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| **Alignment of ASER Tool (Maths) with Single National Curriculum (SNC-2020)** | | | | | | | | | | | | | | | | |
| **SNC 2020** | | | | | **Student Learning Outcomes (SNC-2020)** | | | | | |  | | **ICAN** | | | |
| **Key Learning Strands** | **Standards** | **Benchmarks** | **Concept and Scope** | **Grade 1** | | **SNC Page#** | **Grade 2** | **SNC Page#** | **Grade 3** | **SNC Page#** | | **Domains and Tasks in ASER tool** | |  | |
| NUMBERS AND OPERATIONS | Identify numbers, ways of representing numbers, comparing numbers and effects of number operations.  Compute fluently with fractions, decimals and percentages.  Examine real life situations by identifying mathematically valid arguments and drawing conclusion to enhance their mathematical thinking. | Identify, read and write whole numbers up to 10,000. | Concept of Whole Numbers | Identify numbers 1–9. | | 15 | read numbers up to 999 | 15 |  |  | | **NUMBER KNOWLEDGE • Number recognition • Real world problems** | | Sample 1,2 | Number Recognition, |
| Read and write numbers up to 9 in numerals. | | write numbers up to 999 as numerals |
| Add, subtract numbers up to 4-digits. • Develop multiplication tables up to 10. • Multiply number up to 2-digits with 1-digit number. • Recognise and use of division symbol, divide up to 2-digit numbers by 1-digit number. • Solve real life situations involving addition, subtraction, multiplication and division. | Addition of Numbers | Add two digit numbers. Add numbers (up to 20) using mental calculations. | | 17 | Add 2 - digit numbers with 2 - digit numbers with carrying Add numbers up to 50 using mental calculations. | 17 | solve real life number stories involving addition | 17 | | Sample 1,2 | Q3, Addition |
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| Subtraction of Numbers | Subtract 2 - digit numbers from 2 - digit numbers (which results in positive). | |  | Subtract 3 - digit numbers from3 - digit numbers without borrowing. Subtract 3 - digit numbers from 3 - digit numbers with borrowing. | 19. 20 |  |  | | Sample 1,2 | Subtraction |  | |
| 19 | Analyze simple real-life situations identifying correct operation of addition and subtraction with carrying/ borrowing in mixed form. | 20 |  | |
| Multiplication of Numbers |  | |  | Develop multiplication tables of 2,3,4, 5 and 10 till the multiplication of 10x10. Solve number stories on multiplication up to 1-digit | 21 | Solve real life situations involving multiplication of 2 - digit numbers by 1 - digit numbers. | 20 | | Sample 1,2 | Q2, Multlipication |  | |
| Division of Numbers |  | |  | Divide numbers within the multiplication tables with remainder zero. | 21 | Divide 2 - digit numbers by 1 - digit numbers (with zero remainder). | 21 | | Sample 1,2 | , Division |  | |
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| GEOMETRY AND MEASUREMENT | Identify measurable attributes of objects, construct angles and two-dimensional figures; analyze characteristics and properties of geometric shapes and develop arguments about their geometric relationships . Examine real life situations by identifying, mathematically valid arguments and drawing conclusion to enhance their mathematical thinking. | Read and recognize time. | Time | Read and tell time in hours from the analog clock for example 2 o’clock. Divide 2 - digit numbers by a 1 - digit  . | | 28 | read and write the time from a clock in hours and minutes (with five-minute intervals) e.g. read 8:15 as eight fifteen and 8:50 as eight fifty | 28 | read and write time from analog and digital clocks | 28 | | **MEASUREMENT • Time** | | Sample 1, 2 | Q1. Time recognition |  | |
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| **Alignment of ASER Tool (English) with Single National Curriculum (SNC-2020)** | | | | | | | | | | | | |
| **SNC 2020** | | | **Student Learning Outcomes (SNC-2020)** | | | | | |  |  | |
| **Key Learning Areas** | **Skills** | **Competencies** | **ECCE** | | | | | | **SNC Page#** | **Questions** | |
| 2.5 Language and Literacy | 2.5.2 Reading Skills | Competency 6: Children will recognise letters and familiar words in simple texts. | By the end of the year children will begin to: (**d)** Begin to recognise letters of the Alphabet. **(i)** Read aloud with increased accuracy, fluency and expression. | | | | | | 30 | Sample 1,2 | Capital and Small Letters |
| **SNC 2020** | | | **Student Learning Outcomes (SNC-2020)** | | | | | |  |  | |  | |
|  |  | **Benchmarks** |  |  |  |  | **Benchmarks** |  |  |  | |  | |
| **Key Learning Areas / Competencies** | **Standards** | **Grade 1 and 2** | **Grade 1** | **SNC Page#** | **Grade 2** | **SNC Page#** | **Grade 3 - 5** | **Grade 3** | **SNC Page#** | **Questions** | |  | |
| Competency 1: Oral Communication Skills (Listening and Speaking) | **C1.S1.** Students understand and articulate widely acceptable pronunciation, stress and intonation patterns of English language for improved communication. | **C1.S1.B1.** Recognize and articulate the basic sounds and sound patterns of English language at word and sentence level | Articulate the sounds of letters of the alphabet in series and in random order. | 22 | **1**. Articulate the sounds of letters of the alphabet in random order. **2.** Recognize and pronounce simple words with one or more syllables. | 22 , 24 | Benchmark I: Recognize and articulate sound patterns and stress in words, and basic intonation patterns in statements and questions as they occur in classroom texts. | Classify, pronounce and practise long and short vowels and diphthongs as they occur in practice items and sentences in reading lessons. Pronounce long and short vowel sounds in pair of words | 22, 25 | Sample 1,2 | Letters and Words |  | |
| Competency 2: Reading and Critical Thinking Skills | **C2. S1:** Students discover, understand and engage with a variety of text types through tasks, which require multiple reading and thinking strategies for comprehension, fluency and enjoyment. | **C1.S1.BI**: Use reading readiness strategies, identify and articulate digraphs, recognize words and sentences as meaningful units of expression, and paragraphs as graphical units of expression. | Identify, recognize and articulate common two to three lettered sight words and words with common spelling patterns. Read aloud three letter words with reasonable level of accuracy in pronunciation. | 30 | Read aloud words and simple sentences with reasonable level of accuracy in pronunciation. | 30 | Benchmark I: Identify digraphs, silent letters and inflections in words, **comprehend** words, sentences and paragraphs as meaningful units of expression. | Read aloud for accurate reproduction of sounds of letters and words. | 30 | Sample 1,2 | Words and Sentences |  | |
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| **Alignment of ASER Tool (Urdu) with Single National Curriculum (SNC-2020)** | | | | | | | | | | | |
|  | **SNC 2020** | | | **Student Learning Outcomes (SNC-2020)** | | | | | |  |  |
|  | **Key Learning Areas** | **Skills** | **Competencies** | **ECCE** | | | | | **SNC Page#** | **Questions** | |
|  | 2.5 Language and Literacy | 2.5.2 Reading Skills | Competency 6: Children will recognise letters and familiar words in simple texts. | By the end of the year children will begin to: (**d)** Begin to recognise letters of the Alphabet. **(i)** Read aloud with increased accuracy, fluency and expression. | | | | | 30 | حروف | |
|  | **SNC 2020** | | | **Student Learning Outcomes (SNC-2020)** | | | | | |  |  |
|  | **Key Learning Areas / Competencies** | **Standards** | **Benchmarks 1-5** | **Grade 1** | **SNC Page#** | **Grade 2** | **SNC Page#** | **Grade 3** | **SNC Page#** | **Questions** | |
|  | بولنا Speaking | حروف، الفاظ، جملوں اور گفتگو کی دہرائی اوراپنے موقف، مدعا، رائے (مافی الضمیر)کا مدلل بیان۔ | **3**-اردو زبان میں سادہ اور مختصر واقعہ، کہانی سن کر اہم نکات سمجھبا- | 1- اردو زبان میں حروف تہجی کی اصوات ادا کر سکیں۔ 2 ایک مختصر لفظ میں تمام آوازوں کو درست طریقے سے ادا کر سکیں- 8- الفاظ کی درست ادائی کر سکیں۔ 9- پوچھا گیا سوال سمجھ کر اس کا جواب دے سکیں | 9 | 7- سوال سمجھ کر اس کا جواب دے سکیںٓ - | 17 |  |  | الفاظ، حروف | |
|  | پڑھنا Reading | پڑھتے ہوئے حروف، الفاظ، جملوں اور تحریر کی پہچان اور ادراک ۔ | **1**- سادہ عبارت درست تلفظ اور ادائی کے ساتھ پڑھنا۔ | 15- سادہ جملوں کو درست تلفظ اور روانی سے پڑھ سکیں- | 10 | 8- کہانی، مکالمے، ڈرامے کو سمجھ کر پڑھ سکیں- 9- متن کوفہم سے پڑھ سکیں- 10- اپنے درجے کے مطابق سادہ کہانی بڑھ کر تفہیمی سوالات کے درست جوابات دے سکیں۔ | 18 | 8- سادہ اور مرکب جملوں پر مشتمل عبارت سمجھ کر پڑھ سکیں- 9 کہانییا عبارت بڑھ کر تفہیمی سوالات کے درست جوابات دے سکیں۔ | 25 | جملے، کہانی | |
|  | استحسان اور تنقید(Appreciation and Criticism) | عبارت (نظم و نثر) کے محاسن و معائب کا ادراک- | **2**- سادہ عبارت( کہانی، نظم، پہیلی، لطیفہ) پڑھ کر یا سن کر اپنی رائے کا اظہار کرنا۔ | 1- کہانی، نظم، پہیلی یا لطیفہ پڑھ/سن کر اپنی پسند یا ناپسند کا اظہار کرنا۔ | 13 | 1- کہانی، نظم، پہیلی یا لطیفہ پڑھ/سن کر اپنی پسند کا اظہار کرسکیں۔ | 21 | 2- فطرت سے متعلق موضوعات پر دی گئ تحریروں سے لطف اٹھا سکیں- | 28 | کہانی | |

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| **Alignment of ASER Tool (G.K) with Single National Curriculum (SNC-2020) (ENGLISH)** | | | | | | | | | |
| **SNC 2020** | | | **Student Learning Outcomes (SNC-2020)** | | | | | |  |
|  |  | **Benchmarks** |  |  |  |  | **Benchmarks** |  |  |
| **Key Learning Areas / Competencies** | **Standards** | **Grade 1 and 2** | **Grade 1** | **SNC Page#** | **Grade 2** | **SNC Page#** | **Grade 3 - 5** | **Grade 3** | **SNC Page#** |
| Competency 2: Reading and Critical Thinking Skills | **C2. S1:** Students discover, understand and engage with a variety of text types through tasks, which require multiple reading and thinking strategies for comprehension, fluency and enjoyment. | **C1.S1.B2**: Locate information from a visual cue or a graphic organizer and express the information verbally. | Point out/name some common objects in a picture or an illustration. Describe them in a word or two, or a sentence. | 31 | Point out/name some common objects in a picture or an illustration. Describe them in a word or two, or a sentence. | 31 | Benchmark 2: Comprehend information from a visual cue or a graphic organizer to describe positions, directions, events, and to show comparison and contrast . | Describe events in a picture or an illustration. | 31 |
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