



GRADE 2

ACADEMIC CALENDAR

Academic Year
2020-2021



COVID-19 ACCELERATED RESPONSE FOR EDUCATION, PUNJAB



Punjab Curriculum & Textbook Board, Lahore

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Message from the Honourable Minister for School Education, Punjab

After a lag of months due to COVID-19, the schools are reopening and academic activities are resuming in a phased manner across Punjab. The school closure caused reduction in students contact time in the current academic year resulting in learning loss for children. This extraordinary situation called for a custom designed approach in order to ensure that the remaining academic time is utilized in the most efficient manner.

I am pleased to announce that School Education Department, Government of Punjab has risen up to meet the challenge caused by the pandemic and subsequent loss of valuable teaching and learning time in schools. I appreciate Punjab Curriculum and Textbook Board (PCTB) and Quaide-e-Azam Academy for Education Development (QAED) for outlining essential components of the curriculum that merited prioritized attention and, developing comprehensive support package for the teachers. I would also like to acknowledge the assistance by PESP-II for this initiative by SED.

I earnestly hope that this effort by the School Education Department, Government of the Punjab will significantly help mitigate the learning loss caused to our children as a result of the COVID -19 outbreak.

MURAD RAAS

Message from the Secretary for School Education Department, Punjab

COVID-19 has been a significant disruption for educational institutions, educators and learners across public and private schools. The educational activities are resuming and the learning loss due to shortened academic year is one of the substantive challenges to be overcome.

In this regard, I would like to commend the efforts of Punjab Curriculum and Textbook Board (PCTB) and Quaide-e-Azam Academy for Education Development (QAED) for their efforts to respond to this challenge. PCTB and QAED teams worked tirelessly to revisit the curriculum for identifying core learning objectives for students for the remaining academic year; and outlining a roadmap to mitigate the loss of learning time for the students. These are valuable contributions towards bringing the education system back on track across Punjab.

I would also like to thank PESP-II for extending necessary technical assistance in making it happen. I sincerely hope that the efforts of PCTB and QAED will help mitigate the learning loss caused by school closures, and help streamline the learning trajectory of all the children in public sector schools.

SARA ASLAM

Message from the Managing Director Punjab Curriculum & Textbook Board, Lahore

The COVID-19 pandemic caused a serious disruption of education activities. Being responsive to the challenge and to mitigate the educational loss PCTB has developed a prioritized list of academic topics for all grades up to secondary level. To further support teachers in the effective delivery of teaching and learning activities in the classroom, PCTB is pleased to provide the academic calendar for the remaining period for English and Mathematics for Grades 1 – 8 and Science for grades 4 - 8. It provides complete list of textual chapters, topics and page numbers along with curricular references of student learning outcomes. This is further augmented by the provision of daily lesson plans and student worksheets.

I on behalf of my team would like to thank the honourable Minister and Secretary School Education Department, Government of the Punjab for their guidance and support. I would like to express my gratitude to the Director General, Quaid-e-Azam Academy for Education Development (QAED) for furnishing the required support for this initiative. I must also appreciate PESP II technical assistance team for their valuable support.

I sincerely hope that teachers will find this academic calendar useful and it will help them plan better and deliver more systematically.

DR. FAROOQ MANZOOR

Instructions for Teachers

We are pleased to share the academic calendar with you which is part of a comprehensive response to dealing with the learning loss of students caused due to COVID 19. The primary focus, while devising the response, has not only been on developing a calendar but also on developing lesson plans that address Student Learning Outcomes and allow teachers to help students discover concepts and provision of support materials in the form of worksheets. Both these documents will be shared with you on a rolling basis.

To ensure that the plan is executed in the best possible manner and that both teachers and learners get the most out of the plans, it is suggested that time to each of the following domains is allocated as per the percentage given below:

- Teaching 75%
- Assessment 15%
- Reinforcement 10%

We strongly urge you to follow the sequence given in the calendar and plan your lessons well in order to ensure that you are able to make up for the lost time of students.

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GRADE 2

ENGLISH

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Academic Calendar

Month: October		Number of Periods: 27	
Chapter/Unit Name of Chapter	Topic/ Sub Topic	SLOs	Topic Textbook Reference
Chapter 2: Vowels and Consonants	Explain Vowels Circle the vowels	<ul style="list-style-type: none"> Recognize and identify consonant and vowels in the English alphabet. Identify / classify words that begin with consonant or vowel sounds. 	11
	Assessment: Vowels	<ul style="list-style-type: none"> Recognize and identify consonant and vowels in the English alphabet. Identify / classify words that begin with consonant or vowel sounds. 	11 (Worksheet)
	Explain Consonants Underline the consonants	<ul style="list-style-type: none"> Recognize and identify consonant and vowels in the English alphabet. Identify / classify words that begin with consonant or vowel sounds. 	12
	Assessment: Consonants	<ul style="list-style-type: none"> Recognize and identify consonant and vowels in the English alphabet. Identify / classify words that begin with consonant or vowel sounds. 	12 (Worksheet)
	Vowel as middle sound "e" in the middle Read the rhyme Write the middle letter in the blank	<ul style="list-style-type: none"> Recognize and identify consonant and vowels in the English alphabet. Articulate, identify and differentiate between the sounds of individual letters in a word. Recognize that as letters of words change, so do the sounds. 	14
	Vowel as middle sound "i" in the middle Read the rhyme Write the middle letter in the blank	<ul style="list-style-type: none"> Recognize and identify consonant and vowels in the English alphabet. Articulate, identify and differentiate between the sounds of individual letters in a word. Recognize that as letters of words change, so do the sounds. 	15
	Vowel as middle sound "o" in the middle Read the rhyme Write the middle letter in the blank	<ul style="list-style-type: none"> Recognize and identify consonant and vowels in the English alphabet. Articulate, identify and differentiate between the sounds of individual letters in a word. Recognize that as letters of words change, so do the sounds. 	16
Vowel as middle sound "u" in the middle Read the rhyme Write the middle letter in	<ul style="list-style-type: none"> Recognize and identify consonant and vowels in the English alphabet. Articulate, identify and differentiate between the sounds of individual 	17	

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	the blank	<p>letters in a word.</p> <ul style="list-style-type: none"> Recognize that as letters of words change, so do the sounds. 	
	<p>Assessment: Vowels and Consonants Look and say (Page 18) Fill in the blanks (Page 18)</p>	<ul style="list-style-type: none"> Write appropriate naming and action word(s) to identify an object or an action in a picture. Identify / classify words that begin with consonant or vowel sounds. 	18
	<p>Assessment: Vowels and Consonants Choose the middle letter (Page 19) Circle the words with same sound (Page 18)</p>	<ul style="list-style-type: none"> Write appropriate naming and action word(s) to identify an object or an action in a picture. Identify, recognize and articulate common sight words and words with common spelling patterns. Match spoken words with the written words. 	19
	<p>Vowel as middle sound "e" in the middle Read the rhyme Write the middle letter in the blank</p>	<ul style="list-style-type: none"> Recognize and identify consonant and vowels in the English alphabet. Articulate, identify and differentiate between the sounds of individual letters in a word. Recognize that as letters of words change, so do the sounds. 	14
Chapter 3: Long Vowels and Diphthongs	<p>Long Vowel/diphthong Words with "ee" The long /e/ sound</p>	<ul style="list-style-type: none"> Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons. 	20
	<p>Long Vowel/diphthong Words with "oo" The long /o/ sound</p>	<ul style="list-style-type: none"> Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons. 	21
	<p>Long Vowel/diphthong Words with "ai" to make "ay" sound The long /a/ sound</p>	<ul style="list-style-type: none"> Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons. 	22
	<p>Long Vowel/diphthong Words with "oa" The long /ō/ sound</p>	<ul style="list-style-type: none"> Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons. 	23
	<p>Long Vowel/diphthong Words with "oi" The long /y/ sound</p>	<ul style="list-style-type: none"> Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons. 	24
	<p>Assessment: Long Vowel/diphthong</p>	<ul style="list-style-type: none"> Pronounce and spell long and short vowels and diphthongs as they 	25 - 27

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	Words with “ee, oo, oa, ai, oi”	occur as practice items and sentences in reading lessons. • Colour within lines and create simple patterns.	
Chapter 4: Digraphs	sh words	• Pronounce common consonant digraphs in initial and final position.	28
	ch words	• Pronounce common consonant digraphs in initial and final position.	29
	th words	• Pronounce common consonant digraphs in initial and final position.	30
	ck words	• Pronounce common consonant digraphs in initial and final position.	31
	wh words	• Pronounce common consonant digraphs in initial and final position.	32
	Assessment: sh, ch, th, ck, wh words	• Pronounce common consonant digraphs in initial and final position.	33 - 34
Chapter 5: Three Letter Sounds	“ear” words	• Articulate, identify and differentiate between the sounds of individual letters, digraphs and trigraphs in initial and final positions in a word.	35
	“air” words	• Articulate, identify and differentiate between the sounds of individual letters, digraphs and trigraphs in initial and final positions in a word.	36
	“are” words	• Articulate, identify and differentiate between the sounds of individual letters, digraphs and trigraphs in initial and final positions in a word.	37
	“igh” words	• Articulate, identify and differentiate between the sounds of individual letters, digraphs and trigraphs in initial and final positions in a word.	38
Assessment			
Reinforcement			
Month: November		Number of Periods: 25	
Chapter/Unit Name of Chapter	Topic/ Sub Topic	SLOs	Topic Textbook Reference
Chapter 5: Three Letter Sounds	“ing” words	• Articulate, identify and differentiate between the sounds of individual letters, digraphs and trigraphs in initial and final positions in a word.	39
	“tch” words	• Articulate, identify and differentiate between the sounds of individual letters, digraphs and trigraphs in	40

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		initial and final positions in a word.	
	Assessment: “ear, air, are, igh, tch” words	<ul style="list-style-type: none"> Articulate, identify and differentiate between the sounds of individual letters, digraphs and trigraphs in initial and final positions in a word. 	41
Chapter 6: Plurals	Add “s”	<ul style="list-style-type: none"> Identify and change the number of simple naming words by adding or removing s and es. 	42
	Add “es”	<ul style="list-style-type: none"> Identify and change the number of simple naming words by adding or removing s and es. 	43
	Reinforcement: Add “s or es”	<ul style="list-style-type: none"> Identify and change the number of simple naming words by adding or removing s and es. 	42 - 43
	Assessment: Add “s or es”	<ul style="list-style-type: none"> Identify and change the number of simple naming words by adding or removing s and es. 	44 - 47
Chapter 7: Action Words	Action Words	<ul style="list-style-type: none"> Identify and use more common action words. 	48 - 50
	Reinforcement: Action Words	<ul style="list-style-type: none"> Identify and use more common action words. 	48 - 50
	Look, read and match Ali in the park	<ul style="list-style-type: none"> Identify and use more common action words. Show a series of actions in a picture by writing action or describing words. Recognize and classify into different categories, some simple action and naming words from pictures and immediate surrounding e.g. animals, fruits, vegetables, parts of body, objects in the classroom and at home, colours, shapes, directions (left/ right) and numbers in words (cardinal and ordinal 1-10) etc. 	51
	Read and identify Read the poem. Circle the verbs	<ul style="list-style-type: none"> Identify and use more common action words. 	52
	Reinforcement: Action Words	<ul style="list-style-type: none"> Identify and use more common action words. 	48 - 52
	Assessment: Action Words	<ul style="list-style-type: none"> Identify and use more common action words. 	53
	Chapter 8: Prepositions	Prepositions	<ul style="list-style-type: none"> Recognize, identify and use a few words showing position e.g. up/down, here/there (preposition of location).

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	Prepositions	<ul style="list-style-type: none"> Recognize, identify and use a few words showing position e.g. up/down, here/there(preposition of location). 	55
	Assessment: Prepositions	<ul style="list-style-type: none"> Recognize, identify and use a few words showing position e.g. 	56
Month: December		Number of Periods: 26	
Chapter/Unit Name of Chapter	Topic/ Sub Topic	SLOs	Topic Textbook Reference
Reinforcement: Chapter 5 Three Letter Sounds	“ear, air, are, igh, tch” words	<ul style="list-style-type: none"> Articulate, identify and differentiate between the sounds of individual letters, digraphs and trigraphs in initial and final positions in a word. 	35 - 41
Reinforcement: Chapter 4 Digraphs	sh, ch, th, ck, wh words	<ul style="list-style-type: none"> Pronounce common consonant digraphs in initial and final position. 	28 - 34
Chapter 9: Possessive Pronoun	Look, say and read my/our	<ul style="list-style-type: none"> Identify and use more words showing possession e.g. my, your, his, her, our, their and its. 	57
	Continue: Look, say and read my/our	<ul style="list-style-type: none"> Identify and use more words showing possession e.g. my, your, his, her, our, their and its. 	58
	Read and write my/our	<ul style="list-style-type: none"> Identify and use more words showing possession e.g. my, your, his, her, our, their and its. 	59
	Look, say and read his/her	<ul style="list-style-type: none"> Identify and use more words showing possession e.g. my, your, his, her, our, their and its. 	60 - 61
	Read and write his/her	<ul style="list-style-type: none"> Identify and use more words showing possession e.g. my, your, his, her, our, their and its. 	62
	Look, say and read their	<ul style="list-style-type: none"> Identify and use more words showing possession e.g. my, your, his, her, our, their and its. 	63
	Read and write their	<ul style="list-style-type: none"> Identify and use more words showing possession e.g. my, your, his, her, our, their and its. 	63
Assessment			
Reinforcement			

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Chapter 9: Possessive Pronoun	Assessment: his/her/their	<ul style="list-style-type: none"> Identify and use more words showing possession e.g. my, your, his, her, our, their and its. 	64
Chapter 10: Present Tense	verb + ing	<ul style="list-style-type: none"> Recognize that action takes place in time (Present, past or future). Tense indicates time of action. Use Present Continuous Tense for describing activities and for actions taking place at the time of speaking. 	65
	Continue: verb + ing	<ul style="list-style-type: none"> Recognize that action takes place in time (Present, past or future). Tense indicates time of action. Use Present Continuous Tense for describing activities and for actions taking place at the time of speaking. 	65
	Reinforcement: verb + ing	<ul style="list-style-type: none"> Recognize that action takes place in time (Present, past or future). Tense indicates time of action. Use Present Continuous Tense for describing activities and for actions taking place at the time of speaking. 	65
	Assessment: verb + ing	<ul style="list-style-type: none"> Recognize that action takes place in time (Present, past or future). Tense indicates time of action. Use Present Continuous Tense for describing activities and for actions taking place at the time of speaking. 	66
Chapter 11: Past Tense	verb + ed	<ul style="list-style-type: none"> Use Simple Past Tense for completed actions, with or without mention of specific time. 	67
	Continue: verb + ed	<ul style="list-style-type: none"> Use Simple Past Tense for completed actions, with or without mention of specific time. 	67
	Reinforcement: verb + ed	<ul style="list-style-type: none"> Use Simple Past Tense for completed actions, with or without mention of specific time. 	67
	Assessment: verb + ed	<ul style="list-style-type: none"> Use Simple Past Tense for completed actions, with or without mention of specific time. 	68
Chapter 12: Capital Letters and Full Stops	Capital Letters A a to Z z	<ul style="list-style-type: none"> Articulate the sounds of letters of the alphabet in random order. 	69

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	Capital Letters and Full Stops	<ul style="list-style-type: none"> Recognize and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets and places. Recognize that a sentence ends with some form of punctuation, i.e. full-stop and question mark or an exclamation mark. 	70
	Continued: Capital Letters and Full Stops	<ul style="list-style-type: none"> Recognize and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets and places. Recognize that a sentence ends with some form of punctuation, i.e. full-stop and question mark or an exclamation mark. 	71
	Reinforcement: Capital Letters and Full Stops	<ul style="list-style-type: none"> Recognize and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets and places. Recognize that a sentence ends with some form of punctuation, i.e. full-stop and question mark or an exclamation mark. 	70 - 71
	Assessment: Capital Letters and Full Stops	<ul style="list-style-type: none"> Recognize and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets and places. Recognize that a sentence ends with some form of punctuation, i.e. full-stop and question mark or an exclamation mark. 	70 - 71
Chapter 13: About Me	Look, say, understand and write Myself	<ul style="list-style-type: none"> Articulate, recognize and use some formulaic expressions to introduce self and talk about family. Demonstrate use of common conventions and dynamics of group oral interactions to introduce themselves and others. 	72
	Continue: Look, say, understand and	<ul style="list-style-type: none"> Articulate, recognize and use some formulaic expressions to introduce 	73

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	write Myself	self and talk about family. <ul style="list-style-type: none"> Demonstrate use of common conventions and dynamics of group oral interactions to introduce themselves and others. 	
	Look, say, understand and write Myself	<ul style="list-style-type: none"> Write a few simple, meaningful sentences of their own on a given topic. 	72 - 73
	Look, read and write Doing Verbs	<ul style="list-style-type: none"> Write a few simple, meaningful sentences of their own on a given topic. Identify and use more common action words. 	74
	Think, write and draw Tell Ali about yourself	<ul style="list-style-type: none"> Write a few simple, meaningful sentences of their own on a given topic. 	75
Chapter 17: Festivals	Eid is Here!	<ul style="list-style-type: none"> Demonstrate use of common conventions and dynamics of group oral interactions to recite poems. Read and recite short poems or nursery rhymes with actions. 	97
	Continue: Eid is Here!	<ul style="list-style-type: none"> Demonstrate use of common conventions and dynamics of group oral interactions to recite poems. Read and recite short poems or nursery rhymes with actions. 	97
	Reinforcement: Eid is Here!	<ul style="list-style-type: none"> Demonstrate use of common conventions and dynamics of group oral interactions to recite poems. Read and recite short poems or nursery rhymes with actions. 	97
	Eid is Here! Rhyming words	<ul style="list-style-type: none"> Read and recite short poems or nursery rhymes with actions. Articulate and recognize simple rhyming words. 	97
	Put words in correct order	<ul style="list-style-type: none"> Recognize and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets and places. Recognize that a sentence ends with some form of punctuation, i.e. full-stop and question mark or an exclamation mark. 	98
Chapter 20:	Look, say, understand and	<ul style="list-style-type: none"> Use pre-reading strategies to 	106 - 107

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Personal Hygiene	write Scratch! Itch!	<p>predict story by looking at picture(s) in texts.</p> <ul style="list-style-type: none"> Interact with text and use reading strategies (while-reading) to <ul style="list-style-type: none"> locate specific factual information to answer in a word or two simple short questions. use pictures or rebus in texts to increase understanding. guess what follows in the story. Respond to the text (post-reading) to <ul style="list-style-type: none"> express likes /dislikes about the story. express understanding of story through pantomime/simple role play. 	
	<p>Continue: Look, say, understand and write Scratch! Itch!</p>	<ul style="list-style-type: none"> Use pre-reading strategies to predict story by looking at picture(s) in texts. Interact with text and use reading strategies (while-reading) to <ul style="list-style-type: none"> locate specific factual information to answer in a word or two simple short questions. use pictures or rebus in texts to increase understanding. guess what follows in the story. Respond to the text (post-reading) to <ul style="list-style-type: none"> express likes /dislikes about the story. express understanding of story through pantomime/simple role play. 	106 - 107
Assessment			
Reinforcement			
Month: January		Number of Periods: 26	
Chapter/Unit Name of Chapter	Topic/ Sub Topic	SLOs	Topic Textbook Reference
Chapter 20: Personal Hygiene	Reinforcement: The Letter Sounds "ch and tch" words	<ul style="list-style-type: none"> Articulate, identify and differentiate between the sounds of individual letters, digraphs and trigraphs in initial and final positions in a word. 	108

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	Look and say Good Habits	<ul style="list-style-type: none"> • Demonstrate use of common conventions and dynamics of group oral interactions: <ul style="list-style-type: none"> ○ Participate ○ Take turns 	109
Chapter 21: Keeping our Environment Clean	Look, say, understand and write Keep it Clean	<ul style="list-style-type: none"> • Use pre-reading strategies to predict story by looking at picture(s) in texts. • Interact with text and use reading strategies (while-reading) to <ul style="list-style-type: none"> ○ locate specific factual information to answer in a word or two simple short questions. ○ use pictures or rebus in texts to increase understanding. ○ guess what follows in the story. • Respond to the text (post-reading) to <ul style="list-style-type: none"> ○ express likes /dislikes about the story. ○ express understanding of story through pantomime/simple role play. 	110
	Continue: Look, say, understand and write Keep it Clean	<ul style="list-style-type: none"> • Use pre-reading strategies to predict story by looking at picture(s) in texts. • Interact with text and use reading strategies (while-reading) to <ul style="list-style-type: none"> ○ locate specific factual information to answer in a word or two simple short questions. ○ use pictures or rebus in texts to increase understanding. ○ guess what follows in the story. • Respond to the text (post-reading) to <ul style="list-style-type: none"> ○ express likes /dislikes about the story. ○ express understanding of story through pantomime/simple role play. 	110
	Exercise Rhyming Words	<ul style="list-style-type: none"> • Articulate and recognize simple rhyming words. 	111
Reinforcement: Chapter 9	Look, say and read my/our	<ul style="list-style-type: none"> • Identify and use more words showing possession e.g. my, your, his, her, our, their and its. 	57

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Possessive Pronoun	Continue: Look, say and read my/our	<ul style="list-style-type: none"> Identify and use more words showing possession e.g. my, your, his, her, our, their and its. 	58
	Read and write my/our	<ul style="list-style-type: none"> Identify and use more words showing possession e.g. my, your, his, her, our, their and its. 	59
	Look, say and read his/her	<ul style="list-style-type: none"> Identify and use more words showing possession e.g. my, your, his, her, our, their and its. 	60 - 61
	Read and write his/her	<ul style="list-style-type: none"> Identify and use more words showing possession e.g. my, your, his, her, our, their and its. 	62
	Look, say and read Their	<ul style="list-style-type: none"> Identify and use more words showing possession e.g. my, your, his, her, our, their and its. 	63
Reinforcement: Chapter 3 Long Vowels and Diphthongs	Long Vowel/diphthong Words with “ee” The long /e/ sound	<ul style="list-style-type: none"> Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons. 	20
	Long Vowel/diphthong Words with “oo” The long /o/ sound	<ul style="list-style-type: none"> Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons. 	21
	Long Vowel/diphthong Words with “ai” to make “ay” sound The long /a/ sound	<ul style="list-style-type: none"> Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons. 	22
	Long Vowel/diphthong Words with “oa” The long /ō/ sound	<ul style="list-style-type: none"> Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons. 	23
	Long Vowel/diphthong Words with “oi” The long /y/ sound	<ul style="list-style-type: none"> Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons. 	24
	Assessment: Long Vowel/diphthong Words with “ee, oo, oa, ai, oi”	<ul style="list-style-type: none"> Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons. Color within lines and create simple patterns. 	25 - 27
Reinforcement: Chapter 10 Present Tense	verb + ing	<ul style="list-style-type: none"> Recognize that action takes place in time (Present, past or future). Tense indicates time of action. Use Present Continuous Tense for describing activities and for actions taking place at the time of speaking. 	65
	Continue:	<ul style="list-style-type: none"> Recognize that action takes place in 	65

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	verb + ing	time (Present, past or future). Tense indicates time of action. • Use Present Continuous Tense for describing activities and for actions taking place at the time of speaking.	
	verb + ing	• Recognize that action takes place in time (Present, past or future). Tense indicates time of action. • Use Present Continuous Tense for describing activities and for actions taking place at the time of speaking.	65
	Assessment: verb + ing	• Recognize that action takes place in time (Present, past or future). Tense indicates time of action. • Use Present Continuous Tense for describing activities and for actions taking place at the time of speaking.	66
Reinforcement: Chapter 11 Past Tense	verb + ed	• Use Simple Past Tense for completed actions, with or without mention of specific time.	67
	verb + ed	• Use Simple Past Tense for completed actions, with or without mention of specific time.	67
	verb + ed	• Use Simple Past Tense for completed actions, with or without mention of specific time.	67
	verb + ed	• Use Simple Past Tense for completed actions, with or without mention of specific time.	68
	Assessment: verb + ed	• Use Simple Past Tense for completed actions, with or without mention of specific time.	68
Assessment			
Reinforcement			
Month: February		Number of Periods: 15	
Chapter/Unit Name of Chapter	Topic/ Sub Topic	SLOs	Topic Textbook Reference
Chapter 22: National Pride	Look, say, understand and write My Country Pakistan	<ul style="list-style-type: none"> • Use pre-reading strategies to predict story by looking at picture(s) in texts. • Interact with text and use reading strategies (while-reading) to <ul style="list-style-type: none"> ○ locate specific factual information to answer in a word or two simple short questions. ○ use pictures or rebus in texts to increase understanding. 	111

Academic Calendar

		<ul style="list-style-type: none"> ○ guess what follows in the story. ● Respond to the text (post-reading) to <ul style="list-style-type: none"> ○ express likes /dislikes about the story. ○ express understanding of story through pantomime/simple role play. 	
	Continue: Look, say, understand and write My Country Pakistan	<ul style="list-style-type: none"> ● Use pre-reading strategies to predict story by looking at picture(s) in texts. ● Interact with text and use reading strategies (while-reading) to <ul style="list-style-type: none"> ○ locate specific factual information to answer in a word or two simple short questions. ○ use pictures or rebus in texts to increase understanding. ○ guess what follows in the story. ● Respond to the text (post-reading) to <ul style="list-style-type: none"> ○ express likes /dislikes about the story. ○ express understanding of story through pantomime/simple role play. 	113
	Exercise He/She	<ul style="list-style-type: none"> ● Illustrate the use of substitution words learnt earlier. Recognize that some words substitute particular and general naming words. 	114
	Oral Communication Express likes and dislikes	<ul style="list-style-type: none"> ● Demonstrate use of common conventions and dynamics of group oral interactions: <ul style="list-style-type: none"> ○ Express likes and dislikes 	
Chapter 23: Honesty	Look, say, understand and write The Honest Woodcutter	<ul style="list-style-type: none"> ● Use pre-reading strategies to predict story by looking at picture(s) in texts. ● Interact with text and use reading strategies (while-reading) to <ul style="list-style-type: none"> ○ locate specific factual information to answer in a word or two simple short questions. ○ use pictures or rebus in texts to increase understanding. ○ guess what follows in the story. ● Respond to the text (post-reading) 	115 - 116

Academic Calendar

		<ul style="list-style-type: none"> ○ express likes /dislikes about the story. ○ express understanding of story through pantomime/simple role play. 	
	Look, say, understand and write The Honest Woodcutter	<ul style="list-style-type: none"> ● Listen to a story /fairytale of a few sentences read aloud by the teacher. ● Read aloud the same story/ fairytale themselves. ● Identify and name characters. ● Respond orally in yes or no, their likes or dislikes about the story/character(s). 	115 - 116
	Continue: Look, say, understand and write The Honest Woodcutter	<ul style="list-style-type: none"> ● Listen to a story /fairytale of a few sentences read aloud by the teacher. ● Read aloud the same story/ fairytale themselves. ● Identify and name characters. ● Respond orally in yes or no, their likes or dislikes about the story/character(s). 	115 - 116
	Continue: Look, say, understand and write The Honest Woodcutter	<ul style="list-style-type: none"> ● Listen to a story /fairytale of a few sentences read aloud by the teacher. ● Read aloud the same story/ fairytale themselves. ● Identify and name characters. ● Respond orally in yes or no, their likes or dislikes about the story/character(s). 	115 - 116
	Exercise: The Honest Woodcutter	<ul style="list-style-type: none"> ● Listen to a story /fairytale of a few sentences read aloud by the teacher. ● Read aloud the same story/ fairytale themselves. ● Identify and name characters. ● Respond orally in yes or no, their likes or dislikes about the story/character(s). 	117
	Exercise: The Honest Woodcutter	<ul style="list-style-type: none"> ● Listen to a story /fairytale of a few sentences read aloud by the teacher. ● Read aloud the same story/ fairytale themselves. ● Identify and name characters. ● Respond orally in yes or no, their likes or dislikes about the story/character(s). 	117

Academic Calendar

Reinforcement: Chapter 2 Vowels and Consonants	Vowel as middle sound "a" in the middle Read the rhyme Write the middle letter in the blank	<ul style="list-style-type: none"> Recognize and identify consonant and vowels in the English alphabet. Articulate, identify and differentiate between the sounds of individual letters in a word. Recognize that as letters of words change, so do the sounds. 	13
	Vowel as middle sound "e" in the middle Read the rhyme Write the middle letter in the blank	<ul style="list-style-type: none"> Recognize and identify consonant and vowels in the English alphabet. Articulate, identify and differentiate between the sounds of individual letters in a word. Recognize that as letters of words change, so do the sounds. 	14
	Vowel as middle sound "i" in the middle Read the rhyme Write the middle letter in the blank	<ul style="list-style-type: none"> Recognize and identify consonant and vowels in the English alphabet. Articulate, identify and differentiate between the sounds of individual letters in a word. Recognize that as letters of words change, so do the sounds. 	15
	Vowel as middle sound "o" in the middle Read the rhyme Write the middle letter in the blank	<ul style="list-style-type: none"> Recognize and identify consonant and vowels in the English alphabet. Articulate, identify and differentiate between the sounds of individual letters in a word. Recognize that as letters of words change, so do the sounds. 	16
	Vowel as middle sound "u" in the middle Read the rhyme Write the middle letter in the blank	<ul style="list-style-type: none"> Recognize and identify consonant and vowels in the English alphabet. Articulate, identify and differentiate between the sounds of individual letters in a word. Recognize that as letters of words change, so do the sounds. 	17
	Assessment: Vowels and Consonants Look and say (Page 18) Fill in the blanks (Page 18)	<ul style="list-style-type: none"> Write appropriate naming and action word(s) to identify an object or an action in a picture. Identify / classify words that begin with consonant or vowel sounds. 	18

GRADE 2

MATHEMATICS

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Academic Calendar

اکتوبر، 2020		کل پیریڈز: 27	
باب کا نمبر / نام	عنوان / ذیلی عنوان	کتاب کا صفحہ نمبر	حاصلاتِ تعلم
باب 1 : اعداد	مقامی قیمت (2 اعداد تک)	3-8	• Recognize the place values of numbers (tens and ones).
	10-99 لفظی گنتی	9-13	----
	مقامی قیمت (3 اعداد تک) (اکائی، دہائی - سینکڑا)	14-20	• Recognize the place value of a 3-digit number.
	کٹوں اعداد (100 سے 199 تک اعداد لکھنا)	21-22	----
	اُلٹی گنتی (تین ہندسی اعداد تک)	25-26	----
باب 2 : جمع	100، 100 کر کے گنتا	29	• Count and write in 100s (e.g. 100, 200, 300, ...).
	اعداد کا موازنہ	32، 33، 37، 38، 43، 45	• Compare 2- or 3-digit numbers (hundreds, tens and ones).
	صعودی اور نزولی ترتیب	46-49	• Identify numbers given in ascending or descending order.
	ترتیبی اعداد	50, 51	• Write ordinal numbers from first to twentieth.
	دہائیوں اور اکائیوں کی جمع	55, 56, 57	• Add ones and 2-digit numbers with carrying.
	جمع با حاصل	58- 63	
Assessment			
Reinforcement			
نومبر، 2020		کل پیریڈز: 25	
باب کا نمبر / نام	عنوان / ذیلی عنوان	کتاب کا صفحہ نمبر	حاصلاتِ تعلم
باب 2 : جمع	اکائیوں، دہائیوں اور سینکڑوں کی جمع	64-70	• Add 3-digit numbers and 3-digit numbers without carrying. Add 3-digit numbers and 3-digit numbers with carrying of tens and hundreds.
	روزمرہ زندگی کے متعلق جمع کے سوالات	71-73	• Solve real life problems with carrying of tens and hundreds.
	نامعلوم عدد معلوم کرنا	74-75	----
باب 3 : تفریق	دہائیوں اور اکائیوں کی تفریق	76, 77, 78, 79	• Subtract 2-digit numbers from 2-digit numbers without borrowing.
	تفریق با حاصل	80-83	• Subtract 2-digit numbers from 2-digit numbers with borrowing
	اکائیوں، دہائیوں اور سینکڑوں کی تفریق	84-87	• Subtract 3-digit numbers from 3-digit numbers without borrowing.

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• Subtract 3-digit numbers from 3-digit numbers with borrowing.			
----	88-89	اعداد کی تفریق	
• Solve real life problems of subtraction with borrowing.	90-92	روزمرہ زندگی سے متعلق تفریق کے سوالات	
• Solve simple problems regarding addition and subtraction with carrying/borrowing in mixed form.	93-94	نامعلوم عدد معلوم کریں	
• Recognize multiplication as repeated addition (e.g. $2 + 2 + 2 = 6 \leftrightarrow 3 \text{ times } 2 = 3 \times 2 = 6$).	95-96	مسلسل جمع اور ضرب	
Assessment			
Reinforcement			
کل پیریڈز: 26		دسمبر، 2020	
حاصلاتِ تعلم	کتاب کا صفحہ نمبر	عنوان / ذیلی عنوان	باب کا نمبر / نام
• Recognize and use multiplication symbol 'x'.	97-98	ضرب	باب 4 :
• Develop multiplication tables of 2, 3, 4, 5 and 10 till the multiplication 10×10 .	99	2 کا پہاڑا	مسلسل جمع اور ضرب
	100	3 کا پہاڑا	ضرب
	101	خالی جگہ پر کریں	
	102	4 کا پہاڑا	
	103	5 کا پہاڑا	
	104	خالی جگہ پر کریں	
	105	10 کا پہاڑا	
	----	106	ضرب کے متعلق مزید تصورات
----	107	خالی جگہ پر کریں	
• Recognize division as successive subtraction.	108-110	تفریق	باب 5 : مسلسل تفریق اور تقسیم
Assessment			
Reinforcement			

Academic Calendar

کل پیریڈز: 26		جنوری، 2021	
حاصلاتِ تعلم	کتاب کا صفحہ نمبر	عنوان / ذیلی عنوان	باب کا نمبر / نام
• Divide numbers within the multiplication tables with remainder zero.	111-114	تقسیم	باب 5:
	117	خالی جگہ پر کریں	مسلسل تفریق اور تقسیم
• Identify the figures like square, rectangle, triangle, circle, semi-circle and quarter-circle.	118-120	اشکال	باب 6:
• Identify vertices and sides of a triangle, rectangle and square.	121	شکل کا راس	اشکال
----	122	ٹیبیل مکمل کریں	
----	123	رقم	باب 7:
----	124	خالی جگہ پر کریں	رقم
----	125-127	عبارتی سوالات	
• Recognize the standard units of length, i.e. metre, centimetre. Read and write standard units of length including abbreviations.	128-129	پیمائش	باب 8:
• Use appropriate units of length to measure (with straightedge/ ruler) the objects.	130-131	لمبائی (سینٹی میٹروں میں)	لمبائی کی پیمائش
	132-133	لمبائی (میٹروں میں)	
• Solve real life problems involving measurements.	134-135	عبارتی سوالات	
• Read and write standard units of mass/ weight including abbreviations.	136-138	کمیت (وزن) کی پیمائش	
• Read and write standard units of capacity/ volume including abbreviations.	139-141	گنجائش کی پیمائش	
Assessment			
Reinforcement			
کل پیریڈز: 15		فروری، 2021	
حاصلاتِ تعلم	کتاب کا صفحہ نمبر	عنوان / ذیلی عنوان	باب کا نمبر / نام
• Recognize fraction as equal parts of a whole.	142-144	کسور	باب 9:
• Identify half, one third and quarter with the help of objects and figures.	145-147	خالی جگہ پر کریں	کسور
	148-150	کسور کے متعلق مزید تصور	
• Know the number of hours in a day and number of minutes in an hour.	151-156	وقت	باب 10:
----	157	عبارتی سوالات	وقت
• Use solar calendar to find a particular date.	158	سال کے مہینے	

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Academic Calendar

Revision of October and November Syllabus	Week-3
Revision of December and January Syllabus	Week-4
Assessment	
Reinforcement	

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