 9 | Ordinal Numbers |
| 10 | Time |
|  | Revision of $2^{\text {nd }}, 3^{\text {rd }}, 5^{\text {th }}$ and $7^{\text {th }}$ Chapter |
|  | Ice Breaking Activities |


| Class: | KG |
| :--- | :--- |
| Subject: | Mathematics |
| Medium of Instructions: | Urdu/English |
| Credit Hours: | 6 days/ week |
| Weightage: | 50 marks |
| Book Name: | Pre-1 Mathematics Primer Punjab Text Book Board, Lahore |


| Term: $1^{\text {st }}$ |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Sr. no. | Topic/Concept/Subtopic | SLOs | Methodology | Marks Distribution | Mode of Assessment | Reference Page of Book |
| 1 | - First day at school <br> - My belongings <br> - How can we be kind to other <br> - I take initiatives <br> - My protection <br> - Problem solving <br> - Equality and inclusion | - Student will be able to: <br> - Basic skills to be socialized <br> - Take initiatives <br> - Solve problems <br> - Understand about personsl space | - Demonstration method <br> - Activity method <br> - School visit <br> - Picture methods <br> - Question answer method | Oral <br> - ask how to take permissions <br> give situation and ask to solve <br> - ask how to treat other <br> - show picture and ask about situation | 20\%/oral <br> - Observation <br> - Oral questioning <br> - Presentation <br> - Oral MCQs <br> $30 \%$ written <br> - Written Test <br> - Fill in the blanks <br> - Matching \& Sorting <br> - Colouring | 1-7 |


| 2 | Patterns and colour game <br> - Sleeping lines <br> - Slanting lines <br> - Standing lines <br> - Right and left <br> - Up and down <br> - Zig zag <br> - Red, blue, yellow, green, purple orange, black and pink | - Student will be able to: <br> - move the pencils in different directions <br> - Make the different pattern from the objects <br> - Their fine motor skills will be improved <br> - Recognize the different colours <br> - Tell the names of different objects related to color. | - Drill method <br> - Activity based | 20 Objective <br> Join the dots to complete the patterns <br> - Complete the shapes by joining dots <br> - trace \& color the shape <br> trace and complete the shape <br> - ask students about things of any 4colours | 8-17 |
| :---: | :---: | :---: | :---: | :---: | :---: |



| 5 | Initial concepts <br> - Big \& small. <br> - Circle the odd one out. <br> - Thick \& thin. <br> - Long \& short <br> - Heavy \& light. <br> - half and full <br> - soft and hard | Students will be able to: <br> - Recognize the objects of different sizes. <br> - Make groups of the objects with same size. <br> - Identify the difference between objects. <br> - Sort out the different objects according to their sizes. <br> - Organize their belongings according to their sizes. | - Using AV aids <br> - Content focused method. <br> - Activity based. <br> - Using work sheets. | - Encircle the big things <br> - Tick the smallest things <br> - Match the thin objects <br> - Color the longest objects <br> - Encircle the heavy objects. | 18 to 35 |
| :---: | :---: | :---: | :---: | :---: | :---: |

Term: $\mathbf{2}^{\text {nd }}$

| 1 | Number game 11 to 30. <br> - Count the picture and write the relevant numbers <br> - Concept of few, many, equal. <br> - Number revision <br> - What comes, after <br> - Fill the boxes. <br> - What comes between? <br> - Join the dots 1 to 30 . | Students will be able to: <br> Write the numbers up to 30 . <br> - Write the missing numbers. | - Drill method <br> - Activity based content-focused method <br> - using work sheets | Subjective <br> - Write the counting in sequence <br> - Tick the few objects <br> - Color the many objects <br> - Encircle the equal objects <br> - Write the missing numbers 1130. | $20 \%$ oral <br> - Observation <br> - Oral questioning <br> - Presentation <br> - Oral MCQs <br> $30 \%$ written <br> - Written Test <br> - Fill in the blanks <br> - Matching \& Sorting <br> - Colouring | 93-115 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |


| 2 | Addition \& subtraction. <br> - Introduce the concept of addition. <br> - Recognition of the symbols of addition $(+)$. <br> - Adding the objects of given picture \& write the correct answer in numbers. <br> - Practice of addition in different objects. <br> - Introduce the concept of taking away. <br> - Concept of symbol of subtraction (_). <br> - Asking the questions by giving examples from daily life. | Students will be able to: <br> Understand the concepts of addition \& subtraction. <br> - Recognize the symbols of addition \& subtraction. <br> - Solve the 1-digits sums of addition \& addition. | Demonstration method. <br> Drill method | 20 <br> Subjective <br> - Add the objects and write the total number in the given box <br> - Cut of the objects \& write the left. | $\begin{aligned} & \hline 134 \text { to } \\ & 139,151 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |


| 3 | Money <br> Show Pakistani <br> Currency to children <br> Give the concept of coin, note, Rupees. <br> Encircle the correct amount | Students will be able to: <br> Understand the concept of money. | - Activity based <br> - Model presentation. | 10 <br> Objective <br> Verbal questioning. | 140, 141 |
| :---: | :---: | :---: | :---: | :---: | :---: |

Term: $3^{\text {rd }}$

| 1 | 30-50 | Students will be able to: <br> Write the numbers up to 30 . <br> Write the missing numbers. | Drill method <br> - Activity based contentfocused method <br> using work sheets | Subjective <br> - Write the counting in sequence <br> - Tick the few objects <br> - Color the many objects <br> - Encircle the equal objects <br> - Write the missing numbers 30-50 | 20\%/oral <br> - Observation <br> - Oral questioning <br> - Presentation <br> - Oral MCQs <br> $30 \%$ written <br> - Written Test <br> - Fill in the blanks <br> - Matching \& Sorting <br> - Colouring | 116-130 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |


| 2 | Time | Students will be able to: <br> tell the right time in morning evening and night | - Drill method Activity based <br> Drill method \& practice | Objective <br> Verbal questions <br> - Write the correct time in the given box | 148,149 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | Revision 1-50 colum 2,3,4 addition and substraction |  | Drill method \& Practice |  |  |

## ICE BREAKING ACTIVITIES

## Class K.G <br> Math

- Hop to it
- Getting to know you
- The lineup games
- Show and tell
- Beach ball bash


## ENGLISH

## TABLE OF CONTENTS

## ENGLISH KG

| Sr\# | CHAPTERS | $\begin{gathered} \hline \text { PAGE } \\ \text { NO. } \end{gathered}$ | Sr\# | CHAPTERS | $\begin{gathered} \text { PAGE } \\ \text { NO. } \end{gathered}$ | Sr\# | CHAPTERS | $\begin{gathered} \text { PAGE } \\ \text { NO. } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $1^{\text {st }}$ Term |  |  | 2ndTerm |  |  | $3^{\text {rd }}$ Term |  |
| 1 | Greetings | 1 | 13 | Letter i-r | 43-82 | 26 | Letter s-z | 85-111 |
| 2 | My Self | 2 | 14 | Junk and Healthy food | 49 | 27 | Vegetable | 95 |
| 3 | My Home | 3 | 15 | Living and not living | 56 | 28 | Reinforcement s-z | $\begin{aligned} & 113- \\ & 120 \\ & \hline \end{aligned}$ |
| 4 | My Family | 4 | 16 | Sequence of story | 64 | 29 | Concept of vowels | 132 |
| 5 | Weather | 8 | 17 | Natural and Manmade | 68 | 30 | Sight words | 134 |
| 6 | Seasons | 9 | 18 | Professions | 75 | 31 | Revision |  |
| 7 | Hot and Cold | 11 | 19 | Plant life cycle | 76 |  |  |  |
| 8 | Letter a-h | 13-41 | 20 | Responsible citizen | 83 |  |  |  |
| 9 | Parts of body | 19 | 21 | Transport | 91 |  |  |  |
| 10 | Courtesy words | 23 | 22 | Vegetable | 98 |  |  |  |
| 11 | Days of week | 27 | 23 | World around us | 102 |  |  |  |
| 12 | Hand Washing (Poem | 42 | 24 | Action Words | 140 |  |  |  |
|  |  |  | 25 | In and Out | 141 |  |  |  |

Class: KG
Subject: English
Medium of Instructions: English
Credit Hours: 6 days/ week
Weightage:
50 marks
Book Name: Pre-1Mathematics Primer Punjab Text Book Board, Lahore

| Term:1st |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Sr\# | Topic/Concept/Subtopic | SLOs | Methodology | Marks Distribution | Mode of Assessment | Reference Page of Book |
| 1 | Greetings (oral) | students will be able to: Take initiative to greet others | Demonstration Method <br> Kinaesthetic method | ask students to take initiatives to greet or answer | - Oral <br> - Matching <br> - Colouring <br> - Encircling <br> - Tracing | 1 |
| 2 |  My Self <br> (oral )  <br> +  <br> Draw  | students will be able to: tell attributes like <br> Boy/girl <br> Names, likes \& dislikes <br> Hair/eye colour | Role Play <br> Circle time activities | ask students about their names gender likings and attributes | - Writing <br> - Sorting Drawing | 2 |


| 3 | $\quad$My Home <br> (oral)BedroomKitchenLiving roomWashroom | Take care of his/her belongings to differentiate between different parts of house | Picture Description <br> Video Learning |  | 3 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 4 | $\quad$My Family <br> (oral)Mother, FatherSister, BrotherGrandfatherGrand mother | Talk about their family members and each one's role for the well-being of family | Modelling <br> Activity |  | 4 |
| 5 |  Weather <br> Cloudy  <br> Windy  <br> Rainy  <br> Sunny  <br>   | Talk about daily weather condition | Picture Description Video Learning |  | 8 |
| 6 |  Seasons <br> Spring  <br> Summer  <br> Autumn  <br> Winter  <br>   | Talk about yearly seasons and dressing accordingly | Picture Description Video Learning | ask the names of seasons | 9 |
| 7 | Hot \& Cold (concept) | to know about difference in temperature | Picture Description <br> Video Learning | ask student to tell 2 hot things and 2 cold things | 1 |


| 8 | Letter 'a to h | students will be able to <br> Articulate <br> make Phoneme <br> learn Vocabulary <br> Trace \& Write alphabets | drill and practice trace and write learn the vocabulary | writing in alphabetic sequence matching with pictures matching capital and small letters write what come after write what come before | 13-41 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 9 | Parts of body | to know about themselves and functioning of their body parts <br> Awareness of good or bad touch | picture method <br> kinaesthetic method | ask student to tell about 5 names of the body parts | 19 |
| 10 | Courtesy words <br> Thank you <br> Sorry <br> Excuse me <br> Please | able to use courtesy words accordingly | role playing video | ask student to tell right courtesy words appropriate | 23 |
| 11 | Days of week | to know about number of days in a week with their names | rhyme method oral | ask student to tell me the names of days ask the number of days in a weak | 27 |


| 12 | Hand <br> Washing <br> (poem+Activity) | Identify importance of <br> hand hygiene and exhibit <br> proper hand washing <br> steps | modelling <br> activity method | ask students to <br> encircle the <br> things needed to <br> wash the hands | 42 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

Term: $2^{\text {nd }}$

| Sr. \# | Topic/Concept/Subtopic | SLOs | Methodology | Marks Distribution | Mode of Assessment | Reference Page of Book |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 13 | Letter 'i-r | By the end of this term students will be able to: <br> Recognize letters with their initial sounds i-r <br> Trace, copy and write letters i-r | Demonstration <br> Method <br> Role Play <br> Circle time <br> activities <br> Picture Description | writing in alphabetic sequence matching with pictures matching capital and small letters write what come after write what come before | - Oral <br> - Matching <br> - Colouring <br> - Encircling <br> - Tracing <br> - Writing <br> - Sorting Drawing | 43-82 |
| 14 | Junk and healthy food | to differentiate between healthy and unhealthy food | Activity Method | ask students to encircle 2healthy and 2 junk food |  | 49 |
| 15 | Living and nonliving Things | Identify and differentiate between living and non living things | Story telling kinaesthetic method | ask students to tell names of 2living and 2nonliving things |  | 56 |
| 16 | Sequence the story | Tell a simple story by looking at pictures | story telling picture description | ask students to tell a short story |  | 64 |


| 17 | Natural and Man Made Resources | Identify natural resources such as water, wind, forest etc | Field Trips Story telling | ask students to tell 3 man made and 3 natural things | - Oral <br> - Matching <br> - Colouring <br> - Encircling | 68 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 18 | Professions | identity and learn names of professions | picture story | ask students to tell 5 professions | - Tracing <br> - Writing | 75 |
| 19 | Plant Life cycle | to know about concept of growth | picture description experimental method | ask students to tell life cycle of plant in sequence | - Sorting <br> - Drawing | 76 |
| 20 | Responsible Citizen | develop of understanding of truthfulness and honesty in their actions | Modelling | ask students about 4 important habits |  | 83 |
| 21 | Transport | means of transportation and medium of transportation i.e water air and land | Activity Method Kinaesthetic Method | ask what is transportation <br> ask to tell 3 major ways of transportation |  | 91 |
| 22 | Vegetables  <br> Tomato potato <br> Carrot onion <br> turnip  | Recognize and name vegetables and discuss the benefit of eating vegetables | story telling field trip | ask students to tell names of 5 vegetables |  | 98 |
| 23 | World around us | to know about our environment | field trip | ask students about how is world changes |  | 102 |
| 24 | In and Out | to know about positioning | Demonstration | ask students about positioning of themselves and different things |  | 141 |


| 25 | Action words <br> Cooking swimming <br> Writing jogging <br> Walking | to know daily routine <br> tasks and able to know <br> verbs | picture description <br> oral practice | ask students to <br> tell any two <br> action words | 140 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

Term: $3^{\text {rd }}$

| Sr. <br> No. | Topic/Concept/Subtopic | SLOs | Methodology | Marks Distribution | Mode of Assessment | Reference Page of Book |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 26 | Letter 's to z | students will be able to: Recognize letters with their sounds s-z <br> Trace, copy and write letters s-z | Demonstration Method <br> Role Play <br> Circle time activities | matching with pictures matching capital and small letters write what come after write what come before | - Oral <br> - Matching <br> - Colouring <br> - Encircling <br> - Tracing <br> - Writing <br> - Sorting <br> - Drawing | 85-111 |
| 27 | Vegetables  <br> Tomato potato <br> Carrot onion <br> turnip  | Recognize and name vegetables and discuss the benefit of eating vegetables | story telling field trip | ask students to tell 5 names of vegetables |  | 98 |
| 28 | Reinforcement s-z |  |  |  |  | 112 |
| 29 | Practice Aa-Zz | Recognize letters with their initial sounds | Drill and practice | ask to write in alphabetical sequence ask students to sing abc song |  | 113-120 |


| 30 | Sight Words <br> Of it on is at <br> By no so we if <br> Me he she yes the <br> To up an and do | Read aloud given sight <br> words with fluency and <br> accuracy | Drill and practice | ask students <br> about any 5 sight <br> words |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 31 | Concept of Vowels and <br> Consonants | student will learn about <br> sounds of consonants <br> and vowels | oral practice | ask students <br> about number of <br> vowels and their <br> letters <br> ask what are the <br> consonants |
|  | Revision of important daily <br> life concepts from 1st and <br> 2nd term <br> seasons <br> weather <br> names of weak <br> parts of body <br> professions <br> living and nonliving things <br> responsible citizen | all oral exercises <br> of related work <br> will be included |  |  |

## ICE BREAKING ACTIVITIES

## KG

## English

- Greeting poem
- Welcome students in a cheerful tone e.g. say good morning in a way using rhythm
- Children will look in the mirror and identify self attributes; hair, eye color etc
- Sit stand exercise on student's places
- Finger family song with actions
- Guessing weather through pictures
- Showing students pictures of seasonal fruits
- Making 'a' with play dough
- Clap in a rhythm
- Singing body parts poem with action
- Courtesy words rhyme with action
- Teacher will show cards and hide, then student will tell number of objects in picture teacher have showed
- After introducing 'e' , teacher will hide cards in class containing different alphabets and student will have to find only 'e'
- Students will be allotted a number, teacher will call two number and they will exchange their seats hopping fast
- Guess game: students will put hand in a closed box and without watching tell the name of object
- Hand washing poem with action


## اُروو

ت

| منحّ | غنوانات | فبرثمار |
| :---: | :---: | :---: |
| 13-41 | روف | 1 |
| 42-92 |  | 2 |
| 93-151 |  | 3 |
| نيمّنبر1 | رون | 4 |



|  | $\begin{aligned} & 20 \% \\ & 20 \% \end{aligned}$ |  | 6ط رُرل | ك كـ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| رو'ركسماكى |  |  |  |  |  |  |
| 42-92 | 20 <br> 20\% <br> 20\% <br> 20\% <br> 20\% |  10- <br> تساريرويم ك زونــ <br> مرا <br>  <br>  <br>  |  |  <br> قابل <br> 浣 <br> - <br> - <br> 浣 <br> كه <br>  | ? رون ? <br> $+$ <br>  <br> (x) <br> آوازي ( | -2 |

تيرى سماكى


كـجمجاءت
ارגر(1)

- ريت؛
- 








院
ح动


