

SYLLABUS FOR MID-TERM
SESSION: 2023-2024
GRADE - 1

Subject: English

Topic/Title	Chapter/Page/Unit	Book/Resource
Friends and families All about sounds Long, long ago Computers and robots	Unit 1, 3, 4 and 5 (Pages 10 to 45, pages 79 to 150)	Cambridge Primary English Learner's Book 2 and Cambridge Primary Workbook 2
Literature: Little Red Riding Hood The Magic Tinder Box	Chapters 1 and 2 (Pages 9 to 23)	Little Red Riding Hood and Other Tales
Assessment		
Internal Assessment (Weight: 40% of the Total Assessment) External Assessment (Weight: 60% of Total Assessment)	<ul style="list-style-type: none"> ● Formative Assessment: <ul style="list-style-type: none"> ○ Classwork (Group/Pair/Individual work) ○ Homework ○ Participation ● Summative Assessment: <ul style="list-style-type: none"> ○ Tests and Marked Assignments 	

- **Reading Comprehension**

Unseen text

Comprehension and language-related questions in the context of the given text.

- **Writing** -Creative writing on given topics (make sentences/picture description/composition)

- Language and Vocabulary

Spelling, grammar and language related questions based on

Proper and Common Nouns, Singular and Plural,

Pronouns, Verbs and tense, Articles, Punctuation

Marks, Spelling

- **Speaking** – Extempore speech presentation

- **Listening** – listening to an audio clip and answering the given questions

Subject: Bangla



MID TERM BANGLA SYLLABUS SESSION 2023-2024 GRADE-1

বিষয়সমূহ	লক্ষ্য
<p>পাঠ্য পুস্তক: (আমার বাংলা বই -প্রথম ভাগ)</p> <p>পাঠ্য পুস্তক বহির্ভূত পাঠ :</p> <p>১। সংখ্যা শেখা ১-৫০</p> <p>২। ১০ টি রং এর নাম</p> <p>৩। সাত দিনের নাম</p> <p>৪। সংখ্যা (সংখ্যায় ও কথায়) : ১ - ৩০</p> <p>১। বর্ণ শেখা (স্বরবর্ণ)</p> <p>২। শব্দ গঠন (স্বরবর্ণ)</p> <p>৩। বর্ণ শেখা (ব্যঞ্জন বর্ণ)</p> <p>৪। শব্দ গঠন (ব্যঞ্জন বর্ণ)</p> <p>৫। কার ও ফলা চিহ্ন</p> <p>৬। বাক্য গঠন</p> <p>ছড়া শেখা : ১। আতা পাছে তোতা পানি ২। ইতল বিতল</p> <p>গল্প : ১। বাঘ ও রাখাল ২। তুলির ঘর ৩। সাত দিনের কথা ৪। পড়ি ও লিখি</p> <p>কবিতা : ১। ট্রেন</p> <p>গল্পের বই: কন মোরগের ছানা পৃষ্ঠা: (১-১১)</p> <p>হাতের লেখা অনুশীলনের বই: নিজে নিজে লেখা শেখা (১ম ভাগ-পৃষ্ঠা: ৩- ৩৫)</p> <p>প্রয়োজনে সংযোজন ও বিয়োজন হতে পারে</p>	<p>ছড়া, গল্প ও কবিতার সংগৃহীত বিষয়সমূহ :</p> <p>১) যুক্ত বর্ণ</p> <p>২) বানান</p> <p>৩) বাক্য গঠন</p> <p>৪) শূন্যস্থান পূরণ</p> <p>৫) নিল করণ</p> <p>৬) প্রশ্ন উত্তর</p> <p>৭) শুদ্ধ উচ্চারণে পড়া ও সঠিক ভাবে লেখা শেখা</p> <p>৮) পঠন ও আবৃত্তি শেখা</p> <p>৯) সৃজনশীল লেখা ও উপস্থাপন (প্রকল্প আকারে)</p> <p>১০) সত্য/মিথ্যা নির্ণয়</p> <p>১১) সঠিক উত্তর বাছাইকরণ</p> <p>১২) অনুচ্ছেদ</p>
<p>Internal Assessment (Weight:40% of the total assessment)</p>	<p>Formative Assessment: Classwork (Group work/Pair/Individual) Homework Discussion Reading Summative Assessment: Class Test Assignment Project Work</p>

<p>External Assessment (Weight:60% of the total Assessment)</p>	<p>Reading Comprehension Book work New words Spellings Make sentences Number Names Picture description Composition writing</p>
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Subject: Mathematics

Books: 1. Cambridge Primary Mathematics Learner's Book 2
 2. Cambridge Primary Mathematics Workbook 2

Mathematics strand	Unit : Topic
Number	1: Numbers to 100, Comparing and ordering numbers 5: Addition, Subtraction, Multiplication, Division 8: Numbers in words, rounding and regrouping 10: Adding and subtracting two 2-digit numbers
Geometry and measure	2: 2-D shape and symmetry, Fractions of shapes 3: Length
Statistics and probability	4: Carroll diagrams and tally charts
Times table:	2-6
Assessment	
Internal Assessment (Weight: 40% of the Total Assessment) ❖ Formative Assessment: ❖ Classwork (Group/Pair/Individual work) ❖ Homework	External Assessment (Weight: 60% of Total Assessment) ❖ Summative Assessment: ❖ Tests and Marked Assignments

Subject: Science

Book: CUP Cambridge Primary Science Stage 2 (Learner's book & Activity book)

	Unit	Cambridge Curriculum Framework	Types of Questions
Biology	<ul style="list-style-type: none"> Unit1: Environments And habitats <p>Learner's Book: pages- 2 to 27</p>	<ul style="list-style-type: none"> Know that an environment in which a plant or animal naturally lives is its habitat. Know that different habitats contain different plants and animals. Identify similarities and differences between local environments in terms of hot, cold, dry, wet, many plants, few plants, many animals and few animals 	<ul style="list-style-type: none"> Activity Book Exercises Question/ Answers Q/A on basic understandings Why Questions Think & Write
Physics	<ul style="list-style-type: none"> Unit 2: Forces And movement <p>Learner's Book: pages- 36 to 52</p>	<ul style="list-style-type: none"> Know that forces can change the movement of an object Know that forces can change the shape of an object. Recognise that things will only speed up, slow down or change direction when something else causes them to do so 	<ul style="list-style-type: none"> One Word Question Answer T/F F/B M/J (Match & Join) Who am I? M.C.Q (Multiple Choice Questions) Diagrams Key words
Chemistry	<ul style="list-style-type: none"> Unit 3: Getting materials right <p>Learner's Book pages: 59-78</p>	<ul style="list-style-type: none"> Understand that some materials occur naturally and others are manufactured. Properties of materials. Describe a property as a characteristic of a material and understand that materials can have more than one property. 	

		<ul style="list-style-type: none"> ● Explain why materials are chosen for specific purposes on the basis of their properties. ● Know that materials can be tested to determine their properties. Changes to materials. ● Know that some changes can turn a material into a different material. 	
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Assessment criteria

Term No:	Internal Assessment: 40 marks	Term Assessment: 60 marks
Mid term	Summative Test: 20 MCW/H.W: 10 Project/ Oral Markings/ Research work: 10	Structured Questions, Identification from diagram, labelling, reasoning according to Cambridge format.

Subject: Global Perspective

Topic	Skill focus	Stage	Learning objectives
1. Health and Wellbeing (Healthy Living)	Research	2	Research: <ul style="list-style-type: none"> ● Ask focused questions about a given issue. ● Locate relevant information in the sources provided. ● Conduct simple investigations, using interviews or questionnaires to find information and opinions. ● Record findings from primary research in pictograms, simple tables or graphic organizers.

			<p>Analysis:</p> <ul style="list-style-type: none"> • Suggest a personal action that could make a positive difference to an issue affecting self. <p>Reflection:</p> <ul style="list-style-type: none"> • Talk about a particular activity that supported learning.
<p>2. Helping Animals (Looking after planet Earth)</p>	<p>Collaboration</p>	<p>2</p>	<p>Collaboration:</p> <ul style="list-style-type: none"> • Work positively with others, contributing to a shared outcome by carrying out tasks. <p>Research:</p> <ul style="list-style-type: none"> • Conduct simple investigations, using interviews or questionnaires to find information and opinions. • Record findings from primary research in pictograms, simple tables or graphic organizers. <p>Reflection:</p> <ul style="list-style-type: none"> • Identify personal contribution in the form of an idea intended to help achieve a shared outcome. • Identify an idea that someone else contributed to achieve a shared outcome.

<p>3. Sports and recreation</p>	<p>Analysis</p>	<p>2</p>	<p>Analysis:</p> <ul style="list-style-type: none"> • Recognize that graphical and numerical data can show information about an issue. <p>Research:</p> <ul style="list-style-type: none"> • Locate relevant information in the sources provided. • Conduct simple investigations, using interviews or questionnaires to find information and opinions
<p>Assessment (Weight: 60% of the total Assessment – Class Activities)</p> <p>Assessment (Weight: 40% of the total Assessment – Report writing/Team project)</p>		<p>Assessment criteria:</p> <ul style="list-style-type: none"> • Classwork (Group/Pair/Individual) • Presentation on challenges and introspective questions • Pre-session and exit tasks • Chart paper project • Power Point Presentation • Marking worksheets • Research paper 	

Subject: Social Studies

Term	Chapter/Topic	Content
Mid Term	<p>1. Neighbours and Neighborhood</p> <p>2. National Symbols of Bangladesh</p> <p>3. Our School and Our Duties</p>	<p>Topic - Neighbours and Neighbourhood</p> <p>Definition of neighbours and neighbourhood. Characteristic of a neighbourhood. Responsibilities of a good neighbour.</p> <p>Topic- National Symbols of Bangladesh</p> <p>Students will learn about the national symbols of Bangladesh</p> <p>Topic - Our school and our duties</p> <p>Students will learn about School, Students will learn about the rules of the Schools. Students will learn about School Duties.</p>
	<p>Internal Assessment: (Weight:40% of the total assessment)</p>	<p>Formative Assessment: Continuous Classwork/assessment (Group/Pair/Individual Work) Presentation on the topic Summative Assessment: Marking Worksheet and Project work Presentations</p>

	<p>External Assessment: (Weight:60% of the total assessment)</p>	<p>Section A: Fill in the blanks, True/False, Matching, One word answer and Picture Identification. Section B: Short Q/A, Higher-order thinking Q/A, Knowledge based/Comprehension Q/A and Picture description.</p>
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SUBJECT: COMPUTER SCIENCE

Resources: Cambridge Primary Computing Learner's Book Stage 1	
Chapter	Types of Assessment
Unit 1-Computers are everywhere Unit 7-Computers Controls everything Unit 3-Be a data detective Unit 8-Be a data collector Unit 2-Be an animator Unit 4-Be a designer	<u>Practical Assessment</u> 1. Practical Work on MS word, MS Paint, Jr. Scratch. <u>Theory Assessment</u> 1. Chapter wise practice solving (MCQ, Fill in the blanks, True or False, Matching, One Word Answer) 2. Chapter wise topics (steps of algorithm writing, blocks of coding, question answer)

Marks Distribution (Total 100)	
Internal Assessment (Total 40) <ul style="list-style-type: none"> • Summative Test: 20 • MCW/HW: 10 • Activity: 10 	Term Assessment (Total 60) <ul style="list-style-type: none"> • Lab Practical (40 Marks) • Identifying & Labelling/ Presentation/Project Work/Formative Test (20 Marks)

SUBJECT: ISLAMIAT

Book: An Introduction to Islam (Book I)

Topic	Chapter	Unit	Page no:
ALLAH AND HIS CREATIONS	Chapter -1	Unit-1 Allah The Almighty	Page-5-8
		Glossary 2: Vocabulary Ch-1, Unit-1	Page- 33

THE MESSENGER OF ALLAH	Chapter -2	Unit-1 The Prophet Hazrat Muhammad (S.A.W.) Glossary 2: Vocabulary Ch-2, Unit-1	Page-10-14 Page- 34
THE MESSENGER OF ALLAH	Chapter-2	Unit-2 The story of Hazrat Adam (A.S) and Bibi Hawwa (A.S) Glossary 2: Vocabulary Ch-3, Unit-1,3,	Page-15-18 Page-34
SURAH: AL- FATIHA	Chapter- 3	Unit-2 Glossary 2: Vocabulary Ch-3, Unit-2	Page 24 Page-35

Assessment Criteria

Term	Internal Assessment: 40 Marks	External Assessment: 60 Marks
Mid term	Formative Assessment (Chapter wise Worksheets): 20 1. Q/Ans 2. F/Blanks 3. Matching 4. True/False 5. Word Meaning 6. Circle the Correct answer Google Form: 10 Oral (Surah Recitation): 10	Summative Test: 20 (Converted into 40) 1. Q/Ans 2. F/Blanks 3. Matching 4. True/False 5. Word Meaning 6. Circle the Correct answer H.W: 10 Project work: 10

SUBJECT: SEL (SOCIAL EMOTIONAL LEARNING)

Name of the Lesson Topics and activity plan:

i) What I like about myself

Activities:

Day 1- Discussion on self-concept, watching a video, pair discussion on positive and negative qualities in self.

Day 2- Crafting activity on favorite tasks (students will draw a caterpillar on paper where different parts of the caterpillar's body will be their favorite tasks, i.e.: drawing, swimming, etc.)

Materials Needed: Chart paper/ A4 size paper, pencils, eraser, color, sign-pens.

Hand-outs to share with the children and pasting in the copy:

*Reminder to Myself (handbook 1, pg-4)

*Letter to parents (The lesson planner will take idea from the handbook and compose a letter on what were the highlights of the chapter, what did the students learn, how would they benefit from it and things to practice at home)

ii) I Think I can.

Activities:

Day 1- Teacher will read out the story "The Little Engine That Could" and make the students do a role-play.

Materials:

Printout of the Story.

Day 2: An activity where the students will list down in their notebooks about what are the tasks that they already can do and what are the tasks that they can do if they try.

Materials: Notebook, pencil, eraser, color

Hand-outs: Letter to parents.

iii) Explore what I feel.

Activities:

Day 1: The teacher will discuss with the students about emotions and feelings, how emotion drives us to do certain activities and show them relevant videos. Then the teacher will make them do an activity where the teacher will give them 6-8 imaginary situations and ask them how they would feel in such situations (anger, happiness, sadness, surprise, etc.)

iv) Taking care of our Mental Health

Activities:

Day 1: Discussion on what is mental health, why it is important, when we understand our mental health is not okay, how to take care of mental health, show them relevant videos. Then giving them a task where they will go back home and ask their parents and family members about mental health)

Day 2: Students will discuss what they learnt about mental health from their families. A true/false activity in group where the teacher will ask some mental health related questions to the student and they will answer orally.

Materials: Letter to parents

v) Being a good friend (anti-bullying, conflict resolution and being inclusive)

Activities:

Day 1- Discussing the concepts, clearly defining what bullying is, how to handle this, how fight between friends can be solved and how to help a friend who is different than others, having group discussion in class.

Day 2: Role play in groups with scenarios given by teacher on relevant topic, reflection.

Hand-out: Letter to parents

A Printout for parents with some motivational quotes about handling bullying.

vi) Solving a problem (being attentive, increasing focus and being self-dependent)

Activities:

Day 1: Teacher will discuss techniques of increasing focus, relaxation and simple meditations.

Day 2: Students will generate solutions for different problem situations in group, at the end of the class one/two student will make the class do a meditative exercise.

Day 2: Role play in groups with scenarios given by teacher on relevant topic, reflection.

Hand-out: Letter to parents

vii) How to handle a crisis situation (being attentive, increasing focus and being self-dependent)

Day 1: Teacher will discuss techniques of increasing focus, relaxation and simple meditations.

Day 2: Students will generate solutions for different problem situations in group, think about a situation from different perspectives. At the end of the class one/two students will make the class do a meditative exercise.

Assessment Criteria: Students will receive average grade points based on the activities done in the class.