

**New National Curriculum of Pakistan 2026
(NNCP)**

THE WORLD AROUND US

Grades I - III




GOVERNMENT OF PAKISTAN
NATIONAL CURRICULUM COUNCIL WING
MINISTRY OF FEDERAL EDUCATION & PROFESSIONAL TRAINING

Acknowledgement

The National Curriculum Council Wing, Ministry of Federal Education and Professional Training, presents the New National Curriculum of Pakistan (NNCP) 2026 for The World Around Us, Grade I–III. This significant initiative reflects our collective commitment to enhancing the quality, relevance, and inclusivity of education in Pakistan. It marks a purposeful shift from heavy and complex content towards conceptual understanding, scientific inquiry, social awareness, responsible citizenship, and the practical application of knowledge in everyday life. Structured around six interconnected strands—Identity, Environment and Safety; Values, Cultural Diversity and Citizenship; Economic and Social Interdependence; Life Sciences; Physical Sciences; and Earth and Space Sciences—it establishes a progressive learning pathway through clearly defined standards, benchmarks and Student Learning Outcomes (SLOs). Particular emphasis has been placed on self-awareness, social-emotional development, cultural diversity, environmental sustainability, scientific exploration, health and safety, inquiry-based learning, and real-life applications to make learning about the world around us meaningful, engaging and accessible to all learners.

The successful implementation of this curriculum requires a corresponding transformation in classroom practices, instructional resources, teacher preparation, and assessment approaches. Through sustained institutional coordination and stakeholder engagement, the National Curriculum Council Wing remains committed to facilitating a coherent transition from curriculum development to effective classroom implementation, with the ultimate objective of improving learning outcomes and fostering lifelong learning.

The National Curriculum Council Wing extends its sincere gratitude for the valuable guidance and continued support of the leadership of the Ministry of Federal Education and Professional Training, the Technical Committee, and our collaborating institutions, subject specialists, curriculum developers, provincial and regional representatives, practicing teachers, academic experts, and partner institutions whose expertise, dedication, and constructive feedback have been instrumental in shaping this document. It is hoped that this curriculum will serve as a meaningful foundation for strengthening scientific understanding, environmental awareness, social responsibility, and responsible citizenship while nurturing curiosity, confidence, critical thinking, empathy, and analytical abilities, enabling our young learners to become informed, independent thinkers, responsible citizens, and active contributors to society, capable of meeting the challenges of an increasingly interconnected world, thereby contributing to a more equitable, inclusive, progressive, and knowledge-driven Pakistan

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Chapter 1

Introduction and Curriculum Framework

1.1 Vision and Purpose

Vision: “To nurture curious, caring and responsible young learners who understand themselves, their community, Pakistan and the natural world, and who act safely, ethically and sustainably in everyday life.”

The *World Around Us* (WAU) curriculum provides learners with an integrated foundation for understanding themselves, their families, communities, environment, society, and the natural and physical world. Beginning with children’s immediate experiences, it helps them develop awareness of their identity, relationships, neighbourhoods, community helpers, and the places around them. By connecting classroom learning with everyday life, the curriculum enables learners to make meaningful links between familiar concepts such as food, occupations, money, resources, plants, animals, weather, safety, and healthy living.

The curriculum fosters personal, social, and emotional growth by promoting values such as empathy, honesty, patience, tolerance, respect, cooperation, inclusion, and civic responsibility. Through learning about people, communities, goods and services, natural resources, and the environment, learners develop an understanding of social and economic interdependence as well as their role as responsible members of society.

It also develops environmental awareness by encouraging learners to appreciate and conserve natural resources, protect living things, and adopt sustainable practices. Through observation, classification, comparison, exploration, and simple investigations, children are introduced to scientific thinking and develop an understanding of living things, matter, energy, motion, Earth, weather, and space. In addition, it also equips learners with practical life skills related to personal safety, hygiene, health, resource conservation, and responsible decision-making.

Overall, the WAU curriculum replaces and strengthens the earlier General Knowledge (NCP, 2022–23) curriculum through an integrated, activity-based approach that nurtures curiosity, scientific inquiry, social awareness, ethical values, and learners’ lifelong connections with the world around them. Through these experiences, learners are empowered to become informed, responsible, and active citizens. Moreover, the WAU also builds on the Early Childhood Care and Education (ECCE) learning area of knowledge and understanding of the world, and lays the foundation for Science and Social Studies from Grade 4.

1.2 Objectives

By the end of Grade 3, learners will be able to:

1. Describe themselves, their family, community and local places, recognize and express feelings in healthy ways, and practise personal, road, digital and disaster safety. (Strand 1)
2. Recognize and appreciate Pakistan's national identity and demonstrate respect for the national flag, the national anthem and other national symbols of Pakistan. (Strand 2)

3. Demonstrate good character, respect for Pakistan's cultural and religious diversity within the constitutional and ethical framework, and pride in Pakistan's national identity. (Strand 2)
4. Distinguish needs from wants and goods from services, understand money, earning, spending and saving, and make simple, fair and responsible economic choices. (Strand 3)
5. Explore living things, the human body and ecosystems, and practise hygiene and healthy eating. (Strand 4)
6. Investigate materials, energy, forces and motion through simple hands-on activities. (Strand 5)
7. Describe Earth's features, weather, seasons and the sky, and take action to conserve natural resources. (Strand 6)
8. Show curiosity and inquiry skills by observing, questioning, predicting, sorting, recording and sharing findings. (All strands)

1.3 Guiding Principles

The design of The World Around Us is guided by a set of foundational principles that ensure learning remains developmentally appropriate, meaningful, inclusive, and relevant to the lives of young learners. These principles support the progressive development of knowledge, skills, values, attitudes, and responsible behaviours while enabling children to make sense of themselves and the world around them.

1. **Developmentally appropriate learning (from the known to the unknown and from simple to complex):** learning begins with children's immediate experiences (self, family, friends, school, neighbourhood and community) and gradually moves toward wider concepts such as society, economy, ecosystems, Earth and space.
2. **Child-centred learning through active, experiential and inquiry-based activities.** Children are expected not merely to memorize information but to observe, explore, classify, experiment, role-play, discuss, create and solve problems.
3. **Holistic development of knowledge, skills, values and emotions:** cognitive learning is integrated with social-emotional learning, character development, empathy, honesty, patience, tolerance, communication, cooperation and responsible behaviour.
4. **Place-based learning:** learning is contextual, inclusive and culturally responsive, and connected to the Pakistani child's local environment and society, including villages, cities and community occupations.
5. **Peace and positive discipline:** classrooms are safe, respectful and free of corporal punishment and humiliation, so that children feel secure and valued.
6. **Environmental stewardship:** conservation, cleanliness, recycling, saving resources, cooperation and civic responsibilities are embedded throughout the curriculum.
7. **Play-based learning:** in Grades 1–2 especially, learning happens through play, sorting, role-play, songs and movement.
8. **Integration of Science and Social Studies:** ideas from both are taught together through everyday themes, so that learners are prepared for Grade 4.
9. **Spiral progression:** each return to a topic in a later grade adds depth rather than repeating the same content at the same level.
10. **Inclusion:** every child, including children with disabilities, girls and boys, and children of all family and economic backgrounds, can take part and see themselves in the curriculum.

- 11. Low-cost feasibility:** every activity can be done in large, multi-grade or low-resource classrooms with locally available or no-cost materials. Where a suggested activity needs equipment or a device, a no-cost alternative should be given.
- 12. Assessment for Learning:** Assessment is low-stakes, continuous, and integrated into daily classroom activities. It is used primarily to support and improve children's learning.

1.4 Cross-Cutting Themes

The WAU curriculum is designed to develop knowledge, skills, attitudes, and values in an integrated manner. The following cross-cutting themes align with Education for Sustainable Development (ESD) and Global Citizenship Education (GCE) under SDG 4. Moreover, these themes are embedded across all strands and grade levels to help learners make meaningful connections between classroom learning and real-life experiences, while fostering responsible, informed, and compassionate citizenship:

1. Values and ethics – honesty, empathy, respect and responsibility in daily life.
2. Environmental and climate awareness – care for nature and understanding of weather, climate and sustainable habits.
3. Health and safety – hygiene, healthy habits and safety at home, school and on the road.
4. Socio-emotional development – recognizing and managing feelings and getting along with others.
5. Global citizenship – awareness that people and countries are connected.
6. Peace, tolerance and respect for diversity – living peacefully with people who are different from us.
7. Financial literacy – needs and wants, money, spending and saving.
8. Civic awareness – rules, rights, responsibilities and taking part in community life.
9. Disaster risk reduction – knowing what to do in earthquakes, floods, heatwaves, smog and fires.
10. Digital citizenship – using phones, tablets and the internet safely and only with an adult.
11. Inclusion and gender equality – equal opportunity and respect for girls and boys and for children with disabilities.
12. Child protection – body safety, trusted adults and knowing where to get help.

1.5 Context-Relevant Adaptation of Global and Regional Best Practices

The WAU curriculum has been informed by a review of curricula from the United Kingdom, Australia, Singapore, Malaysia, India, Sri Lanka, Türkiye, and Finland. While these systems differ in structure, a common emphasis emerged on inquiry-based learning, environmental awareness, citizenship, socio-emotional development, and the gradual progression from children's immediate experiences to a broader understanding of society and the natural world. These findings reinforced the value of an integrated approach in the early grades and informed the design of WAU as a coherent subject that supports holistic development while preparing learners for the later study of Science and Social Studies as separate disciplines.

1.6 Summary of Comparison

The review found that the General Knowledge (2022-23) curriculum is broadly aligned with international practice and, in several areas, demonstrates notable strengths. Early introduction of responsible citizenship, economic and social interdependence, and Earth and Space Science concepts

compares favourably with many international systems. At the same time, the benchmarking exercise highlighted opportunities to strengthen the curriculum through emotional literacy, digital citizenship and safety, explicit inquiry and process skills, and a stronger weather and seasons progression in the early grades.

Drawing on these international lessons, the WAU curriculum incorporates developmentally appropriate inquiry, experiential learning, environmental stewardship, socio-emotional learning, responsible citizenship, and practical life skills within a framework that remains responsive to Pakistan's cultural values, societal priorities, and local contexts. The refinements strengthen and build on the General Knowledge (2022-23) curriculum within a more integrated and activity-based design, ensuring that global best practices are adapted in ways that remain meaningful and relevant for Pakistani learners.

Table 1
Comparison of Student Learning Outcomes (NCP 2022–23 vs. NNCP 2026)

		Total	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Grade 1	Old	69	37	25	5	2	-	-
	Revised	60	25	16	17	-	1	1
Grade 2	Old	85	24	31	13	4	-	-
	Revised	69	16	31	17	3	1	1
Grade 3	Old	72	15	31	15	-	-	-
	Revised	67	16	22	14	9	-	8

Chapter 2

Strands, Standards and Benchmarks

2.1 Introduction

The *World Around Us* (WAU) is organized into broad learning areas (strands) that integrate knowledge, skills, and values essential for holistic development. These strands are intentionally designed to be content-based, skill-based, and competency-based, depending on the nature of the learning outcomes. Together, they ensure progression from self-awareness to global awareness, while fostering inquiry, responsibility, and civic participation. Each strand in the WAU curriculum is organized around a set of standards and benchmarks that provide a clear framework for learning progression across Grades 1–3. A standard describes the broad learning expectation that learners should achieve by the end of the Grade 3, while benchmarks break the standard into specific competencies, understandings, skills, and dispositions that develop progressively over time. This structure ensures that learning is coherent, developmentally appropriate, and aligned with the overall goals of the curriculum.

The standards establish the intended direction of learning within each strand, whereas the benchmarks identify the key concepts and competencies that learners should demonstrate as they move from simple and concrete understandings towards more complex and abstract ideas. Together, they guide the development of topics, Student Learning Outcomes (SLOs), learning experiences, and assessment tasks, ensuring consistency, continuity, and progression across grade levels. This approach enables teachers to monitor learner growth effectively while supporting meaningful and sustained learning within and across strands.

2.2 Strands

The curriculum is organized into six strands. Each strand includes a combined standard and benchmarks for all three grades. The strands:

- ensure that values, scientific inquiry, and social responsibility are not taught in isolation but woven across learning experiences.
- balance knowledge acquisition, skill development and attitudinal growth.
- support progression across grades, moving from simple, concrete experiences in early years to abstract, critical, and applied learning in higher grades. Together, these strands ensure progression from self-awareness to global awareness, integrating values, scientific inquiry, and social responsibility.

2.2.1. Strand 1: Identity, Environment and Safety

Descriptors

- **Importance and Contribution:** Builds children's self-awareness and relationship with the immediate environment, expanding towards national responsibilities.
- **Major Concepts:** Identity, social relationships, local surroundings, health, personal safety.
- **Inter-strand Connection:** Serves as the bedrock for civic responsibility and for following broader societal rules.

Standard 1: Develop awareness of self-identity, relationships with people and places, personal safety, emotional well-being, and environmental stewardship.

Benchmark 1: Describe self, family members, friends, neighbours, community helpers and people at work.

Benchmark 2: Identify different places including home, school, neighbourhood, village, city and green and clean shared spaces.

Benchmark 3: Demonstrate care for shared spaces and participate in green activities.

Benchmark 4: Demonstrate understanding and application of age-appropriate personal and home safety, including body safety and asking a trusted adult for help.

Benchmark 5: Demonstrate understanding and application of age-appropriate road and digital safety and appropriate responses during natural disasters.

Benchmark 6: Recognize and express feelings in healthy ways.

2.2.2. Strand 2: Values, Cultural Diversity and Citizenship

Descriptors

- **Importance and Contribution:** Shapes students' personalities and character through embedded core values and patriotic awareness.
- **Major Concepts:** Social and personal values, national identity, diversity, inclusion.
- **Inter-strand Connection:** Connects with Strands 1 and 3 by building social empathy and understanding human connections.

Standard 1: Recognize the key features of Pakistan and the importance of national cohesion; demonstrate respect for cultural and religious diversity and exhibit personal and social values as responsible citizens in their families, schools, and communities.

Benchmark 1: Demonstrate personal and social values including empathy, patience and tolerance, honesty and respectful communication, and conflict resolution.

Benchmark 2: Recognize the key characteristics of Pakistan (name, flag, symbols, national heroes, anthem and days, provinces (Balochistan, Khyber Pakhtunkhwa, Punjab, Sindh), capital of Pakistan i.e., Islamabad Capital Territory (ICT) and areas: Azad Jammu and Kashmir (AJK), Gilgit-Baltistan (GB), and show respect for the national flag and anthem.

Benchmark 3: Develop an understanding of responsible citizenship and of cultural and religious coexistence.

Benchmark 4: Recognize children's rights and the responsibilities that go with them, and take part in simple group decisions.

2.2.3. Strand 3: Economic and Social Interdependence

Descriptors

- **Importance and Contribution:** Develops foundational economic and financial literacy by helping learners understand how people, resources, goods, and services are interconnected. It

promotes responsible decision-making, cooperation, resource management, and informed financial habits.

- **Major Concepts:** Needs and wants, goods and services, resources (natural, human, and capital), currency/exchange, occupational interdependence, earning, saving, spending, budgeting, fair sharing, and responsible resource use.
- **Inter-strand Connection:** Connects with Strand 2 through shared values and responsibility, with Strand 4 through natural resources and ecological balance, and with Strand 6 through environmental responsibility.

Standard 1: Develop an understanding of goods, services, resources and interdependence, along with foundational financial literacy, while recognizing the importance of fair sharing of resources.

Benchmark 1: Develop an understanding of needs and wants, goods and services, and natural, man-made, reusable and non-reusable resources.

Benchmark 2: Demonstrate economic exchange (e.g., give and take, buying and selling) in homes, shops and markets.

Benchmark 3: Recognize the importance of interdependence of different people, shared resources and occupations.

Benchmark 4: Develop foundational financial literacy by recognizing money and its uses, understanding earning, spending, saving, and budgeting, and making simple ethical decision-making in spending and avoiding waste.

Benchmark 5: Demonstrate fair sharing and responsible use of resources, and recognize how economic choices affect the environment and sustainability.

2.2.4. Strand 4: Life Sciences

Descriptors

- **Importance and Contribution:** Builds foundational knowledge of living organisms and ecosystems, and of caring for living things.
- **Major Concepts:** Human body, health and hygiene, living vs. non-living, plant and animal biology.
- **Inter-strand Connection:** Connects directly with Strand 3 through natural resources and ecological balance.

Standard 1: Explore living and non-living things, the human body, health, and ecosystems, progressing from basic identification to interdependence.

Benchmark 1: Classify living and non-living things and describe the basic characteristics and needs of living organisms.

Benchmark 2: Identify and describe plants and animals, including their parts, features, habitats, and adaptations for survival.

Benchmark 3: Explain the structure and functions of the human body, including the five senses, growth stages, and personal care needs.

Benchmark 4: Demonstrate healthy lifestyle practices through hygiene, balanced nutrition, healthy eating habits, and disease prevention.

Benchmark 5: Describe relationships within ecosystems, including food chains and the interdependence of plants, animals, humans, and their environment.

Benchmark 6: Demonstrate care for plants and animals, and explain why wildlife and their habitats need protection.

2.2.5. Strand 5: Physical Sciences

Descriptors

- **Importance and Contribution:** Develops an understanding of physical forces, properties of matter, and basic energy forms.
- **Major Concepts:** Matter properties, light/sound/heat/electricity as energy, simple forces (push/pull).
- **Inter-strand Connection:** Acts as a standalone foundation for physical observation and scientific methodology.

Standard 1: Explore matter, energy, and physical phenomena, progressing from everyday observations to simple scientific applications.

Benchmark 1: Identify and describe the basic properties of matter, including common materials, their characteristics, and observable changes.

Benchmark 2: Recognize different forms and sources of energy, including light, heat, sound and electricity and explain their uses in everyday life.

Benchmark 3: Observe, explore, and explain physical phenomena such as motion, force, shadow formation, simple circuits, using inquiry-based activities and investigations.

Benchmark 4: Explore how forces and energy affect objects, including pushing, pulling, floating, sinking, and motion.

Benchmark 5: Apply scientific understanding of matter, energy, and physical phenomena to solve simple problems and explain real-world observations.

Benchmark 6: Identify simple machines (wheel, lever and ramp) and explain how they make work easier.

2.2.6. Strand 6: Earth and Space Sciences

Descriptors

- **Importance and Contribution:** Explores Earth's features, weather systems, solar patterns, and environmental care.
- **Major Concepts:** Landforms, water bodies, weather patterns, basic astronomy, sustainability.
- **Inter-strand Connection:** Standalone, but reinforces Strands 1 and 3 through environmental responsibility.

Standard 1: Develop an understanding of Earth's features, resources, weather, climate, and space systems, and recognize how human actions impact and help protect the environment.

Benchmark 1: Explain weather patterns, seasonal changes, hot and cold zones and their effects on daily life.

Benchmark 2: Describe Earth's natural features including landforms and water bodies, recognize the impact of human activities, and demonstrate responsible practices for conservation.

Benchmark 3: Recognize observable objects in the sky (e.g., Sun, Moon, clouds and stars), their basic features, and determine cardinal directions.

Benchmark 4: Develop an understanding of Earth as part of the solar system and the formation of day and night based on Earth's movement.

Benchmark 5: Use simple maps and direction words to locate home and nearby places.

Chapter 3

Topics, Students Learning Outcomes and Suggested Learning Activities

This chapter should be used as the primary planning reference. It includes Topics, Student Learning Outcomes (SLOs), Suggested Learning Activities and Key Vocabulary. Each SLO is distinctly coded which refers to a particular grade, strand, standard and benchmark. The coding scheme is followed as per the given structure.

Coding Scheme						
Code	WAU	G	S	SD	B	2-digit Number
Interpretation	Subject Name	Grade	Strand	Standard	Benchmark	SLO number (sequence according to the strand)

For example, in “**WAU-G1-S1-SD1-B1-01**” should be interpreted as; WAU → the World Around US, G1 → Grade 1, S1 → Strand 1, SD1 → Standard 1, B1 → Benchmark 1 and last 2-digit number (01) indicates the number of SLO for that particular strand 1. Key stakeholders i.e., teachers, assessment experts, textbook developers and/or teacher trainers, should use this code to comply each of their input to not only the bloom’s cognitive level but also scope of the benchmark and standard. The SLOs must remain unchanged. However, the “Topics” and “Suggested Learning Activities” should be considered as examples, not substitutes for the SLOs. Hence, the key stakeholders are flexible for choosing learning activities within the decided cognitive demand and age-appropriateness of the learners delineated in chapters 3–6.

GRADE 1: Strands, Topics, Students Learning Outcomes and Suggested Learning Activities

Strand 1: Identity, Environment and Safety

Standard 1: Develop awareness of self-identity, relationships with people and places, personal safety, emotional well-being, and environmental stewardship.

Table 2: Grade 1 / Strand 1 / Identity, Environment and Safety

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
Myself and My Family	WAU-G1-S1-SD1-B1-01 Describe themselves by sharing their name, age, likes, dislikes, interests, and favourite activities. [Understand]	Morning Meeting: Children introduce themselves and a partner.
	WAU-G1-S1-SD1-B1-02 Name members of their family, including parents/guardians, siblings, and grandparents. [Remember]	Family Tree: Children draw or paste pictures of family members. Emotion Chart: Children match facial expressions with emotion cards.
	WAU-G1-S1-SD1-B1-03 Demonstrate respect for all family members [Apply]	Grandparents Talk or Family Role-Play: Children practise respectful words and actions.

Strand 1: Identity, Environment and Safety

Standard 1: Develop awareness of self-identity, relationships with people and places, personal safety, emotional well-being, and environmental stewardship.

Table 2: Grade 1 / Strand 1 / Identity, Environment and Safety

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
	<p>WAU-G1-S1-SD1-B6-04 Identify emotions of happiness, sadness, fear, and anger in themselves and others [Remember]</p> <p>WAU-G1-S1-SD1-B6-05 Describe appropriate ways to express feelings [Understand]</p>	
Places Around Me	<p>WAU-G1-S1-SD1-B2-06 Identify important places in their neighbourhood (home, school, park/playground, shops and places of worship) [Remember]</p> <p>WAU-G1-S1-SD1-B2-07 State the name and location of their school and name of the area where they live [Remember]</p>	<p>Draw a route from home to school and mark important places along the way.</p> <p>School Walk: Children identify and name important places in the school.</p>
Clean Places	<p>WAU-G1-S1-SD1-B3-08 Practise simple habits to keep their surroundings clean (e.g., picking up litter, using dustbins) [Apply]</p>	Cleanliness Activity: Children collect litter and place it in the correct bins.
Personal Safety, Digital Safety and Safety Rules	<p>WAU-G1-S1-SD1-B4-09 Identify situations that may be unsafe [Remember]</p> <p>WAU-G1-S1-SD1-B4-10 Demonstrate how to say “No” and tell a trusted adult when feeling unsafe, afraid, uncomfortable, or in danger [Apply]</p> <p>WAU-G1-S1-SD1-B5-11 Identify basic digital safety rules such as using devices with adult supervision, keeping personal information private, and telling a trusted adult about anything online that feels unsafe or uncomfortable [Apply]</p> <p>WAU-G1-S1-SD1-B4-12 Demonstrate safe behaviours at home and school when using sharp objects, fire, electrical appliances, water, and animals [Apply]</p>	<p>Picture Discussion: Children identify sharp, hot, harmful, or unsafe objects.</p> <p>Safety Role-Play: Children practise safe and unsafe responses to different situations using situation cards.</p> <p>Role Play: “Using Signals to Ask for Help” Help children understand that if someone makes them feel unsafe or touches them in a way that is not okay, they can communicate this to a trusted adult through sign language, gestures, or body language.</p>

Strand 1: Identity, Environment and Safety

Standard 1: Develop awareness of self-identity, relationships with people and places, personal safety, emotional well-being, and environmental stewardship.

Table 2: Grade 1 / Strand 1 / Identity, Environment and Safety

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
		Draw a Safe Rule: Each child draws one safe phone rule (short time, or no talking to strangers) and shows it to a partner.
Key Vocabulary	<i>Interests, Likes/Dislikes, Family, Parents, Guardians, Grandparents, Home, Siblings, Emotions, Respect, Routines, Safety Rules, Neighbourhood, Habits, Litter, Uncomfortable, Private, Trusted Adult.</i>	

Strand 2: Values, Cultural Diversity and Citizenship

Standard 1: Recognize the key features of Pakistan and the importance of national cohesion; demonstrate respect for cultural and religious diversity and exhibit personal and social values as responsible citizens in their families, schools, and communities.

Table 3: Grade 1 / Strand 2 / Values, Cultural Diversity and Citizenship

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
Good Character	<p>WAU-G1-S2-SD1-B1-01 Demonstrate politeness, care, honesty and punctuality in their daily routine [Apply]</p> <p>WAU-G1-S2-SD1-B1-02 Choose a responsible action in a simple situation (e.g., fair play, truthfulness, keeping promises) [Evaluate]</p> <p>WAU-G1-S2-SD1-B1-03 Identify examples of fair and unfair behaviour at home and in school [Understand]</p> <p>WAU-G1-S2-SD1-B1-04 Demonstrate sharing and taking turns in games and classroom activities [Apply]</p> <p>WAU-G1-S2-SD1-B3-05 Follow simple classroom and school rules (e.g., lining up, raising a hand, keeping the classroom clean) [Apply]</p> <p>WAU-G1-S2-SD1-B4-06 Identify their own responsibilities at home and in school [Remember]</p>	<p>Storytelling or short videos followed by a discussion of the values shown.</p> <p>Role-Play: Children act out situations that show good character.</p> <p>Responsibility Cards: Children select the best action for each situation.</p>
My Country	<p>WAU-G1-S2-SD1-B2-07 State the name of their country [Remember]</p>	Colour the letters in the name “Pakistan.”

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
	<p>WAU-G1-S2-SD1-B2-08 Identify the shape, colours and symbols (crescent and star) of the Pakistani flag [Remember]</p> <p>WAU-G1-S2-SD1-B2-09 Recognize the flag of AJK [Remember]</p> <p>WAU-G1-S2-SD1-B2-10 Identify national symbols (flower, animal, dress, game and language) [Remember]</p> <p>WAU-G1-S2-SD1-B2-11 Demonstrate respect for the national flag and the national anthem [Apply]</p>	<p>Draw and colour the Pakistani flag.</p> <p>Respect Practice: Play or sing the national anthem. Teach the respect rule: stand up straight, stay quiet, hands down.</p> <p>Who Am I? Riddles: Give simple clues, e.g., “I am a white flower with a sweet smell” (jasmine) or “I have curly horns and live in the mountains” (markhor).</p> <p>Picture-Matching Activity: Match each national symbol with its name.</p>
Diversity and Inclusion	<p>WAU-G1-S2-SD1-B3-12 Identify examples of diversity at home, school and neighbourhood (languages, food, dress, religion) [Remember]</p> <p>WAU-G1-S2-SD1-B3-13 Describe how people may be similar and different (differently abled, gender etc.) [Understand]</p> <p>WAU-G1-S2-SD1-B3-14 Demonstrate respect and care for girls, boys and children with disabilities while playing games and working in groups [Apply]</p>	<p>“Same and Different” Circle Activity: Children identify similarities and differences respectfully.</p> <p>Inclusive Classroom Role-Play: Children practise including everyone in games and group tasks.</p> <p>Diversity Display: Create a class display showing different cultures, clothing, foods, and traditions.</p>
Key Vocabulary	<p><i>Polite, Care, Honesty, Punctuality, Responsible, Truthfulness, Promises, Country, Shape, Colours, Design, Flag, Anthem, Neighbours, National symbols, Diversity, Respect, Differently-abled.</i></p>	

Strand 3: Economic and Social Interdependence

Standard 1: Develop an understanding of goods, services, resources and interdependence, along with foundational financial literacy, while recognizing the importance of fair sharing of resources.

Table 4: Grade 1 / Strand 3 / Economic and Social Interdependence

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
Needs, Wants and Natural Resources	<p>WAU-G1-S3-SD1-B1-01 Identify examples of basic needs and personal wants [Remember]</p> <p>WAU-G1-S3-SD1-B1-02</p>	<p>Picture Sort: Sort pictures into “Needs” and “Wants.”</p>

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
	<p>Describe common natural resources (e.g., sunlight, water, air, soil, and trees) and their uses in daily life. [Understand]</p> <p>WAU-G1-S3-SD1-B5-03</p> <p>Explain simple ways to protect natural resources [Understand]</p>	<p>Class Discussion: Compare two picture cards showing different needs and wants.</p> <p>Picture Sort: Sort pictures of sunlight, water, air, soil, and trees as natural resources.</p> <p>Class Discussion: Talk about how we use water, plants, soil, and trees every day.</p> <p>“Save Our Resources” Poster: Draw and label ways to save water, electricity, and trees at home and school.</p>
Professions	<p>WAU-G1-S3-SD1-B3-04</p> <p>Identify common professions (e.g., teacher, doctor, farmer, shopkeeper, policeman). [Remember]</p>	<p>Provide picture cards showing professions and workplaces such as a school, farm, clinic, and shop. Students match each person to the correct workplace and explain their choice in one sentence</p>
Money as Exchange	<p>WAU-G1-S3-SD1-B2-05</p> <p>Recognize that money is exchanged for things that people need or want [Remember]</p> <p>WAU-G1-S3-SD1-B2-06</p> <p>Identify the buyer and seller in an exchange [Remember]</p>	<p>Pretend Shop: Each group sets up a small shop corner using picture cards or real items (fruit, stationery) and play money i.e., paper notes or card coins. Ensure pretend shop uses Pakistani Rupee denominations (Rs. 5, 10, 20, 50). They play the roles of seller and buyer; and exchange “money” for goods. Groups swap roles after three minutes so that every child gets a turn, even in a large class.</p>
Helping Others	<p>WAU-G1-S3-SD1-B3-07</p> <p>Identify ways family/friends help each other (e.g., helping parents with chores, sharing food and toys, helping a friend who is hurt or lost) [Remember]</p> <p>WAU-G1-S3-SD1-B3-08</p> <p>Demonstrate cooperation while working on a group task at school.</p>	<p>Brainstorming: Discuss ways people help at home and school. For example, helping parents with chores, sharing food and toys, taking turns and comforting someone who is sad.</p> <p>Role-Play Helpers: Children act out situations involving sharing, helping, and cleaning.</p>

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
	[Apply]	Home Activity: Make a list of how they helped their father, mother, grandparents or siblings.
Key Vocabulary	<i>Needs, Wants, Natural resources, Sunlight, Water, Air, Soil, Trees, Professions, Shops, Shopping, Shopkeeper, Money, Coin, Note, Buyer, Seller, Rupee, Price, Pay, Protect, Cooperation.</i>	

Strand 4: Life Sciences

Standard 1: Explore living and non-living things, the human body, health, and ecosystems, progressing from basic identification to interdependence.

Table 5: Grade 1 / Strand 4 / Life Sciences

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
Living and Non-Living Things	WAU-G1-S4-SD1-B1-01 Classify familiar objects as living or non-living based on whether they grow, move, eat and breathe [Understand]	Sorting Game: Sort picture cards into Living and Non-Living.
Needs of Living Things	WAU-G1-S4-SD1-B1-02 Identify the basic needs of living things (e.g., air, water, food, shelter/space and sunlight) [Remember]	Picture Collage: Show animals, plants, and people meeting their basic needs.
Plant Parts	WAU-G1-S4-SD1-B2-03 Identify the basic parts of a plant (e.g., roots, stem, leaves, flowers, fruit, and seeds) [Remembering] WAU-G1-S4-SD1-B2-04 Identify ways plants are useful to people and animals (food, shade and air) [Remember]	Label a Plant: The teacher holds up a small real plant; children label the parts on an outline drawing. Why Plants Matter Poster: Children draw and label the uses of plants.
Animals Around Us	WAU-G1-S4-SD1-B2-05 Identify the body parts animals use to move (legs, wings and fins) [Remember] WAU-G1-S4-SD1-B2-06 Demonstrate how animals move (hopping, flying and swimming) using their body parts [Apply]	Animal Movement Game: The teacher calls out an animal (frog, bird, fish, rabbit). Children in each row act out how it moves (hop, flap arms, swim) and say which body part helps it move. Children then draw one animal and circle the body part used for moving. Pictures on the board support children who need help.

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
Human Body	WAU-G1-S4-SD1-B3-07 Name common human body parts, including the head, arms, legs, hands, feet, eyes, ears, nose, and mouth. [Remember]	Label a Human Body: Label an outline of the body. “Simon Says” Body Parts: The teacher gives instructions (“touch your ears”) and children respond in a large-group game.
Healthy Habits	WAU-G1-S4-SD1-B4-08 Identify healthy habits such as handwashing, brushing teeth, bathing regularly, eating fruits and vegetables, drinking clean water, sleeping early and exercising. [Remember] WAU-G1-S4-SD1-B4-09 Explain why personal hygiene helps keep the body healthy and safe [Understand] WAU-G1-S4-SD1-B4-10 Demonstrate the correct steps for washing hands with soap and water [Apply]	Healthy Habits Poster: Draw and label healthy habits. Hygiene Picture Talk: Discuss the effects of clean and unclean habits. Handwashing Practice: Practise the steps of wetting, soaping, scrubbing, rinsing and drying hands without wasting water.
Healthy Food	WAU-G1-S4-SD1-B4-11 Classify foods as healthy or non-healthy [Understand] WAU-G1-S4-SD1-B4-12 Plan a simple healthy lunchbox using pictures (e.g., roti, daal, fruit, vegetables, eggs) [Create]	Food Sort: Sort pictures into Eat Often and Eat Sometimes. Healthy Lunchbox: Draw or assemble a healthy lunchbox using picture cards, then explain one choice to a partner.
Key Vocabulary	<i>Living, Non-living, Needs, Shelter, Roots, Stem, Leaves, Flowers, Fruit, Seeds, Animals, Legs, Wings, Fins, Hopping, Flying, Swimming, Head, Arms, Legs, Hands, Feet, Eyes, Ears, Nose, Mouth, Healthy habits, Personal hygiene, Safe, Soap, Water, Healthy and non-healthy foods</i>	

Strand 5: Physical Sciences

Standard 1: Explore matter, energy, and physical phenomena, progressing from everyday observations to simple scientific applications.

Table 6: Grade 1 / Strand 5 / Physical Sciences

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
Materials	WAU-G1-S5-SD1-B1-01 Name common materials (wood, plastic, metal and cloth) and their uses in daily life [Remember]	Touch and Sort: Students feel the given objects and place them in labelled groups: Hard / Soft / Bendy.

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
	<p>WAU-G1-S5-SD1-B1-02 Classify materials according to their physical properties, including texture (smooth/rough), flexibility (bendy/stiff), hardness (hard/soft) ability to be poured, and whether they sink or float in water [Understand]</p>	<p>Choose the correct material to make things (wood – chair, plastic – raincoat, metal – wire etc.).</p> <p>Toy Design: Using different materials, groups make a toy.</p> <p>Sink or Float: Using a bucket or large basin of water, groups of 8–10 test small objects (coin, pencil, leaf, spoon, plastic cap, stone). Children first guess, then place each object in the water and sort it into two groups: sink or float. One child from each group reports the result.</p>
Energy (Light Sources)	<p>WAU-G1-S5-SD1-B2-03 Describe the uses of natural and human-made sources of light in everyday life, including helping us see and enabling plants to grow [Understand]</p> <p>WAU-G1-S5-SD1-B3-04 Describe a shadow as a dark shape formed when an object blocks light [Understand]</p> <p>WAU-G1-S5-SD1-B3-05 Recognize the change in shadow size with the object's distance from the light [Understand]</p>	<p>Energy Picture Walk: Match objects with the form of energy they produce.</p> <p>Light Source Sort: Sort pictures of the Sun, lamp, candle, screen, and torch.</p> <p>Light Investigation: Discuss how the classroom would look without light.</p> <p>Shadow Play: Use a torch and objects to make shadows. In a large class, use sunlight and children's own shadows outdoors.</p> <p>Shadow Observation: Compare shadows at different distances from the torch.</p>
Motion	<p>WAU-G1-S5-SD1-B3-06 Classify objects based on the way they move, such as rolling, sliding, bouncing, or falling [Understand]</p> <p>WAU-G1-S5-SD1-B3-07 Describe how the shape or surface of an object affects its movement [Understand]</p> <p>WAU-G1-S5-SD1-B3-08 Demonstrate how familiar objects move by rolling, sliding, or bouncing (e.g., marbles, balls, toy cars, coins, books, boxes, blocks). [Apply]</p>	<p>Movement Sort: Group objects according to their movement.</p> <p>Ramp Investigation: Test a ball, block, and toy car on different surfaces.</p> <p>Movement Test: Compare objects moving on a smooth and a rough surface.</p>

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
Key Vocabulary	<i>Materials, Wood, Plastic, Metal, Cloth, Properties, Hard, Soft, Sink, Float, Texture, Rough, Smooth, Flexibility, Bendy, Stiff, Energy, Light, Heat, Sound, Natural, Human-made, Sources, Shadow, Blocks, Rolling, Sliding, Bouncing, Falling, Shape, Surface, Movement</i>	

Strand 6: Earth and Space Sciences

Standard 1: Develop an understanding of Earth’s features, resources, weather, climate, and space systems, and recognize how human actions impact and help protect the environment.

Table 7: Grade 1 / Strand 6 / Earth and Space Sciences

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
Weather	<p>WAU-G1-S6-SD1-B1-01 Identify types of weather (sunny, rainy, cloudy, windy and stormy) [Remember]</p> <p>WAU-G1-S6-SD1-B1-02 Demonstrate safety rules for severe weather (thunderstorm, heavy rain, heatwave, smog) [Apply]</p>	<p>Name sunny, rainy, cloudy and stormy weather using pictures/symbols.</p> <p>Weather Safety Heroes: Show picture cards of thunderstorm, heavy rain, flood, heatwave and smog. Children act out one safety rule for each: go indoors, wear a raincoat, stay out of the water, drink water and wear a hat, wear a mask. The class holds up a green card for a safe action and a red card for an unsafe one.</p>
Landforms	<p>WAU-G1-S6-SD1-B2-03 Identify local landforms, such as mountains, plains and deserts. [Remember]</p> <p>WAU-G1-S6-SD1-B2-04 Describe basic features of their local surroundings (e.g., plains, desert or mountain) [Understand]</p>	<p>Landform Sorting: Group picture cards according to landform.</p> <p>Landform Poster: Draw a landform and show how people use it.</p>
Cardinal Directions	<p>WAU-G1-S6-SD1-B3-05 Demonstrate the four cardinal directions (north, south, east and west) by facing east (i.e., sun-rise) [Apply]</p> <p>WAU-G1-S6-SD1-B5-06 Locate home and nearby places (school, shop, park) on a simple neighbourhood map using direction words (left, right, near, far) and the four cardinal directions [Apply]</p>	<p>Direction Game: Face different directions as the teacher calls them.</p> <p>Make a Compass Rose: Create and label “N, S, E, and W” on ground/board/chart.</p> <p>Direction Scavenger Hunt (using a simple compass): Find objects using clues such as “The book is east of the door.”</p> <p>Neighbourhood Map Game: Draw a large simple map on the floor or</p>

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
		board with home, school, shop and park. Children take turns placing a picture card in the correct place when the teacher says “The park is east of the school.” The rest of the class points in that direction.
Key Vocabulary	<i>Weather, Sunny, Rainy, Cloudy, Stormy, Smog, Safety rules, Severe weather, Thunderstorm, Heavy rain, Heatwave, Landforms, Mountains, Deserts, Plains, Farming, Tourism, Cardinal directions, North, South, East, West, Near, Far</i>	

GRADE 2: Strands, Topics, Students Learning Outcomes and Suggested Learning Activities

Strand 1: Identity, Environment and Safety

Standard 1: Develop awareness of self-identity, relationships with people and places, personal safety, emotional well-being, and environmental stewardship.

Table 8: Grade 2 / Strand 1 / Identity, Environment and Safety

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
Friends, Neighbours and Community Helpers	WAU-G2-S1-SD1-B1-01 Identify and describe their friends’ circle in school and neighbourhood [Understand]	Children sit in a circle and pass a soft ball. The child who catches it completes the sentence “My friend ____ lives near ____ or sits with me in ____.”
	WAU-G2-S1-SD1-B1-02 Describe activities they do with friends in school and neighbourhood (e.g., playing games, learning together, helping each other) [Understand]	Give each group three picture cards (playing, learning together, helping). Children sort them, then act out one activity they do with friends.
	WAU-G2-S1-SD1-B6-03 Recognize emotions in others by observing their facial expressions and actions [Remember]	The teacher or a child mimes an emotion (happy, sad, angry, scared, surprised) using only face and body, with no words. The class guesses the emotion and names the clue: “I think she is sad because her head is down.”
	WAU-G2-S1-SD1-B6-04 Demonstrate simple strategies to manage emotions, such as taking deep breaths or talking to a trusted person [Apply]	Calm-Down Corner Practice: 1. The teacher models three calming steps: take a deep breath, count to five, ask for help.
	WAU-G2-S1-SD1-B1-05 Identify community helpers according to the service they provide in school and neighbourhood [Understand]	2. The whole class practises the steps together while seated.

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
		Sorting/Matching Worksheet or Game: “helper–task” (e.g., teacher, doctor, chowkidar, police, gardener).
Shared Spaces	WAU-G2-S1-SD1-B2-06 Identify shared spaces around them (e.g., parks, hospitals, masjid, and public transport areas) [Remember]	Show picture cards of a park, hospital, masjid, bus stop, school ground etc. Children name each place and sort the cards into “Places we share.” Each child then says: “I share the ___ with ___.”
Green and Clean Neighbourhoods	WAU-G2-S1-SD1-B3-07 Explain the benefits of keeping shared neighbourhood spaces clean and green [Understand] WAU-G2-S1-SD1-B3-08 Develop a simple action plan to help keep the classroom or school clean [Create]	Discussion: Show two pictures (clean and messy street); sort pictures (park, playground, classroom, home) under the heading clean or messy. Each child completes: “A clean and green place helps us because ___” (e.g., fresh air, safe play, no germs, shade). Plantation: Each child plants a plant at home. Monitoring Greenery: Watering plants and not spoiling grass or plucking flowers in the neighbourhood street, park or school. Green Day/Week: Dedicate a “green day/week” in school. “Our Clean Class Plan”: In groups of 6–8, children list two things that make the classroom dirty and one action for each (e.g., use the dustbin, sweep the floor, wipe the board). Each group draws its plan on chart paper and shares it with the class. The class then chooses one plan and a duty roster is made so that every group has a turn during the week.
Personal Safety, Digital Safety and Safety Rules	WAU-G2-S1-SD1-B4-09 Identify safe and unsafe forms of touch and name trusted adults they can approach for help [Understand] WAU-G2-S1-SD1-B5-10 Demonstrate safe use of phones (limited screen time, adult supervision, keeping	Picture-based hazard-spotting activity with guided discussion Sharing of list of safety rules on classroom chart (road, fire and hazards) Mock drills of road-crossing and fire safety (role play)

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
	<p>information private and not talking to strangers online) [Apply]</p> <p>WAU-G2-S1-SD1-B4-11</p> <p>Identify common hazards related to fire, electricity and roads in daily life [Remember]</p> <p>WAU-G2-S1-SD1-B4-12</p> <p>Practice safe responses to fire hazards and emergencies [Apply]</p> <p>WAU-G2-S1-SD1-B5-13</p> <p>Demonstrate how to cross the road safely (e.g., stop, look right, left, then right again and cross with an adult) [Apply]</p>	<p>Create a simple zebra crossing in the classroom or playground using tape or chalk. Demonstrate the correct road-crossing procedure, then have learners role-play crossing the road by stopping at the curb, looking right, left, and right again, and crossing safely while accompanied by a designated “adult” (teacher or peer). Conclude with a discussion on why each safety step is important.</p>
Key Vocabulary	<p><i>Friends, circle, neighbours, community helpers, services, shared places, parks, hospitals, masjid, public areas, electricity, fire, road safety, zebra crossing, traffic signals, digital safety, personal safety, unsafe touch, response</i></p>	

Strand 2: Values, Cultural Diversity and Citizenship

Standard 1: Recognize the key features of Pakistan and the importance of national cohesion; demonstrate respect for cultural and religious diversity and exhibit personal and social values as responsible citizens in their families, schools, and communities.

Table 9: Grade 2 / Strand 2 / Values, Cultural Diversity and Citizenship

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
Empathy, Honesty & Gratitude	<p>WAU-G2-S2-SD1-B1-01</p> <p>Explain various aspects of good character (e.g., telling the truth, being punctual, honesty respecting others belongings) [Understand]</p> <p>WAU-G2-S2-SD1-B1-02</p> <p>Describe at least two ways to show kindness to someone who is sad, hurt, or feeling left out. [Understand]</p> <p>WAU-G2-S2-SD1-B1-03</p> <p>Demonstrate gratitude and appreciation for the people and things around them [Apply]</p> <p>WAU-G2-S2-SD1-B1-04</p> <p>Practise apologising and forgiving after a disagreement [Apply]</p>	<p>Suggested Activity: Lost and Found Hero</p> <p>Task: Present students with a scenario: <i>You find a pencil box in the playground that does not belong to you.</i> Ask them to role-play what they would do. Role-play on empathy scenarios e.g., success and failure in academic and non-academic activities</p> <p>Distribution of any local fruit/candies or nuts by the children without counting them.</p> <p>Each child will count and see if others also have the same. students to decide. Make a Thank-you card for a friend/parent/teacher/helper at home or school</p>

Responsible Citizenship	<p>WAU-G2-S2-SD1-B4-05 Recognize children’s right to family care and right to play [Remember]</p> <p>WAU-G2-S2-SD1-B3-06 Identify ways of being a good citizen (e.g., helping others, working hard, taking responsibility of their actions) [Understand]</p> <p>WAU-G2-S2-SD1-B4-07 Identify and justify everyday choices, and explain the role of voting in making group decisions. [Evaluate]</p>	<p>Activity – Pictures Association with Rights: Show picture cards one by one. Students to identify whether the picture shows: Right to Family Care/Right to Play. Students place the cards under the correct heading.</p> <p>Activity – Good Citizen Circle: Pictures of a child helping a friend pick up books, a student saying sorry after making a mistake, a child watering plants.</p> <p>Classroom Voting for a Story or Game: Present two storybooks, games, or classroom activities. Each student casts one vote by raising a hand or placing a sticker. Count the votes together and announce the result. Discuss why the chosen option was selected.</p>
National Identity	<p>WAU-G2-S2-SD1-B2-08 Name at least five national days of Pakistan and say why each is celebrated [Remember]</p> <p>WAU-G2-S2-SD1-B2-09 Name four provinces and areas (ICT, GB and AJK) [Remember]</p> <p>WAU-G2-S2-SD1-B2-10 Identify Quaid-e-Azam Muhammad Ali Jinnah as founder of Pakistan and his three contributions [Understand]</p>	<p>Use the Federal Government’s gazetted list; consider Kashmir Solidarity Day (5 February) and Youm-e-Takbeer (28 May) alongside 23 March, 14 August, 6 September, 9 November and 25 December</p> <p>Simple labelled map activity OR Chalk a large map outline on the floor; children place name cards on the four provinces and three areas, then “stand where you live.”</p> <p>Picture-story or short video on Quaid-e-Azam Muhammad Ali Jinnah, classroom discussion.</p>
Diversity and Respect	<p>WAU-G2-S2-SD1-B3-11 Recognize cultural diversity within provinces and areas (food, dress, folk stories, languages, famous places or buildings) [Understand]</p> <p>WAU-G2-S2-SD1-B3-12 Identify masjid in their neighbourhood as a place of worship for Muslims and their festivals (Eid ul Fitr, Eid-ul Azha, Eid Milad-un-Nabi) [Remember]</p>	<p>festival-calendar display with relevant pictures OR</p> <p>Set up a corner for each province/area with four picture cards (food, dress, folk story, famous place); groups rotate for 4 minutes each and say one line at every corner.</p> <p>Teacher names the religions of Pakistan with a picture card for each; class</p>

Key Vocabulary	<p>WAU-G2-S2-SD1-B3-13 Identify the places of worship and festivals of major religions in Pakistan [Remember]</p> <p>WAU-G2-S2-SD1-B3-14 Practice respect for all religious places and cultural diversity [Apply]</p>	<p>repeats and plays a quick “name the religion” recall game.</p> <p>Supervised short walk to identify the nearest masjid (which can be inside the school); back in class children draw a simple picture-map showing the school and the masjid.</p> <p>together.</p> <p>Teacher-guided class cultural-exchange activity (stories, food, dress).</p>
	<p><i>Honesty, care, citizens, helping others, hardworking, responsibility, voting, decision making, choices, national days, provinces, ICT, GB, AJK, Quaid-e-Azam Muhammad Ali Jinnah, founder, food, dress, folk stories, famous places, religions, worship places, festivals, masjid, respect</i></p>	

Strand 3: Economic and Social Interdependence

Standard 1: Develop an understanding of goods, services, resources and interdependence, along with foundational financial literacy, while recognizing the importance of fair sharing of resources.

Table 10: Grade 2 / Strand 3 /Economic and Social Interdependence

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
Needs and wants	<p>WAU-G2-S3-SD1-B1-01 Explain needs and wants with examples [Understand]</p> <p>WAU-G2-S3-SD1-B1-02 Explain why choosing needs before wants can help reduce wasteful spending. [Understand]</p>	<p>My School Bag Check: Ask students to look at items found in a school bag (notebook, pencil, storybook, toy, stickers). In pairs, they discuss which items are needs and which are wants.</p> <p>Activity: Students take turns highlighting only the items they think a family should buy first. Discussing prioritising needs can reduce wasteful spending.</p>
	<p>WAU-G2-S3-SD1-B1-03 Classify everyday items and actions as goods or services [Understand]</p>	<p>“Basket Sort” game: picture cards (bread, milk, haircut, doctor's visit) are sorted into two labelled baskets – “Goods” and “Services.” Discussion on comparing a local shop (sells goods) with a local service provider (barber, tailor, doctor).</p>
Goods and Services	<p>WAU-G2-S3-SD1-B2-04 Explain exchange of money for goods and services in daily life (e.g., paying for a book or a bus ride) [Understand]</p> <p>WAU-G2-S3-SD1-B2-05</p>	<p>Mini/Classroom Market: Children use play money to buy classroom objects and practise receiving goods in exchange of money.</p> <p>What Should We Do?</p>

	<p>Demonstrate the process of buying and selling through a classroom-shop role-play using play money [Apply]</p> <p>WAU-G2-S3-SD1-B4-06</p> <p>Explain why notes and coins should be kept clean and undamaged [Understand]</p>	<p>Present simple situations: writing on a note, folding a note into a toy, keeping money in a wallet, or throwing coins on the floor. Students identify which actions are correct and teacher to explain the right actions with reasons.</p>
Man-made Resources	<p>WAU-G2-S3-SD1-B1-07</p> <p>Identify man-made resources found at home, school, and in the community [Remember]</p> <p>WAU-G2-S3-SD1-B1-08</p> <p>Distinguish man-made resources from natural resources using familiar, local examples (e.g., chair vs. tree, road vs. river) [Analyse]</p>	<p>Neighbourhood OR Home-School Walk (photo/noting down: children point out man-made vs. natural things). Back-in-class → sorting table activity using the collected examples/photos.</p>
Caring for Shared Resources	<p>WAU-G2-S3-SD1-B5-09</p> <p>Demonstrate responsible use and care of shared resources at home and school (e.g., tables, rooms, toys, chairs, and water coolers) [Apply]</p>	<p>Classroom “resource monitor” duty roster: turning off lights/fans, capping water bottles, careful use of shared books/toys.</p> <p>“Short puppet-show” or story on scenario “where a shared source was not cared i.e., water tap was left running”</p>
Key Vocabulary	<p><i>Goods, services, man-made resources, natural resources, examples, money, needs, wants, buying, selling, exchange, sharing, home, school, care</i></p>	

Strand 4: Life Sciences

Standard 1: Explore living and non-living things, the human body, health, and ecosystems, progressing from basic identification to interdependence.

Table 11: Grade 2 / Strand 4 / Life Sciences

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
Animals in Different Environments	<p>WAU-G2-S4-SD1-B2-01</p> <p>Classify animals according to the environment they live in (land, water, and both land and water) [Understand]</p>	<p>Picture-card sorting game: animal cards sorted into Land, Water and both OR Short nature-video clip showing animals in each environment.</p>
Features of Animal	<p>WAU-G2-S4-SD1-B2-02</p> <p>Group animals according to their body coverings, such as fur, feathers, scales, and skin [Understand]</p> <p>WAU-G2-S4-SD1-B2-03</p>	<p>Touch-and-sort corner: children feel real samples (wool, a feather, a dried fish scale, smooth leather or cloth), then sort animal picture cards into four labelled groups — fur, feathers, scales, skin.</p>

	<p>Classify animals based on their eating habits (plant-eaters, meat-eaters, and animals that eat both plants and meat) [Analyse]</p> <p>WAU-G2-S4-SD1-B2-04</p> <p>Name the homes of different animals (e.g., nest, den, burrow, hive, coop, shed, web) [Remember]</p>	<p>Three labelled baskets or board columns; groups place animal cards under plant-eater, meat-eater or both, using a food picture as the clue. Class discusses two animals that were hard to place and why.</p> <p>Matching game pairing animal cards with home cards (bird–nest, fox–den, rabbit–burrow, bee–hive). Follow with a short school-ground walk to spot any real nest, hole or web.</p> <p>Care-Chart: Children draw a pet or farm animal and add pictures of its food, water and home. They share one way they would care for it.</p>
<p>Features of Plants</p>	<p>WAU-G2-S4-SD1-B2-05</p> <p>Describe one function of each part of the plant [Understand]</p> <p>WAU-G2-S4-SD1-B2-06</p> <p>Recognize that some plants grow from seeds while others grow from stem and leaves [Understand]</p> <p>WAU-G2-S4-SD1-B2-07</p> <p>Identify and classify commonly eaten plant parts as roots, stems, leaves, flowers, fruits, or seeds. [Understand]</p> <p>WAU-G2-S4-SD1-B6-08</p> <p>Demonstrate care for plants and kindness towards animals through responsible daily actions. [Apply]</p>	<p>Uproot a whole small plant or weed and show it to the class; children point to each part and say what it does in one line (roots drink water, leaves make food).</p> <p>Vegetable-Basket sort: children handle or view real/pictured local produce and place each under the correct plant-part heading.</p> <p>Tree Exploration Activity: Take students to observe a tree in the school grounds. Encourage them to discuss and identify the benefits the tree provides, such as shade, oxygen, fruits, flowers, and a habitat for birds and insects. Then, in groups, create a poster titled “What This Tree Gives Us”, with each student contributing a drawing illustrating one benefit of the tree.</p> <p>Care-Chart: Children draw a pet or farm animal and add pictures of its food, water and home. They share one way they would care for it.</p>

Five Senses	<p>WAU-G2-S4-SD1-B3-09 Identify the five senses and associate the body parts with each sense. [Remember]</p> <p>WAU-G2-S4-SD1-B3-10 Identify and match the five senses with their sensory descriptions and related characteristics (e.g., taste: sweet, sour, salty, bitter; touch: smooth, hard, soft, hot, cold; hearing: loud, soft, high-pitched; sight: bright, dim, colors; smell: pleasant and unpleasant) [Understand]</p> <p>WAU-G2-S4-SD1-B3-11 Show kind and respectful ways of helping peers who have difficulty in seeing, hearing or talking [Apply]</p>	<p>Senses Stations: five stations – smell a flower, listen to a sound, touch different textures, taste something sweet/sour, look at a picture.... children rotation through each.</p> <p>“Sensory mystery box” children touch/smell/hear hidden objects and describe what they notice.</p> <p>Helping Hands Role-Play Students work in pairs to act out simple situations, such as helping a classmate find a seat, understand instructions, or carry books. After each role-play, the class discusses which actions were kind, respectful, and helpful.</p>
Healthy Habits	<p>WAU-G2-S4-SD1-B4-12 Demonstrate appropriate washroom etiquettes (closing the tap, flushing the toilet, washing hands properly, and keeping washroom clean) [Apply]</p> <p>WAU-G2-S4-SD1-B4-13 Describe how games and physical activities help children stay healthy and feel happy. [Understand]</p>	<p>Washroom Etiquette Role-Play: Practise correct and responsible behaviours. Actions with words in rhythms about cleaning hands and body</p> <p>Inclusive Games Day: Organize simple games in which every child can participate.</p>
Food Groups	<p>WAU-G2-S4-SD1-B4-14 Classify familiar foods into grains, dairy, protein, fruits and vegetables [Understand]</p> <p>WAU-G2-S4-SD1-B4-15 Demonstrate healthy eating and food hygiene practices (eating a balanced diet, limiting unhealthy snacks, washing fruits and vegetables, keeping food covered, and drinking clean water) [Apply]</p>	<p>Activity: Sort food pictures/cards onto a paper plate template divided into food groups (grains, protein, dairy, fruits, and vegetables)</p> <p>Guided Poster/Chart Preparing on choosing balanced meals and eating fruits and vegetables daily.</p> <p>Healthy Diary/Journal/Checklist: children draw/tick what they ate; followed by short class discussion on “basic concept of balanced meals”</p>
Key Vocabulary	<p><i>Animals, environment, land, water, fur, feathers, scales, skin, movements, hopping, flying, swimming, homes, nest, den, burrow, hive, plants, roots, stems, flowers, leaves, seeds, growth, food, shade, homes, oxygen, beauty, senses, body parts, taste, sweet, sour, salty, bitter, touch, smooth, hard, soft, hot, cold, hearing, loud, soft, sight, bright, dim, colours, smell, pleasant, washroom habits, handwashing, games,</i></p>	

physical activities, development, food, grains, meat, dairy, fruits, vegetables, water, snacks

Strand 5: Physical Sciences

Standard 1: Explore matter, energy, and physical phenomena, progressing from everyday observations to simple scientific applications.

Table 12: Grade 2 / Strand 5 / Physical Sciences

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
Solids, Liquids and Gases	WAU-G2-S5-SD1-B1-01 Identify that solids have a fixed shape, liquids take the shape of their container, and gases spread out [Remember]	“Solids, liquids, or gases” differentiating/examining based on real samples (ice cube, water, a balloon of air, a stone, juice etc.) and sort them into three labelled trays Ice-cube melting experiment: children observe an ice cube melt over the class period and “record what they notice”
	WAU-G2-S5-SD1-B1-02 Classify everyday materials as solids, liquids, or gases [Understand]	
	WAU-G2-S5-SD1-B1-03 Demonstrate how a liquid takes the shape of different containers [Apply]	
	WAU-G2-S5-SD1-B1-04 Analyse what makes ice turn into water and why wet clothes dry faster (sun, shade, wind) [Analyse]	
Everyday Energy Forms (Introducing Heat)	WAU-G2-S5-SD1-B2-05 Identify heat as a form of energy, with its common sources (the Sun, fire, electricity, rubbing). [Remember]	“Feel the warmth” activity: comparing sunlight vs. shade. Teacher places a metal spoon in a glass of warm water; children touch the handle after two minutes and describe what they feel Safe or Not Safe hands-up game with picture cards (iron, kettle, stove, matchbox, cold tap, chair). Class then makes a "Do Not Touch" chart with drawings for the classroom wall.
	WAU-G2-S5-SD1-B2-06 Describe how heat is used in daily life (cooking food, drying clothes, ironing, warming rooms) [Understand]	
	WAU-G2-S5-SD1-B2-07 Demonstrate heat energy transfers from warmer objects to cooler objects using everyday examples. [Apply]	
	WAU-G2-S5-SD1-B2-08 Explain why hot things at home and school, such as irons, stoves, ovens, boiling pots and heaters, are dangerous to touch. [Understand]	

Everyday Use of Push and Pull	WAU-G2-S5-SD1-B4-09 Explain that a push moves an object away from them, while a pull brings an object closer to them. [Understand] WAU-G2-S5-SD1-B4-10 Demonstrate how push and pull forces move everyday objects during common activities [Apply]	Is it Push or Pull? children physically push/pull objects (door, drawer, toy cart, swing) and sort the actions. Guided discussion following the stations: Which force did you use?
	Key Vocabulary <i>Push, pull, Shape, Sorting, objects, close, Energy, Transfer, Force, Motion, Demonstration, Observation</i>	

Strand 6: Earth and Space Sciences

Standard 1: Develop an understanding of Earth’s features, resources, weather, climate, and space systems, and recognize how human actions impact and help protect the environment.

Table 13: Grade 2 / Strand 6 / Earth and Space Sciences

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
Four Seasons	WAU-G2-S6-SD1-B1-01 Name the four seasons – summer, winter, spring, and autumn [Remember] WAU-G2-S6-SD1-B1-02 Describe the weather and activities of each season in Pakistan [Understand] WAU-G2-S6-SD1-B1-03 Describe weather patterns in Pakistan, such as monsoon rain, and hot dry wind in summer, and fog or snowfall in winter [Understand] WAU-G2-S6-SD1-B1-04 Explain how to stay safe in different weathers, (drinking water and staying in the shade in extreme heat, staying away from flooded streets, open water drains, electric poles and tall trees during heavy rain and thunderstorms, wearing warm clothes in the cold) [Understand]	“Seasons Wheel” activity: children arrange season picture cards in a circle in the correct order “Season Sorting” picture activity: sort clothing/activity cards (sweater, kite, and umbrella) under the correct season heading. My Weather Safety Booklet Students fold a paper into four sections labelled Summer, Monsoon, Winter, and Spring. In each section, they draw one weather feature and one safety rule. Students share their booklet with a partner and explain how they stay safe throughout the year.
	WAU-G2-S6-SD1-B2-05 Identify water sources found in their surroundings or region (e.g. rivers, canals, ponds, lakes, tube wells, hand pumps, rainwater, and the sea) [Remember]	Picture/map discussion of local and national water bodies and short video of Pakistan’s major rivers and seas. Activity: Each child completes: “In my area, people get water from ____.” How Do We Use Water?

Sky Observation (Sun, Moon, Clouds)	WAU-G2-S6-SD1-B2-06 Explain the importance of water sources for people, animals and plants (e.g. drinking, cooking and washing for people, drinking water for animals, and growing crops and trees) [Understand]	Ask: “Who needs water?” Children name people, animals and plants. Each child folds a paper into three parts and draws one use of water for people (drinking, cooking, washing), one for animals (drinking) and one for plants (growing crops and trees). Children label each drawing with the source it comes from, such as a hand pump, canal or rain.
	WAU-G2-S6-SD1-B3-07 Identify common objects in the sky, including the sun, moon, stars, and clouds. [Remember] WAU-G2-S6-SD1-B3-08 Record simple observations of the sky, including the shapes and colors of clouds, the changing appearance of the moon, and the twinkling of stars, in a simple chart [Apply]	Homework: Daytime/night time observation and noting down the objects they see Classroom discussion of “what do we see in the day sky vs. the night sky?” Class “Sky Journal”: each day, children draw or tick a symbol representing that day’s sky.
Key Vocabulary	<i>Seasons, summer, winter, spring, autumn, weather, activities, clothing, water sources, sea, rivers, ponds, lakes, importance, people, animals, plants, sun, moon, clouds, sky, observations, shapes, colours, movements, Monsoon, Loo (hot wind), Fog, Smog, Snowfall.</i>	

GRADE 3: Strands, Topics, Students Learning Outcomes and Suggested Learning Activities

Strand 1: Identity, Environment and Safety

Standard 1: Develop awareness of self-identity, relationships with people and places, personal safety, emotional well-being, and environmental stewardship.

Table 14: Grade 3 / Strand 1 / Identity, Environment and Safety

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
People at Work	WAU-G3-S1-SD1-B1-01 Describe the main responsibilities of at least three professions and explain how they contribute to the community. [Understand]	Picture cards of community professions. "Guess the Profession" game. Profession Pictionary. Class discussion: "Why is every profession important?"
	WAU-G3-S1-SD1-B1-02 Demonstrate respectful language and behaviour towards people in all	Community helper role-play. Mind map showing how different professions help society.

	<p>professions, including those whose contributions are often overlooked. [Apply]</p> <p>WAU-G3-S1-SD1-B1-03 Express their future career aspiration through a short spoken or written statement, giving at least one reason for their choice [Create]</p> <p>WAU-G3-S1-SD1-B6-04 Describe how emotions can influence thoughts, behavior, and decisions. [Understand]</p>	"My Dream Job" drawing and writing activity.
Village and City Life	<p>WAU-G3-S1-SD1-B2-05 Describe the place where they live (village, town, city, rural or urban area, katchi Abadi) and identify its key features. [Understand]</p> <p>WAU-G3-S1-SD1-B2-06 Compare village and city life by identifying at least two similarities and two differences [Analyse]</p>	<p>Class discussion: "Where do I live?"</p> <p>Picture sorting activity: Village or City?</p> <p>Venn diagram comparing village and city life.</p> <p>Draw and label features of their neighbourhood.</p> <p>Community mapping activity.</p>
Caring for the Environment	<p>WAU-G3-S1-SD1-B3-07 Explain importance of taking care of the environment. [Understand]</p> <p>WAU-G3-S1-SD1-B3-08 Practice habits that help keep environment clean (e.g., save water, plant trees, avoid littering). [Apply]</p>	<p>Pretend Play: Conversation between a child and elements of nature (tree, river, mountain, flower).</p> <p>Class clean-up activity.</p> <p>Setting up colour-coded waste bins.</p> <p>Poster making: "How Can We Protect Our Environment?"</p>
Personal Safety, Digital Safety, Earthquake Safety	<p>WAU-G3-S1-SD1-B4-09 Demonstrate appropriate responses to unsafe touch or situations by saying "No", moving away and reporting the incident to a trusted Adult [Apply]</p> <p>WAU-G3-S1-SD1-B5-10 Demonstrate safe Digital behaviour by protecting personal information, avoiding communication with strangers online [Apply]</p> <p>WAU-G3-S1-SD1-B5-11</p>	<p>Watch age-appropriate videos explaining earthquakes.</p> <p>Conduct an earthquake drill.</p> <p>Role-play: "What should I do during an earthquake?"</p> <p>Teacher-led discussion on safety and preparedness.</p> <p>Create a simple classroom emergency kit.</p> <p>Safety poster activity.</p>

	<p>Identify natural disasters that may occur in their community [Remember]</p> <p>WAU-G3-S1-SD1-B5-12</p> <p>Identify safe places to take cover during an earthquake. [Remember]</p> <p>WAU-G3-S1-SD1-B5-13</p> <p>Demonstrate the "Drop, Cover, and Hold On" procedure during an earthquake drill. [Apply]</p> <p>WAU-G3-S1-SD1-B5-14</p> <p>Explain why remaining calm and following safety instructions during natural disasters helps keep people safe. [Understand]</p>	
Key Vocabulary	<i>Profession, occupation, community, role, responsibility, service, teacher, doctor, farmer, engineer, barber, shopkeeper, carpenter, village, town, city, rural, urban, environment, reduce, reuse, recycle, pollution, littering, earthquake, safety, emergency, drill, hazard, rescue, preparedness, emergency kit</i>	

Strand 2: Values, Cultural Diversity and Citizenship

Standard 1: Recognize the key features of Pakistan and the importance of national cohesion; demonstrate respect for cultural and religious diversity and exhibit personal and social values as responsible citizens in their families, schools, and communities.

Table 15: Grade 3 / Strand 2 / Values, Cultural Diversity and Citizenship

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
Patience and Tolerance	<p>WAU-G3-S2-SD1-B1-01</p> <p>Explain importance of patience and tolerance in real-life situations (e.g., waiting for a turn or standing in line). [Understand]</p> <p>WAU-G3-S2-SD1-B1-02</p> <p>Demonstrate patience in real-life situations. [Apply]</p>	<p>Practice "taking turns" games</p> <p>Queue activity in class (lining up for supplies)</p> <p>Storytelling: short tales showing patience</p>
Respectful Communication & Conflict Resolution	<p>WAU-G3-S2-SD1-B1-03</p> <p>Recognize that people may feel differently about the same situation. [Understand]</p> <p>WAU-G3-S2-SD1-B1-04</p> <p>Demonstrate active listening and respectful communication by recognizing how words and actions affect others' feelings and by showing</p>	<p>Role-play: "How to Resolve a Conflict" using common classroom scenarios.</p> <p>Group Discussion: "We Are Different but Equal" focusing on respecting different opinions and backgrounds.</p> <p>Class Pledge for Respectful Communication created and displayed by students.</p> <p>Think-Pair-Share: "How Would You Feel?" Students discuss how different</p>

	<p>kindness, respect, and acceptance of different opinions. [Apply]</p> <p>WAU-G3-S2-SD1-B1-05</p> <p>Suggest positive ways to resolve conflicts and improve relationships (e.g., apologizing, forgiving, compromising, seeking help, or showing kindness). [Create]</p>	<p>words and actions affect people's feelings.</p> <p>Say No to Bullying Role-Play:</p> <p>Students practise assertive responses such as:</p> <p>"Please stop. I don't like that."</p> <p>"That is not kind."</p> <p>"I will tell a trusted adult."</p> <p>Respectful Words Circle: Students pass a ball and share kind words, compliments, or respectful phrases.</p>
Responsible Citizenship	<p>WAU-G3-S2-SD1-B4-06</p> <p>Recognize children's rights to education, health, and protection from harm. [Remember]</p> <p>WAU-G3-S2-SD1-B4-07</p> <p>Explain at least two responsibilities related to these rights (e.g., following rules, caring for belongings, respecting others, and keeping themselves safe). [Understand]</p> <p>WAU-G3-S2-SD1-B3-08</p> <p>Suggest ways they can contribute positively to their school and community (e.g., caring for public spaces, helping others, planting trees, and volunteering in simple age-appropriate ways). [Create]</p>	<p>Role-play: "What is My Responsibility?"</p> <p>Drawing activity: "My Rights and Responsibilities"</p> <p>Class pledge for responsible actions.</p> <p>Class clean-up day.</p> <p>Group project: "Helping Hands" chart.</p> <p>Storytelling about community helpers and responsible citizens.</p> <p>Rights and Responsibilities sorting activity.</p> <p>Community service challenge: "One Good Deed This Week"</p> <p>Poster-making: "Everyone Has Rights, Everyone Has Responsibilities"</p>
National and Community Heroes	<p>WAU-G3-S2-SD1-B2-09</p> <p>Identify Allama Muhammad Iqbal (RA) and Muhtarma Fatima Jinnah (RA) as key personalities in the idea and formation of Pakistan. [Remember]</p> <p>WAU-G3-S2-SD1-B2-10</p> <p>Name at least three contributions of Allama Muhammad Iqbal (RA) and Muhtarma Fatima Jinnah (RA). [Understand]</p>	<p>Short biography reading.</p> <p>Storytelling sessions about their contributions.</p> <p>"Hero of My Community" show-and-tell activity.</p> <p>Picture discussion: "How does this person help others?"</p> <p>Create a Hero Wall featuring national and local heroes.</p> <p>Comparison chart: "What makes a hero?"</p> <p>Share a short story about Abdul Sattar Edhi and his service to humanity.</p>

Different but Together	<p>WAU-G3-S2-SD1-B3-11 Identify examples of national cohesion in everyday life and Pakistan as one nation. [Remember]</p> <p>WAU-G3-S2-SD1-B3-12 Practice respectful and appropriate behaviour towards classmates' cultural and religious traditions. [Apply]</p> <p>WAU-G3-S2-SD1-B3-13 Suggest ways to live peacefully with people who are different. [Create]</p>	<p>Picture collage of cultural dress/food Class discussion: "How are we different, yet one?" Storytelling about diverse communities Group project: "Working Together" activity Role-play: classmates solving a problem/puzzle task together Class pledge for harmony and cooperation</p>
Key Vocabulary	<p><i>Hero, nation, unity, respect, cooperation, together, Pakistan, leader, contribution, strength, Unity, diversity, peace, respect, culture, tradition, language, collaboration, peace, patience, tolerance</i></p>	

Strand 3: Economic and Social Interdependence

Standard 1: Develop an understanding of goods, services, resources and interdependence, along with foundational financial literacy, while recognizing the importance of fair sharing of resources.

Table 16: Grade 3 / Strand 3 / Economic and Social Interdependence

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
Reusable and Non-reusable Resources	<p>WAU-G3-S3-SD1-B1-01 Differentiate reusable from non-reusable resources [Analyse]</p> <p>WAU-G3-S3-SD1-B5-02 Suggest ways to reduce waste at home or school. [Create]</p>	<p>Sorting activity: classify items (plastic bottle, paper, glass, food waste) into reusable/non-reusable.</p> <p>Group discussion: What resources do we use every day?</p> <p>Poster-making on conserving resources.</p> <p>Recycling corner in class for paper and bottles.</p>
Expenses and Choices	<p>WAU-G3-S3-SD1-B4-03 Identify common personal and household expenses (e.g., food, school supplies, clothing, transport, and utility bills). [Remember]</p> <p>WAU-G3-S3-SD1-B4-04 Explain why people need a source of earning money to meet their needs and wants. [Understand]</p> <p>WAU-G3-S3-SD1-B4-05 Explain why choices are needed when goods and services are limited [Understand]</p>	<p>Pocket Money Shopping List: Give each group a list of five items with prices (e.g., pencil, snack, notebook, toy, bus fare) and a small amount of pretend money that is not enough for everything. Groups decide what to buy first and explain why. The class then discusses which items were needs and which were wants, and why people need to earn money to buy things.</p>

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
	WAU-G3-S3-SD1-B4-06 Prioritize needs in a simple situation where money is limited. [Apply]	
Spending and Saving	WAU-G3-S3-SD1-B4-07 Recognize the difference between spending and saving money [Remember] WAU-G3-S3-SD1-B4-08 Identify situations in which families save money for future needs (e.g., education, household items, emergencies, or special occasions). [Remember] WAU-G3-S3-SD1-B4-09 Describe simple ways to keep money safe, such as in a savings jar or with parents [Understand] WAU-G3-S3-SD1-B4-10 Suggest responsible spending and saving practices to avoid wasting money at home and school. [Create]	Picture sorting: “Saving or Spending?” Story discussion: “The Child Who Saved for a Goal.” Group reflection: “What happens if we spend all our money and save nothing?” Savings jar craft activity. Role-play: “At the Shop” (making simple spending choices). Funfair/Festival planning activity: students decide how to spend or save a small amount of pretend money. Family shopping list activity: identifying items people may buy and discussing whether they should save some money for later.
Interdependence	WAU-G3-S3-SD1-B3-11 Explain the interdependence of community helpers and other people in providing goods and services [Understand]	Farm to Home Sequence Activity: Students arrange picture cards showing the journey of a product (e.g., wheat → farmer → miller → baker → shopkeeper → consumer). Industry to Home Flow Chart: Trace the path of a common product (e.g., school notebook, milk packet, or shirt) from production to the home, identifying the occupations involved. “Who Made This Possible?” Activity: Students select an everyday item and identify all the people involved in producing, transporting, selling, and delivering it.
Key Vocabulary	<i>Reusable resources, Non-reusable resources, plastic bottle, paper, glass, food waste, Spending, Saving, Money, Budget, Expenses, Income, Needs, Wants, Overspending, Purchase, Cost, Price, Plan, Pocket money, Community, Goods, Services, Resource management, Smart spending, Decision</i>	

Strand 4: Life Sciences

Standard 1: Explore living and non-living things, the human body, health, and ecosystems, progressing from basic identification to interdependence.

Table 17: Grade 3 / Strand 4 / Life Sciences

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
Living Places (Desert, Forest, Aquatic)	<p>WAU-G3-S4-SD1-B2-01 Explain how a habitat provides food, water, shelter, and space for living things, using one example [Understand]</p> <p>WAU-G3-S4-SD1-B2-02 Describe how a feature of a plant or animal helps it survive in its habitat. [Understand]</p> <p>WAU-G3-S4-SD1-B2-03 Match plants and animals to appropriate habitats and explain the reasons for their choices. [Analyse]</p>	<p>Habitat picture sorting activity. Matching game: "Which Habitat Is My Home?" Observation of local plants and animals. Animal adaptation cards (e.g., camel, fish, polar bear, cactus). "Adapted to Survive" Activity: Students identify one feature of an animal or plant and explain how it helps it survive in its habitat. Farm, Desert, Forest, and Water Habitat Stations: Students rotate through stations and record the food, water, and shelter available in each habitat.</p>
Plant Life Cycle	<p>WAU-G3-S4-SD1-B2-04 Describe the stages in the life cycle of a flowering plant (seed, seedling, young plant, flower and fruit) [Understand]</p> <p>WAU-G3-S4-SD1-B2-05 Observe and record the growth of a seed over time using drawings or a simple chart [Apply]</p>	
Pet and Wild Animals	<p>WAU-G3-S4-SD1-B2-06 Distinguish between pet animals, farm animals, and wild animals, giving at least one example of each. [analyse]</p> <p>WAU-G3-S4-SD1-B6-07 Identify selected endangered animals found in Pakistan (e.g., Indus River Dolphin, Markhor, Snow Leopard, Blackbuck). [Remember]</p> <p>WAU-G3-S4-SD1-B6-08 Describe the basic needs and care of a pet animal. [Understand]</p> <p>WAU-G3-S4-SD1-B6-09</p>	<p>Animal Sorting Activity: Classify picture cards into pet, farm, and wild animals. Role-play: "How to Care for a Pet" (feeding, grooming, providing shelter, showing kindness). Pakistan Wildlife Gallery Walk: Display pictures of endangered animals found in Pakistan. Habitat Matching Activity: Match wild animals with their natural habitats. Poster-Making Activity: "Save Wild Animals".</p>

	<p>Explain the importance of protecting wild animals and their natural habitats. [Understand]</p> <p>WAU-G3-S4-SD1-B6-10</p> <p>Suggest simple ways individuals and communities can help protect endangered animals. [Create]</p>	<p>Storytelling Session: Stories about endangered animals and conservation efforts.</p> <p>Cause-and-Effect Discussion: Explore what happens when animals lose their habitats due to pollution, hunting, or deforestation.</p>
Health and Hygiene	<p>WAU-G3-S4-SD1-B4-11</p> <p>Recognize at least two common causes of illness (e.g., germs, poor hygiene). [Remember]</p> <p>WAU-G3-S4-SD1-B4-12</p> <p>Explain why vaccination helps prevent illness. [Understand]</p> <p>WAU-G3-S4-SD1-B4-13</p> <p>Demonstrate personal care routines for strong and healthy body (e.g., handwashing, dental care, good posture). [Apply]</p>	<p>Hygiene routine chart.</p> <p>Dental care role-play: "Visit to the Dentist".</p> <p>Healthy habits sorting activity (healthy vs unhealthy practices).</p> <p>Create a "Healthy Me" poster.</p> <p>Growth stages sequencing activity.</p> <p>Show a short age-appropriate video or picture story about polio vaccination.</p>
Interdependence in Nature	<p>WAU-G3-S4-SD1-B5-14</p> <p>Describe how a food chain illustrates that living things depend on one another for food within a given environment (e.g., grass → grasshopper → frog). [Remember]</p> <p>WAU-G3-S4-SD1-B5-15</p> <p>Predict what would happen if any element of the food chain goes missing [Understand]</p>	<p>Group Activity: "Build a Food Chain" using picture cards.</p> <p>Storytelling: "What If One Link Disappears?"</p> <p>Food chain sequencing race.</p> <p>Draw and label a simple food chain.</p> <p>picture analysis: identify producers and consumers.</p> <p>Outdoor observation: identify plants and animals that depend on each other.</p>
Key Vocabulary	<p><i>Living, non-living, habitat, pet, wild, growth, germs, hygiene, vaccination, food chain, interdependence, Hygiene, personal care. depend, survival</i></p>	

Strand 5: Physical Sciences

Standard 1: Explore matter, energy, and physical phenomena, progressing from everyday observations to simple scientific applications.

Table 18: Grade 3 / Strand 5 / Physical Sciences

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
Heating and Cooling	<p>WAU-G3-S5-SD1-B1-01</p> <p>Predict how different materials will change when heated or cooled (melting, freezing, evaporation). [Apply]</p>	<p>Group discussion: "What happens when we heat or cool everyday items?"</p> <p>Students share examples from home and school (e.g., ice melting in a drink, hot tea cooling down).</p>

		<p>Picture sorting activity: Students observe images of melting ice, frozen water, drying clothes, and water droplets on a cold bottle, then predict and explain the changes taking place.</p> <p>Think-Pair-Share: "What will happen if we leave an ice cream in the sun?" or "What happens when water is kept in the freezer?"</p>
Energy and Its Forms – Sound, Light, and Simple Circuits	<p>WAU-G3-S5-SD1-B2-02 Recognize common forms of energy, including light, heat, sound, and electricity, and identify their everyday uses. [Remember]</p> <p>WAU-G3-S5-SD1-B2-03 Demonstrate how sound is produced through vibrations [Apply]</p> <p>WAU-G3-S5-SD1-B2-04 Explain at least two safety rules to follow when using electricity [Understand]</p>	<p>Explore sound using tuning forks, rubber bands, drums, or bottles of water to observe how vibrations produce sound.</p> <p>Shadow play activity to reinforce the concept of light and how light travels.</p> <p>Build and test a simple circuit using a battery, bulb, and switch to observe how electricity powers devices.</p> <p>Safety role-play: "What should we never do with electricity?" Students act out safe and unsafe scenarios and discuss appropriate practices.</p>
Simple Machines (Wheel, Lever, Ramp)	<p>WAU-G3-S5-SD1-B6-05 Identify simple machines as tools that make work easier [Remember]</p> <p>WAU-G3-S5-SD1-B6-06 Differentiate between a wheel, lever, and ramp based on their structure and functions (i.e, move, lift, or carry objects with less effort) [Analyse]</p> <p>WAU-G3-S5-SD1-B6-07 Match simple machines with appropriate real-life examples (e.g., bicycle wheel, seesaw, slide). [Apply]</p> <p>WAU-G3-S5-SD1-B6-08 Investigate the use of simple machines at home, school, and in the community through observations and problem-solving activities. [Analyse]</p>	<p>Classroom Object Hunt: Sort pictures or objects into wheel, lever, ramp, or not a simple machine categories.</p> <p>Think-Pair-Share: Discuss how a wheelbarrow, seesaw, or slide helps people perform tasks more easily.</p> <p>Picture Matching Game: Match simple machines with their real-life examples.</p> <p>Hands-on Exploration: Explore how simple machines work by:</p> <p>Rolling books on cardboard tubes (wheel) Lifting objects with a ruler (lever) Moving objects up a cardboard incline (ramp)</p> <p>Problem-Solving Discussion: Determine which simple machine would be most effective for moving a heavy</p>

	box, loading a truck, or transporting objects, and explain why.
Key Vocabulary	<i>Heating, cooling melting, energy, Electricity, gadgets vibrate, circuit battery, power, Simple Machine, Work, Force, Effort, Load, Tool, Machine, Wheel, Axle, Lever, Ramp, Push, Pull, Lift, wheelbarrow, seesaw, ramp</i>

Strand 6: Earth and Space Sciences

Standard 1: Develop an understanding of Earth's features, resources, weather, climate, and space systems, and recognize how human actions impact and help protect the environment.

Table 19: Grade 3 / Strand 6 / Earth and Space Sciences

Topics	Student Learning Outcomes (SLOs)	Suggested Learning Activities
Weather and Climate	<p>WAU-G3-S6-SD1-B1-01 Identify hot and cold zones in Pakistan and describe their key characteristics. [Remember]</p> <p>WAU-G3-S6-SD1-B1-02 Compare living conditions in hot and cold zones, including clothing, food, shelter, and daily routines. [Analyse]</p>	<p>Picture Sorting Activity: Sort clothing, food, and shelter images into hot-zone and cold-zone categories.</p> <p>Class Discussion: "How do people live in hot and cold places?"</p> <p>Adaptation Challenge: In groups, suggest ways people can adapt to living in hot or cold climatic zones.</p>
Conservation of Natural Resources	<p>WAU-G3-S6-SD1-B2-03 Identify how human activities can affect land and water resources. [Remember]</p> <p>WAU-G3-S6-SD1-B2-04 Suggest at least three ways to conserve land and water resources. [Create]</p>	<p>Chart Activity: "Where Does Our Water Come From?"</p> <p>Class Discussion: "What happens if we waste water?"</p> <p>Poster-Making Activity: Promote land and water conservation through slogans and illustrations.</p>
Space and Observation	<p>WAU-G3-S6-SD1-B4-05 Identify that the solar system consists of the Sun and eight planets, and recognize Earth as the third planet from the Sun. [Remember]</p> <p>WAU-G3-S6-SD1-B4-06 Explain how Earth's rotation causes day and night. [Understand]</p>	<p>Solar System Model or Picture Chart: Explore the arrangement of the Sun and planets.</p> <p>Globe and Flashlight Demonstration: Observe how Earth's rotation creates day and night.</p> <p>Role-Play Activity: Students act as the Earth rotating and revolving around the Sun to demonstrate day and night.</p>
Key Vocabulary	<p><i>Hot Zone, Cold Zone, Climate, Weather, Temperature, Clothing, Food, Shelter, Environment, Desert, Mountain, Land, Water, resources, Waste, Community, Solar System, Sun, Planet, Orbit, Earth, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Rotation, Day, Night, Sunrise, Sunset, Space, Energy, Natural Resources, Protect, Save Water, Clean Environment, Earth Movement, globe, sunlight</i></p>	

Chapter 4

Guidelines for Pedagogy – World Around Us

4.1 Introduction: Principles of Teaching and Learning

Pedagogy for the World Around Us (WAU) in Grades 1–3 should align with the exploratory, curious and experiential nature of young learners and with the broad, real-world scope of the subject. At this stage, children are actively constructing their understanding of themselves, their communities and the natural environment. The WAU subject therefore aims to help children explore and understand culture, health, safety and the wider world. Teaching approaches should therefore prioritise concrete experiences over abstract explanations, and meaningful everyday connections over rote memorisation of facts.

Learning experiences should be developmentally appropriate, short, varied, engaging and highly interactive rather than reliant on extended periods of passive listening. Children learn most effectively when they observe, question, explore, discuss, create and reflect. Because WAU integrates diverse domains, including environmental awareness, citizenship, health and well-being, culture, economics and scientific understanding, no single teaching approach can address all learning outcomes. Teachers should therefore combine complementary approaches such as inquiry, discussion, hands-on experiences, storytelling, observation, exploration and real-life application to promote active engagement and deeper conceptual understanding.

Play-based learning and peace pedagogy are especially important at the primary level, because they help children feel safe, valued and motivated to take part. Through games, stories, role-play, exploration and guided discussion, learners develop knowledge, skills, attitudes and values in meaningful and enjoyable ways.

These approaches should gradually develop key competencies such as observation, questioning, comparison, communication, critical thinking and simple reasoning, and should support social-emotional learning while fostering curiosity about the world. Through meaningful and developmentally appropriate learning experiences, pedagogy for WAU should nurture healthy, happy, confident, informed, responsible and inquisitive young learners.

4.2 Recommended Pedagogical Approaches for the Subject (Grades 1–3)

The methodologies below align with the WAU curriculum for Grades 1–3 (Chapters 2 and 3). Teachers may select, combine or adapt them according to the topic and classroom context.

Play-Based Learning (Play Way)

- Play-based learning uses structured play, such as sorting games, role-play, songs, movement and storytelling, as a main way for children to explore ideas rather than treating play as a break from learning.
- In WAU, play helps children feel safe and motivated and turns abstract ideas, such as buying and selling, caring for others or keeping safe, into experiences they can act out, talk about and remember.

Example Activity: Children run a class shop or clinic role-play in which they practise buying and selling or caring for others (for example WAU-G2-S3-SD1-B2-05).

Peace Pedagogy

- Peace pedagogy creates a safe, inclusive, respectful and non-violent learning environment in which every child feels secure, heard and valued. It builds positive relationships, empathy, cooperation, mutual respect and constructive conflict resolution.
- Teachers use positive discipline that supports children’s social and emotional development. Corporal punishment, humiliation, intimidation, discrimination and any practice that undermines a child’s dignity are unacceptable. Teachers model respectful behaviour, encourage dialogue and celebrate diversity.
- Peace elements such as water, sand, soil, wood, cloth, paper and green plants, with gentle sounds, soft and bright colours and mild natural scents, can help children feel calm while learning new ideas, even when they are dealing with difficulties outside school. These materials are optional: in large classes or where resources are limited, teachers use only what is easily available.

Example Activity: A “peace corner” with a plant, a bowl of sand or water and picture cards of feelings, where children go to calm down with deep breathing and then say how they feel (for example WAU-G1-S1-SD1-B6-05).

Inquiry-Based Learning

- Inquiry-based learning centres lessons on learners’ own questions, encouraging them to wonder, investigate and find answers rather than simply receive information.
- In WAU, inquiry helps children make sense of their surroundings by asking “why” and “how” about everyday phenomena such as weather, animals and community helpers. It nurtures curiosity, builds vocabulary and shows learners that knowledge is something they can discover, not only receive.

Example Activity: Learners ask questions such as “Why do puddles disappear?” or “Where do ants live?”, look for answers by observing in the school ground, then share their findings in class.

Experiential Learning

- Experiential learning allows children to learn through direct experience, observation and engagement with real situations rather than through description alone.
- Because WAU topics such as plants, animals, community places and festivals exist all around learners, first-hand observation and experience make concepts memorable and meaningful at this early stage.

Example Activity: A supervised nature walk around the school compound where learners observe and record the plants, insects and weather signs they notice.

Activity-Based Learning

- Activity-based learning uses hands-on tasks, such as making, sorting, drawing and role-playing, as the main vehicle for learning rather than lecture-style instruction.
- Young learners in Grades 1–3 understand best through doing. Hands-on activities in WAU turn abstract ideas (transport, occupations, festivals) into tangible, memorable experiences and build fine-motor and social skills alongside content knowledge.

Example Activity: Learners sort picture cards of animals by body covering (fur, feathers, scales, skin) and paste them onto a classroom chart.

Project-Based Learning

- Project-based learning engages learners in a sustained, guided investigation or task that draws together several pieces of knowledge and skill toward one outcome.
- Even simple, short projects allow Grade 1–3 learners to integrate knowledge (for example about food, family or community) with skills such as collecting information, drawing and presenting, building early research and communication competencies.

Example Activity: In an “Our Local Community” project, learners collect information about important places and services in their community, such as schools, hospitals, markets, parks and places of worship, and prepare a simple poster or map.

Collaborative Learning

- Collaborative learning involves learners working together in pairs or small groups, sharing ideas and building understanding through discussion and teamwork.
- Children scaffold one another, and the abilities of group members overlap so that help is available where it is needed. Jigsaw tasks, collective story building and peer discussion help young learners say what they know, learn from classmates’ experiences and practise listening, turn-taking and cooperation, which are central to WAU topics on community and citizenship.

Example Activity: In small groups, learners discuss and list all the community helpers they can think of, then share their group’s list with the class.

Problem-Solving and Critical Thinking

- This approach encourages learners to analyse simple situations, reason about them, and propose or evaluate solutions rather than accept information passively.
- Even in Grades 1–3, simple problem-solving tasks (for example, “What should we do if there is litter in the playground?”) help learners connect WAU content to real decisions and begin developing early reasoning and evaluation skills.

Example Activity: Learners are given a simple scenario, “There is no dustbin nearby”, discuss what they could do, then vote on the best solution.

Integration of Technology and Digital Tools (Optional)

- This approach uses age-appropriate digital resources, such as videos, audio, simple apps or interactive images, to support and enrich learning.
- Short videos, images or audio clips can bring distant places, animals or events to life for young learners who cannot experience them directly. Technology is optional: every activity must work without electricity or devices, screen time is short and teacher-led, and a printed alternative is always provided.

Example Activity: Learners look at printed pictures of animals from different places (or watch a short, teacher-selected video clip where devices are available), then discuss what they noticed.

4.3 Planning a Lesson

A lesson of 35–40 minutes can follow five steps: **Engage** (a picture, question or object), **Explore** (a hands-on or observation task), **Explain** (children and teacher put the idea into words), **Apply** (a short activity using the idea) and **Reflect** (“What did we learn?”). As a guide, to emphasis by strand (not by grade), Strands 1–2 are best taught through role-play, storytelling and discussion; Strand 3 through a classroom shop and sorting; and Strands 4–6 through observation, simple investigations and nature walks in the school compound.

4.4 Teaching the World Around Us in Pakistani Classrooms

Teachers are encouraged to:

- use the mother tongue to explain ideas in Grades 1–2;
- keep the same strand order for all three grades so that one teacher can teach a multi-grade class;
- use pair and group work, a few activity stations and wait time after questions in large classes;
- plan simple differentiation (a simpler entry point and an extension) and adapt tasks for children with special needs; and
- use the school compound for outdoor learning.

4.5 Activity Safety

Before any activity involving heat, electricity, tasting, smelling or a nature walk, the teacher checks for allergies, keeps children under supervision, uses only teacher-provided items, and gives a no-risk alternative (for example, a teacher demonstration) where equipment is unsafe or unavailable.

4.6 Suggested Activities

The table below suggests activities for each strand across Grades 1–3.

Table 202: Grade 1-3 / Suggested Activities

Focus Areas	Suggested Methodologies
Strand 1: Identity, Environment and Safety	
Identity & Belonging; Environment & Place; Safety	'Me and My Family' tree project (Grade1). Community Walk: Visiting local parks or shared spaces to observe 'Green & Clean' practices (Grade2). Simulation Drills: Practicing fire safety rules (Grade 2) and earthquake safety rules (Grade 3) in the classroom. Role-play/videos: Scenarios on personal safety (Good touch/Bad touch awareness).
Strand 2: Values, Cultural Diversity and Citizenship	
Personal Values; National Identity; Cultural Understanding	Storytelling: Narrating lives of National Heroes (Quaid –e- Azam, Allama Muhammad Iqbal, and Fatima Jinnah). 'Diversity Fair': Students talk about, draw or show a festival or food from their region, with an oral option (Grade 2). Conflict Resolution Role-play: Practicing 'Patience & Tolerance' by taking turns in a simulated queue (Grade 3).
Strand 3: Economic & Social Interdependence	

Resources; Exchange; Interdependence	Sorting Activity: 'Needs vs. Wants' using picture cards (Grade 1). Classroom Market: Using play money to understand 'Buying and Selling' (Grade 2) Occupation Day: Interviewing any community member (for example a school helper or shopkeeper) about their job (Grade 3).
Strand 4: Life Sciences	
Living Things; Human Body; Health & Hygiene	Observation Logs: Growing a bean plant and drawing its parts (Grade 1). Sensory Stations: Testing the five senses with different textures and safe, teacher-provided scents, after checking for allergies (Grade 2). Hygiene Workshop: Demonstrating correct handwashing and dental care (Grade 3)
Strand 5: Physical Sciences	
Matter; Energy; Applications	Shadow Play: Using a torch and objects to explore shadows (Grade 1). 'Sink or Float' Experiment: Exploring wood, plastic, and metal (Grade 2). Push vs. Pull: Using toy cars and ramps to explore motion (Grade 2). Simple Circuits: Teacher-led demonstration of a simple circuit with a battery and bulb (Grade 3).
Strand 6: Earth & Space Sciences	
Weather; Earth Features; Space	Weather Station: Daily tracking of sun, rain, and clouds (Grade 1). 3D Landforms: Creating mountains and rivers using clay or sand (Grade 1). Day & Night Simulation: Using a torch and a globe to show Earth's rotation (Grade 2).

4.7 Developmental Considerations

The methodologies above should be adapted across stages as follows:

Lower Primary (Grades 1 and 2)

At this stage, learning should be concrete, play-based and highly interactive. Learners benefit from exploration, observation, storytelling, manipulation of materials, movement and guided experiences. Grade 1 builds on the ECCE learning area on knowledge and understanding of the world, so early WAU activities should develop foundational concepts (self, family, community and the immediate environment), language and social interaction. Teachers use short activities, songs, pictures and simple hands-on tasks rather than reading- or writing-heavy tasks, and explain ideas in the mother tongue where needed.

Upper Primary (Grade 3)

Learners in Grade 3 become increasingly capable of independent thinking and sustained engagement. Teaching should continue to be activity-based while gradually introducing more structured inquiry, simple investigation, discussion and the application of concepts in familiar contexts, for example comparing information, drawing simple conclusions and carrying out short guided projects.

4.8 Implications for Teacher Professional Development

Delivering the recommended pedagogical approaches for WAU in Grades 1–3 requires targeted professional development that equips teachers with the knowledge, skills and support needed to create engaging, inquiry-oriented and inclusive learning experiences.

Teachers need to work on their own social-emotional skills, because adult emotions can spill over into classrooms. They require a strong understanding of WAU content across areas such as the environment, community, health, safety, culture, citizenship and scientific reasoning. They should also be skilled in playing with children, facilitating discussion, encouraging curiosity, guiding questioning, and designing age-appropriate hands-on, experiential and inquiry-based learning activities that connect classroom learning to real-life contexts.

Play-based learning, peace pedagogy, inquiry-based learning, project-based learning, experiential learning and the purposeful integration of technology are likely to require additional training and support. These approaches demand careful planning, effective facilitation, resource management, and the ability to scaffold learning while maintaining active learner engagement.

Teachers should develop competencies in affectionate communication, effective questioning techniques, classroom facilitation, collaborative learning management, observation and documentation of learning, formative assessment practices, and the guidance of simple projects and investigations. They should also be able to create opportunities for learners to explore, discover and reflect on their experiences in a happy and healthy learning environment.

Teachers will benefit from access to exemplar videos, lesson plans, activity banks, assessment tools and question banks that model age-appropriate progression from observation and recall to reasoning, analysis and problem-solving. A teacher guide will be provided for every SLO, with notes on common misconceptions and low-cost materials. Professional learning opportunities should focus on fostering emotional balance, critical thinking, curiosity and competency-based learning, as well as non-punitive counselling within everyday classroom activities.

Teachers will require guidance on equity and equal opportunity, such as Universal Design for Learning or creating multiple learning maps, as well as differentiated instruction, flexible grouping, and adapting activities to meet varying abilities, interests and learning styles. Support should also focus on the use of diverse learning materials, inclusive teaching strategies and empathetic approaches that ensure meaningful participation and success for all learners, without treating some as better than others.

A structured system of continuous professional support should be established through classroom observations, instructional coaching, peer mentoring, professional learning communities and periodic workshops. Teacher wellbeing is supported through school leadership and professional learning communities. Constructive feedback, reflective practice and ongoing monitoring should be used to strengthen pedagogical implementation and ensure consistent, high-quality learning experiences across classrooms.

Because WAU is taught mostly by generalist primary teachers, induction training will be given before textbook rollout through provincial teacher-training institutions (for example QAED in Punjab), including a module on rubrics and record-keeping.

Summary of Section 4.8

Professional development for WAU teachers should focus on strengthening their social-emotional competencies, understanding of child development and psychology, and interdisciplinary content knowledge across the social and natural sciences. Training should equip teachers with the skills to facilitate inquiry-based, experiential and project-based learning, while fostering critical thinking, problem-solving, environmental stewardship and responsible citizenship. Emphasis should also be placed on inclusive teaching practices, effective classroom discussion, formative assessment and competency-based learning. Ongoing mentoring, coaching and professional learning communities will be essential to support teachers in creating engaging learning experiences and nurturing curious, confident, empathetic and informed young learners.

Chapter 5

Guidelines for Assessment-WAU

5.1 Introduction: Purpose of Assessment

Assessment in *The World Around Us* (WAU) supports children's learning about themselves, their communities, and the natural world, while providing teachers, parents, and the education system with meaningful evidence of that learning. Since children in Grades 1-3 learn primarily through play, observation, discussion, and simple investigations (Chapter 4), assessment should reflect these learning experiences. Consequently, assessment relies largely on observing, listening to, and examining what children say, do, and create, rather than on formal written tests.

The purpose of assessment is to gain meaningful insights into what each child knows, understands, can do, and values. It provides timely and constructive feedback to support learning, enables teachers to tailor instruction to learners' needs, and helps parents and teachers understand and support each child's ongoing progress and development. Consistent with the principle of **assessment for learning** outlined in Chapter 1, assessment in WAU is continuous, low-stakes, and developmentally appropriate. Its primary purpose is to support learning and growth, not to compare, rank, or label children, nor to determine promotion, retention, or failure. WAU mostly follows a spiral progression, topics return in later grades with more depth. For example, weather is identified in Grade 1, linked to seasons in Grade 2, and extended to weather and climate in Grade 3. Evidence gathered at the start of a topic shows teachers what each child already understands. Evidence gathered during and at the end of the topic shows who needs more practice and who is ready to move on.

Each of the six strands has a standard and benchmarks (Chapter 2), and each Student Learning Outcome (SLO) in Chapter 3 carries a WAU code and a Bloom's level. Assessment tasks should be drawn directly from SLOs: a task asks children to do what the SLO says, at the level the SLO sets. For instance, WAU-G1-S2-SD1-B2-8 (identify the shape, colours and symbols of the Pakistani flag) is assessed by pointing and naming, while WAU-G3-S1-SD1-B5-13 (demonstrate "Drop, Cover and Hold On") is assessed through a drill. Beyond individual SLOs, competencies such as inquiry, communication and collaboration are built across strands and are assessed through richer tasks (Sections 5.5 and 5.7).

5.2 Principles of Assessment

The following principles guide every assessment decision in WAU, from a daily question in class to an end-of-term task.

Table 21: Principles of assessment in WAU

Principle	What it means in WAU
Alignment with standards, benchmarks and SLOs	Every task can be traced to an SLO code (WAU-G#-S#-SD#-B#-0#). Teachers assess what the SLO says, at its level: recall or recognition for Remembering SLOs, doing for Applying SLOs, and producing or designing something for Creating SLOs. Tasks are not made harder than the SLO.

Principle	What it means in WAU
Assessment of knowledge, skills and attitudes	Evidence is planned for knowing (names the four seasons), doing (washes hands correctly) and being (shows respect for the flag). Attitudes are judged from repeated observation over time, never from a single answer.
Developmental appropriateness	Grade 1 relies on talk, pictures and practical tasks; Grade 2 adds simple labelling and short oral explanations; Grade 3 adds short written explanations and extended tasks (Section 5.6). There are no timed or memory-based tests in the early grades.
Fairness, inclusion and accessibility	All children are expected to achieve the same SLOs; however, they may demonstrate their learning in different ways. They may respond in their mother tongue, through drawing, gestures, practical demonstrations, with peer support, through additional time, or by using accessible resources such as large-print or tactile materials. Assessment practices ensure equitable opportunities for girls and boys, as well as children with disabilities, to demonstrate their learning. Assessment tasks should be grounded in familiar local contexts and should not require resources that may not be readily available to all families, such as smartphones or other digital devices.
Validity and reliability	A task is valid when it measures the SLO and not something else, such as handwriting or confidence in speaking. Judgments are reliable when different teachers reach similar conclusions, which is helped by shared checklists, rubrics and examples of children's work, and by using more than one piece of evidence.
Continuous feedback and improvement	Feedback is short, specific and timely, for example: "You washed every finger. Next time, scrub your thumbs too." Teachers use evidence to re-teach and regroup; children use feedback to take their next step.
Assessment of higher-order thinking	Where an SLO asks for Analysing, Evaluating or Creating (for example WAU-G3-S1-SD1-B2-06, WAU-G2-S2-SD1-B4-07, WAU-G3-S3-SD1-B4-10), the task must let children compare, justify, decide or design. It should not be reduced to recall. Expectations stay simple and age-appropriate.
Authentic and real-world application	Tasks use real or realistic situations: a classroom shop with play money, a school clean-up, a neighbourhood map, a weather diary, an earthquake drill.
Use of multiple sources of evidence	Judgments about an SLO draw on a mix of observation, children's talk and children's work gathered over time, not on one occasion or one type of task.
Practical and low-cost	Assessment must be manageable in large, multi-grade and low-resource classrooms (Chapter 1). Tools are simple: class checklists, picture cards, locally available materials.

5.3 Approaches to Assessment

WAU uses three approaches to assessment. They differ in when they happen and what they are for, but they use the same kinds of classroom activities, so they do not add extra work for teachers or extra pressure for children.

Diagnostic Assessment

- **Purpose:** To find out what children already know, believe or can do before a topic begins, including incomplete or mistaken ideas, so that teaching starts from the child's own experience.
- **Description:** Short, informal and not graded. Used at the start of a unit or term, or when a child joins the class. It takes the form of discussion, drawing or a quick activity. Results are used to plan teaching and are not recorded as levels.
- **Examples:** Grade 1, "Myself and My Family": children draw their family and tell the class about them. Grade 2, "Four Seasons": children sort weather pictures by season. Grade 3, "Reusable and Non-reusable Resources": pairs list things their families throw away. Grade 3, "Space and Observation": children draw the Sun, Moon and Earth and say what they know about them.

Formative Assessment

- **Purpose:** To support learning while teaching is happening, by giving feedback, adjusting activities and identifying children who need help.
- **Description:** Built into daily lessons through observation, questioning, quick checks and checklists. Mostly oral and practical in Grades 1–2. It is not graded; evidence is noted briefly against the SLO.
- **Examples:** In WAU-G1-S4-SD1-B4-10, the teacher uses a five-step checklist while children demonstrate handwashing (wet, soap, scrub, rinse, dry). WAU-G2-S5-SD1-B4-10: children "show me a push, show me a pull" with classroom objects. WAU-G3-S1-SD1-B5-13: the teacher observes the earthquake drill. At the end of any lesson, children show a green, yellow or red card to say how sure they feel.

Summative Assessment

- **Purpose:** To sum up what a child has achieved at the end of a unit, term or year, so that progress can be shared with parents and with the next teacher. (not to be a traditional paper pencil test)
- **Description:** Planned, short and low-stakes assessment tasks. These tasks resemble regular classroom activities. In Grades 1–2, they are oral, practical and picture-based; Grade 3 may include short written tasks. Judgments are made against a rubric with shared descriptors on the common four-level scale (Beginning, Developing, Proficient, Exemplary).
- **Examples:** Grade 1, "My Country": the child points to and names the colours and symbols of the flag and the national symbols on picture cards (WAU-G1-S2-SD1-B2-08, WAU-G1-S2-SD1-B2-10). Grade 2, "Money, Buying and Selling": the child buys and sells in the classroom shop (WAU-G2-S3-SD1-B2-05) and sorts goods and services (WAU-G2-S3-SD1-B1-03). Grade 3, "Interdependence in Nature": the child draws and labels a food chain with a sentence of explanation (WAU-G3-S4-SD1-B5-14, WAU-G3-S4-SD1-B5-15).

In practice the same activity can serve more than one purpose. A classroom shop role-play used for observation during the unit (formative) can be repeated as an end-of-unit task (summative).

5.4 Assessment Methods

Following table lists the methods most suitable for WAU. Teachers are encouraged to combine methods so that each important SLO is judged from more than one kind of evidence. Portfolio assessment is described separately below the table because it brings together evidence from all the other methods.

Table 22: Assessment methods for WAU

Method	Purpose	Appropriate use	Examples from WAU
Teacher observation	To see how children behave and work in natural situations, especially for skills and attitudes.	Grades 1–3. Focus on one or two SLOs at a time; record briefly on a class checklist or in short notes; observe a few children each day so that all are seen over time.	WAU-G1-S2-SD1-B3-14: respect and care for girls, boys and children with disabilities during games. WAU-G2-S2-SD1-B1-02: including others in group activities. WAU-G3-S2-SD1-B1-04: active listening in group discussion.
Oral questioning and picture-based tasks	To check understanding without the demands of writing.	Mainly Grades 1–2; the mother tongue is accepted. Children point, name, sort, match or “show me”.	WAU-G1-S2-SD1-B2-08: point to the Pakistani flag among four flags and name its colours. WAU-G2-S3-SD1-B1-03: sort picture cards into goods and services. WAU-G1-S6-SD1-B1-01: match weather pictures to weather words.
Performance-based assessment	To see children do what the SLO asks, in real or simulated situations.	SLOs that use “demonstrate”, “practise” or “predict”. Use a checklist of steps or a rubric.	WAU-G2-S1-SD1-B5-13: cross the road safely at a marked crossing in the school yard. WAU-G2-S3-SD1-B2-05: classroom shop. WAU-G3-S1-SD1-B5-13: earthquake drill. WAU-G3-S5-SD1-B2-03: produce sound through vibrations.
Written assessments	To check understanding and expression of ideas in writing, when children are ready.	Grade 3: short tasks (labelling, sentence completion, two- or three-sentence explanations). Grades 1–2: labelling or one-word answers with pictures only. Do not assess handwriting or spelling.	WAU-G3-S4-SD1-B5-14: draw and label a food chain with one sentence. WAU-G3-S3-SD1-B4-05: explain in two sentences why choices are needed when money is limited. WAU-G2-S4-SD1-B2-05: label plant parts and give one function of each in a word or phrase.

Method	Purpose	Appropriate use	Examples from WAU
Projects and investigations	To assess inquiry, application and creativity over several days.	Grades 2–3, individually or in groups, using low-cost or no-cost materials. Judge with a simple rubric and share the criteria in advance.	WAU-G3-S6-SD1-B2-04: a conservation campaign poster walk. WAU-G3-S5-SD1-B6-08: survey of simple machines at home and school. WAU-G2-S6-SD1-B3-08: a sky-observation diary.
Self-assessment	To help children notice and describe their own learning and behaviour.	All grades, with teacher support in Grades 1–2. Use simple tools: smiley faces, thumbs up or down, “I can” cards.	WAU-G1-S4-SD1-B4-10: the child ticks handwashing steps on a picture strip. WAU-G3-S2-SD1-B1-02: “Today I waited for my turn: yes, sometimes, not yet.”
Peer assessment	To help children learn from one another and give kind, useful feedback.	Grades 2–3 after practice, with a fixed frame such as “one thing I liked, one thing to add”.	Classmates give feedback on one another’s posters in a poster walk (WAU-G3-S4-SD1-B6-10, WAU-G3-S6-SD1-B2-04).

Emphasised Method: Portfolio Assessment

A portfolio shows growth over time and gives children ownership of their work. A few items per term are chosen by the teacher and child together, such as drawings, photographs of work, short notes and dictated sentences. It is not a collection of everything. Examples: in Grade 1, a “My Family” drawing with a dictated sentence (WAU-G1-S1-SD1-B1-01, WAU-G1-S1-SD1-B1-02); in Grade 2, a season’s chart; in Grade 3, a food-chain drawing and a conservation plan.

The portfolio, together with the class observation checklists and short notes, is also where records from different tasks are kept. Entries are added over the term, not on one day, so the teacher can judge each child’s progress from the pattern across several pieces of evidence rather than from a single task.

5.5 Assessing Different Types of Learning

Knowledge-Based Outcomes

How will conceptual understanding be assessed? Conceptual understanding is shown when children can explain in their own words, give an example of their own, classify, compare or say why, not only repeat a fact. For Remembering-level SLOs, recognition and recall are the right demands (naming, pointing, matching picture cards). For Understanding-level SLOs, ask “why”, “how” and “what would happen if”. Use objects, pictures and models so that children can show understanding without long writing.

Examples:

- WAU-G1-S4-SD1-B1-01: the child sorts familiar objects into living and non-living and says one reason for each choice.
- WAU-G2-S5-SD1-B1-02: the child sorts everyday materials into solids, liquids and gases and explains one choice.

- WAU-G3-S4-SD1-B5-15: the child explains orally, or in two sentences, why balance in an ecosystem matters, using the food chain drawn earlier.
- WAU-G3-S6-SD1-B4-06: the child explains day and night using a torch and a ball.

Skills-Based Outcomes

Skills are assessed by watching children perform them, not by asking them to describe them. The teacher uses a short checklist of steps or a rubric and notes both the process (what the child does) and the result. The same attention applies to inquiry skills that run through all strands: observing, questioning, predicting, sorting, recording and sharing findings (Chapter 1).

Examples:

- WAU-G1-S4-SD1-B4-10: handwashing with soap and water, scored against the five steps.
- WAU-G1-S6-SD1-B3-05: using a simple compass or the sun to show the four directions.
- WAU-G2-S5-SD1-B1-03: pouring a liquid into different containers and showing how it takes their shape.
- WAU-G3-S5-SD1-B1-01: predicting what will happen when ice is left in the sun, testing it and recording the result.

Shows a worked rubric for one skills-based SLO. The top level describes more secure and fluent performance of the same SLO. It does not ask the child to do a different or harder task. The four-level scale suits skills and performance tasks; knowledge SLOs are judged by recognition or recall, and attitude SLOs by “not yet”, “sometimes” or “often” (see below). Because a skill is seen on different days, each observation is recorded in the class record or the child’s portfolio, and the level is judged from the pattern across tasks.

Table 23: Example rubric for demonstrating the “Drop, Cover and Hold On” procedure (WAU-G3-S1-SD1-B5-13)

Level	Descriptor
Beginning	Cannot do the steps unless the teacher shows or says each one; may stand still or copy others.
Developing	Does some or all of the steps with reminders; may miss one, for example “holding on”.
Proficient	Does all three steps in the right order, promptly and without reminders.
Exemplary	Does all three steps promptly and calmly every time, and can help a classmate to do them correctly.

Attitude and Values-Based Outcomes

Attitudes and values cannot be tested; they are seen in what children do repeatedly in class and school. The teacher notes observable behaviours against the SLO, a few at a time, using “not yet”, “sometimes” or “often”. These notes are descriptive, are not given marks and are never used to rank children. Teachers assess behaviour in the classroom and school only, and do not judge children’s home life or religious practice. Checklists and observation notes are kept in the class record or the child’s portfolio and added to over several weeks.

Table 24: Observable behaviours for attitudes and values

SLO	Observable behaviours	Evidence
WAU-G1-S2-SD1-B1-01	Uses polite words (please, thank you); arrives on time; shares materials.	Teacher observation over several weeks; class checklist.
WAU-G1-S2-SD1-B2-11	Stands still and quietly during the national anthem; handles the flag with care.	Observation at assembly.
WAU-G2-S2-SD1-B1-01	Returns lost items to their owner; owns up honestly to a small mistake.	Observation; lost-and-found role-play.
WAU-G2-S4-SD1-B6-08	Waters the class plant; handles animals gently.	Observation during activities; self-assessment card.
WAU-G3-S2-SD1-B3-12	Listens quietly to classmates talking about their festivals; uses respectful words about others' traditions.	Observation in discussion; peer feedback.
WAU-G3-S1-SD1-B3-08	Saves water, avoids littering and picks up litter without being asked.	Observation; "clean school" checklist.

Matching the task to the level of the SLO

Each SLO in Chapter 3 carries a Bloom's level. The level tells teachers what kind of task fits.

Table 25: Matching assessment tasks to Bloom's levels

Level	What the child does	Typical tasks	Examples
Remembering	Recognises or recalls	Pointing, naming, matching, picture cards	WAU-G1-S2-SD1-B2-08 flag; WAU-G2-S2-SD1-B2-09 four provinces
Understanding	Explains, describes, classifies in own words	Sorting with reasons, "tell me why", short explanation	WAU-G1-S4-SD1-B1-01 living or non-living; WAU-G3-S4-SD1-B4-12 vaccination
Applying	Uses or demonstrates in a situation	Demonstration, role-play, drill, prediction	WAU-G2-S1-SD1-B5-13 road crossing; WAU-G3-S3-SD1-B4-06 prioritising needs
Analysing	Compares, distinguishes, finds patterns	Venn diagram, sorting by two rules, short comparison	WAU-G3-S1-SD1-B2-06 village and city; WAU-G2-S4-SD1-B2-03 eating habits
Evaluating	Chooses and justifies	Scenario with a choice and a reason, class vote	WAU-G1-S2-SD1-B1-02 responsible action; WAU-G2-S2-SD1-B4-07 justify choices
Creating	Plans, designs or suggests something new	Plan, poster, model, action plan, short talk	WAU-G1-S4-SD1-B4-12 healthy lunchbox; WAU-G3-S6-SD1-B2-04 conservation ideas

5.6 Developmental Considerations

WAU covers Grades 1–3. Grade 1 builds on the ECCE learning area on knowledge and understanding of the world, so assessment at the start of Grade 1 continues the observation, talk and play-based

approaches children know from ECCE. By Grade 3, tasks begin to look more like those in Grade 4 Science and Social Studies. This shows how assessment changes across the three grades.

Table 26: How assessment changes across Grades 1–3

Aspect	Grade 1	Grade 2	Grade 3
Main evidence	Teacher observation, oral answers, pictures and practical activities	Observation, oral explanations, picture tasks, simple practical tasks	Observation, short written and oral explanations, projects and investigations
Role of writing	None required. Children draw, point and dictate; the teacher scribes.	Labelling and one-word or phrase answers, with pictures	Short sentences and simple explanations; spelling and handwriting are not assessed
Typical tasks	Picture sorting, role-play, songs and movement, “show me”, simple demonstrations	Classroom shop, simple investigations, sky or weather diary, short talks	Posters, models, presentations, conservation or interdependence projects, simple data recording
Portfolios	A few drawings and photographs chosen by the teacher with the child	Items chosen together with the child, with a short comment	Child selects items and explains the choice
Self and peer assessment	Smiley faces and thumbs, with teacher support	“I can” cards; peers say one thing they liked	Checklists; peers give a fixed-frame comment (“one thing I liked, one thing to add”)
Cognitive demand	Mainly Remembering, Understanding and guided Applying	More Understanding and Applying; first Analysing	Applying, Analysing and Creating alongside Understanding

In Grades 1–2 children may answer orally in the mother tongue (Chapter 1), and in all grades assessment focuses on the concept rather than on language. The teacher gives the child extra time, rephrases questions and uses pictures or objects where needed.

5.7 Assessment of Competencies and Cross-Cutting Themes

Competencies and cross-cutting themes are developed through many SLOs and are assessed through tasks that bring knowledge, skills and attitudes together. They are judged mainly through observation and performance tasks and described in words, not scored.

Table 27: Assessing competencies

Competency	What to look for	Example task
Inquiry and curiosity	Children observe carefully, ask questions, predict, sort, record and share findings	Sky-observation diary (WAU-G2-S6-SD1-B3-08); “predict, test, record” with ice in sun and shade (WAU-G3-S5-SD1-B1-01)

Competency	What to look for	Example task
Critical thinking and problem solving	Children compare, give reasons, make choices and solve simple problems	Prioritise needs when money is limited (WAU-G3-S3-SD1-B4-06); compare village and city life (WAU-G3-S1-SD1-B2-06); justify matching plants and animals to habitats (WAU-G3-S4-SD1-B2-03)
Communication	Children express ideas clearly in talk, drawing or writing and listen to others	Short talk or presentation on a future career (WAU-G3-S1-SD1-B1-03); group discussion on respectful communication (WAU-G3-S2-SD1-B1-04)
Collaboration	Children share tasks, take turns, listen and include everyone	Group tasks (WAU-G1-S3-SD1-B3-08); group posters and campaigns (WAU-G3-S6-SD1-B2-04)
Creativity	Children suggest or make something new that fits the task	Plan a healthy lunchbox (WAU-G1-S4-SD1-B4-12); school-clean-up action plan (WAU-G2-S1-SD1-B3-08); suggest ways to live peacefully with people who are different (WAU-G3-S2-SD1-B3-13)

The twelve cross-cutting themes of WAU (Chapter 1) can be assessed through the following tasks.

Table 28: Assessing cross-cutting themes

Theme	Example task and linked SLOs	Evidence to look for
Values and ethics	Lost-and-found role-play (WAU-G2-S2-SD1-B1-01)	Honest, fair and responsible choices
Environmental and climate awareness	School clean-up or water-saving plan (WAU-G3-S1-SD1-B3-8, WAU-G2-S1-SD1-B3-08); conservation campaign (WAU-G3-S6-SD1-B2-04)	Habits and actions, not only statements
Health and safety	Safety-stations circuit: handwashing, road crossing, safe use of objects (WAU-G1-S4-SD1-B4-10, WAU-G2-S1-SD1-B5-13, WAU-G1-S1-SD1-B4-12)	Correct steps carried out independently
Socio-emotional development	Feelings cards; use of a calm-down strategy (WAU-G1-S1-SD1-B6-04, WAU-G1-S1-SD1-B6-05); solving a disagreement kindly (WAU-G2-S2-SD1-B1-04)	Names feelings; uses a calming or resolving strategy
Global citizenship	“Where does my lunch come from?” chain map showing the people involved (WAU-G3-S3-SD1-B3-11)	Recognises that people and places are connected
Peace, tolerance and respect for diversity	Scenario cards and role-play; “Different but Together” class book (WAU-G3-S2-SD1-B3-12, WAU-G3-S2-SD1-B3-13)	Respectful words and actions towards different people

Theme	Example task and linked SLOs	Evidence to look for
Financial literacy	Classroom shop (WAU-G2-S3-SD1-B2-05); “My limited money” choice task (WAU-G3-S3-SD1-B4-06, WAU-G3-S3-SD1-B4-10)	Separates needs from wants; makes and explains a choice
Civic awareness	Class vote on a classroom decision (WAU-G2-S2-SD1-B4-07); plan to contribute to school (WAU-G3-S2-SD1-B3-08)	Takes part, accepts the group’s decision, takes responsibility
Disaster risk reduction	Earthquake drill; hazard-spotting walk (WAU-G3-S1-SD1-B5-12, WAU-G3-S1-SD1-B5-13, WAU-G1-S6-SD1-B1-02)	Calm, correct and prompt actions
Digital citizenship	Scenario cards and role-play on using a phone with an adult and keeping information private (WAU-G1-S1-SD1-B5-11)	Says what to do and who to tell
Inclusion and gender equality	Observation during group games and tasks (WAU-G1-S2-SD1-B3-14, WAU-G2-S4-SD1-B3-11)	Includes girls, boys and children with disabilities
Child protection	Role-play with picture cards on saying “No” and telling a trusted adult (WAU-G1-S1-SD1-B4-10)	Names a trusted adult; knows how to ask for help

Care with sensitive themes. Tasks on child protection, disaster and safety must never ask children to share personal experiences or to relive frightening events. Teachers use role-play, pictures and imaginary characters, and follow school child-protection procedures if a child discloses a concern.

5.8 Implications for Teacher Professional Development

WAU asks teachers to move from testing recall to gathering varied evidence of what children know, can do and value. This shift is most likely to succeed through practical, classroom-based support rather than lectures. Teacher professional development (see also Section 4.4) should give teachers ready-to-use tools, time to practise, and opportunities to compare judgments with colleagues.

Table 29: Focus areas for teacher professional development in assessment

Area	What teachers need	Suggested support
Assessment literacy	To understand the three types of assessment, how SLOs and Bloom’s levels determine task design, and why WAU assessment is low-stakes.	Short orientation sessions with worked examples from the teacher guide; school-level discussion.
Formative assessment	To plan questions, observe a few children each day, keep simple class checklists and use evidence to re-teach.	Classroom demonstrations; templates for checklists that work in large and multi-grade classes.

Area	What teachers need	Suggested support
Performance-based and project-based assessment	To design low-cost tasks, set clear criteria and manage group work fairly.	Sample tasks for each strand; practice sessions; peer observation.
Rubric development	To write and use simple four-level rubrics where the top level shows more secure performance of the same SLO.	Model rubrics, workshops to adapt rubrics for other SLOs.
Assessing competencies and attitudes	To recognise observable behaviours, record them descriptively and avoid labelling children.	Behaviour indicators by strand and grade; practice in short observation records; guidance on sensitive themes.
Effective feedback	To give short, specific, kind feedback and involve children in self- and peer assessment.	Feedback sentence frames in the local language; video or live modelling; practice with colleagues.

Making it sustainable. Support is more effective when it includes school-based or cluster-level groups where teachers compare a few samples of children’s work and agree on judgments; teacher guides that include checklists, rubrics, exemplars and key terms in the local language; follow-up visits by mentors; and orientation for head teachers so that they support low-stakes, evidence-based assessment.

Chapter 6

Teaching and Learning Materials

This chapter intends to provide guidelines for developing learning materials for the WAU. It will help textbook authors, editors, illustrators, activity and workbook designers, teacher-guide writers and assessment developers. It explains how the curriculum's vision, strands, standards, benchmarks and student learning outcomes (SLOs) should be translated into pages, pictures, activities and assessment tasks. The guidelines are deliberately practical and are intended to be applied chapter by chapter during development and review of the textbook and learning materials. This chapter helps specially the development of textbooks and learning materials. The authors must map each page and task to SLOs, check grade progression, test feasibility and safety, audit representation and accessibility, and complete the review checklist before sign-off.

6.1 Introduction: Purpose and Role of Textbooks and Learning Materials

In the WAU, learning begins with what the child can see, touch, visit and talk about: self, family, school, neighbourhood, plants, animals, weather and the sky. Textbooks and learning materials are therefore not containers of information to be recited; they are the main working environment through which the standards, benchmarks and SLOs are delivered.

Well-designed materials guide exploration, prompt questions, supply the visual information young children need before they can read fluently, structure hands-on and outdoor activity, create a bridge between school and home, support the teacher, and create everyday opportunities for formative assessment. Because WAU lays the foundation for Science and Social Studies from Grade 4, its textbooks and learning materials must build observation, comparison, classification, simple reasoning and responsible behaviour. Moreover, textbooks are written only from the SLOs and Key Vocabulary of Chapter 3. Content beyond SLOs must not be added, however interesting it may be.

6.2 Textbooks in Pakistan: Importance, Usage and Critique

In the majority of public-sector primary schools, the textbook is the only learning material available to the teacher and the child. A high primary pupil–teacher ratio leaves each teacher responsible for a very large number of children at once, and a large share of public primary schools operate with a single teacher, which makes the situation worse (Pakistan Bureau of Statistics, 2024; Pakistan Institute of Education, 2024). Hence, in such schools of Pakistan, the textbook becomes the main organizing tool for learning, given the near-total absence of supplementary reading materials. Therefore, the textbooks and other learning materials of WAU should be developed to avoid the existing critiques (see Table 30).

Table 30: Critiques to be avoided in developing Textbooks and Learning Materials

Critiques to be avoided in developing Textbooks and Learning Materials	
Documented weakness in existing textbooks and learning materials	Required response in WAU textbooks and other learning materials

1. Content and assessment lean towards memorisation, reinforced by long revision cycles	Limit recall items to roughly one-third of each chapter's practice; every chapter should carry at least two or three tasks that cannot be completed by re-reading the page.
2. Content drifts above or below the cognitive level the outcome actually requires.	Trace every page, activity and illustration to a specific Strand–Grade–SLO and match the task to the children's cognitive level stated in the SLO.
3. Uneven gender representation; “power” occupations assigned mainly to male characters	Represent both genders equally i.e., plan representation deliberately at storyboard stage to show women/men and girls/boys across the same occupations named in Strand 1 and Strand 3 content. Moreover, assign “power” occupations equally to male and female characters.
4. Narrow cultural representation that privileges dominant provincial or religious framings	Represent all provinces and areas i.e., including information and pictures of rural, urban, coastal, desert and mountain settings, and of large cities, small towns, villages and/or katchi-abadi settings, and the multiple religions named in Strand 2, respectfully and without doctrinal content.
5. Text-dense, cluttered pages that are hard for beginning readers to use	WAU textbooks must strictly adhere to a developmental, visual-first progression to ensure content is age-appropriate and accessible. For that: In Grade 1: 80% to 90% of the page content must consist of illustrations , diagrams, and visual anchors. Text should be minimal, utilizing simple, large-font keywords or short phrases to introduce the foundational concepts. In Grades 2 & 3: The visual requirement can moderately be reduced while introducing short, structured sentences alongside illustrations to scaffold growing reading comprehension . However, pages must reflect a balanced 50% to 60% visual ratio at least , transitioning students toward interactive paragraphs, step-by-step infographics, and more detailed contextual drawings.
6. Content and errors that cause controversy after printing (maps, national symbols, religious references)	Official map, flag, anthem, national heroes, national symbols, national days must be taken from government approved sources. Also, religious content must be taken from the government approved sources which must also be already approved by the relevant competent bodies.
7. Activities that cannot be done in ordinary schools	Suggesting (alternative) activities that which can also work in large, multi-grade and low-resource classes, with a no-cost option and a printed alternative to any digital resource.

6.3 Types of Learning Materials and Content

It is highly recommended that the WAU package should be planned as a set (where possible), not as a single textbook with optional extras. The minimum package provided free to every child and teacher is the **textbook** which must include **student activities, visuals/illustrations** (i.e., pictures, charts, maps,

models and diagrams and the **teacher guide** (see first 5 rows in Table 31). Materials 6 to 11 in Table 31 are optional which can be embedded in the textbooks or prepared as standalone booklets/guides. **Since in most schools textbooks serve as the only resource of teaching-learning process, for such schools the textbooks should be in the richest possible form** in terms of visual and interactive learning activities and formative assessments. Moreover, all the learning materials especially the textbooks shall be produced in the medium of instruction which is guided by Ministry of Federal Education and as adopted by the provinces or areas.

Following learning materials along with the textbooks are recommended. See Table 31 for the purpose of each learning material, its contribution to learning.

Table 31: List of Learning Materials, their contribution to Learning and Examples

Material	Purpose and Contribution to learning	Examples
1. Textbooks	Core resource; introduces concepts visually, sets tasks, records learning	Grade 1: Picture-led spreads on <i>Myself and My Family</i> and <i>Living and Non-Living Things</i> Grade 3: Short illustrated text on <i>Village and City Life</i>
2. Activity Workbook	Practice through doing — sorting, matching, drawing, labelling, recording — rather than re-reading	Living/non-living sorting sheet (Grade 1); one-week sky-observation log for sun, moon and clouds (Grade 2); simple spending-and-saving plan template (Grade 3).
3. Teacher Guide	Carries facilitation, differentiation, local adaptation and handling sensitive/comprehensive topics	Detailed facilitation notes especially for the topics like “Say No and tell a trusted adult” in personal-safety lesson (Grade 1)
4. Picture cards and sorting sets	Carry much of the Grade 1–2 learning load without demanding reading fluency.	Community-helper and “people at work” card sets (Grades 2–3); animal body-covering cards — “fur, feathers, scales, skin” and “goods-and-services” sorting cards (Grade 2)
5. Charts, maps, models and diagrams	Organise information visually and support whole-class discussion.	Wall chart of the four seasons and matching activities (Grade 2); simple map of Pakistan showing provinces, areas and hot/cold zones (Grades 2–3); food-chain strip: sun → plant → animal (Grade 3)
6. Manipulatives and real objects	Make concepts concrete and testable by hand; mostly free or locally sourced.	Material samples — wood, plastic, metal, cloth — for texture and flexibility (Grade 1) and play money and classroom-shop props (Grade 2)
7. Story and read-aloud booklets	Deliver values, citizenship and diversity content through character and narrative rather than instruction	Short stories on <i>patience, turn-taking and repairing hurt caused to others</i> (Grade 3)
8. Observation and recording sheets	Give inquiry a visible output that the teacher can assess.	Recording Changes in Shadows: Observation Sheet (Grade 1) prediction-and-result sheet for the ice-cube/heat task (Grade 2)

9. Assessment and observation tools	Support assessment for learning aligned with the Assessment Framework.	Teacher observation checklist for the <i>Drop, Cover, Hold</i> drill (Grade 3); picture-based self-check cards (<i>What was easy? What was hard?</i>) for Grades 1–2
10. Audio-visual and digital resources	Show what cannot be brought into the classroom; used briefly and never assumed	Two-minute clip of <i>Markhor in habitat</i> or ; short clip of day–night rotation (Grade 3)
11. Outdoor and community resources	Turn the school and neighbourhood into primary learning material at no cost.	School-yard walk to identify shared and green spaces (Grades 1–2); guided visit from or to a community helper — shopkeeper (can be school canteen), health worker (can be school dispensary), barber etc. (Grades 2–3). (Note: Teacher Guide must include child-protection guidelines and parents’ consent before such visits).

NOTE FOR TEXTBOOK DEVELOPERS: Where resource constraints or a high pupil-teacher ratio limit access to the optional materials – particularly in rural and single-teacher schools – the textbook must carry that learning itself. Authors may therefore bind into the textbook, the observation and recording sheets, the read-aloud texts, and the picture-based self-check items, as printed or cut-out pages. For the materials that cannot be reproduced in textbooks – real objects, audio-visual resources and community visits – the teacher guide shall name a no-cost local substitute.

6.4 Learner Engagement within Textbook and other Learning Materials

Following instructions must be acquired for better engagement of learners within the learning materials:

1. **Small sidebars/boxes must be included.** For example, “Look around you”, “Did you know?”, “Try this at home”, “Talk to your partner” for connecting the content to a child’s own experience, and keep them short enough to be read aloud by the teacher, especially for Grades 1–2.
2. **Challenge or extension boxes should be included.** Especially for early finishers in Grade 3, so that differentiation does not add compulsory content for everyone.
3. **Draw sidebar settings from a genuine range across the three grades.** For example, including village, katchi abadi, small town, coastal, mountain and city, rather than depicting one region or one type of household.
4. **End topics with a question the child can take home.** It should be something to look for, count, ask a family member about, or bring to school — which also builds the school–home bridge in classrooms with few materials. These home tasks must be completable without adult reading help and without any purchased material.
5. **Include proper instructions for teachers to engage the children in meaningful learning.** For this, “Teaching the World Around Us in Pakistani Classrooms” (see Chapter 4) section can be considered.

6.4.1 Learner Engagement through Structured Textbook Lessons

Each textbook should be divided into units that follow the Topics (see chapter 3). Textbook authors are to open each unit with a full-page picture and a “big question”, and close it with a “Check Yourself” page and an “I can...” self-check. Moreover, each lesson covers minimum possible SLOs. **The components in Table 32 should appear across the lesson; not every component is needed on every page.**

Table 32: Learner-Engagement Components Required in the Lessons of Standard Textbooks

Component	Purpose	Link to lesson plan (Chapter 4)
Look and Talk	A large picture and one question from the child’s own life	Engage
I will learn	The lesson’s SLOs in child-friendly words, with icons	—
Let’s Explore	A hands-on, observation or sorting activity	Explore
Key Words	Two to eight words from the Key Vocabulary, each with a picture	Explain
Let’s Understand	Short text, labelled picture or step-by-step infographic	Explain
Let’s Do	Use the idea in a new example	Apply
Think About It	An Analysing or Evaluating question (“What is the same? Which is better and why?”)	Apply
Make It	A Creating task where the SLO allows (plan, map, poster)	Apply
At Home	Something to look for, count, ask about or bring – with no reading help or purchase needed	Home–school link
I can...	Smiley-face self-check	Reflect

6.5 Organization of Learning Experiences: Focusing Conceptual Understanding and Progression

1. **Anchor everything to an SLO:** Every page, illustration, activity and question must trace to a specific Strand–Grade–SLO. **The content that serves no stated outcome, even if it is interesting, should not be accommodated/included.**
2. **Match depth to the stated cognitive level:** If the SLO says “identify” (Remembering), the child points to, names or circles. If it says “compare” (Analysing), as in comparing village and city life in Grade 3, the child is given two things to set side by side and a frame for stating similarities and differences. If it says “choose and say why” (Evaluating), the child is given options and asked for a reason.
3. **Grade the same verb differently across grades:** “Explain” in Grade 1 (why do we keep places clean) needs one concrete reason with a picture prompt; “explain” in Grade 3 (why is balance in an ecosystem matters) needs a short two-step cause-and-effect statement in the child’s own words.
4. **Build on prior learning across grades:** Living and non-living things are classified in Grade 1, and differentiated by growth, movement and need for food in Grade 3. Therefore, check each chapter against the same topic in the adjacent grade and develop the content, activity or assessment accordingly.

5. **Move from known to unknown:** Open each topic with the example or experience of child's own home, street, school or weather before introducing the wider idea i.e., water sources they can name before water bodies in general and their own zone's clothing and food before hot and cold zones of Pakistan.
6. **Align content with allocated instructional time:** Textbook and learning materials must ensure that content and all the activities strictly fit within the periods designated in the Scheme of Studies for WAU curriculum. For this, over-writing must be avoided.
7. **Keep language accurate, short and checkable.** Textbook and learning materials must include age-appropriate familiar vocabulary, short phrases, shortest possible sentences (if needed) followed by one idea per sentence. Moreover, especially in grade 1, no term should be used before it is shown.
8. **Not every SLO needs explanatory text.** Applying, Analysing, Evaluating and Creating outcomes are better carried by an activity, a role-play, an investigation or a task. Turning "demonstrate Drop, Cover and Hold On" into a paragraph to read converts it back into rote learning.
9. **Predict before explaining.** Where the SLO allows, children predict (for example, what will happen to ice in the sun), then observe, then record.
10. **Every lesson needs a task beyond the page.** Each lesson includes at least one observation, sorting, making or discussion task that cannot be completed from the page text alone – a home safety check, a school-yard walk, a materials sort or a week of sky-watching.
11. **Stretch without adding load.** In Grade 3, include a small number of open "what would happen if..." prompts to stretch reasoning without adding to what is formally assessed.
12. **Recall exercises should be limited.** Matching, fill-in-the-blank, factual MCQs and such tasks should not exceed more than one-third of a chapter's practice items. The rest tasks should require age-appropriate reasoning, comparison, sorting by a new rule, or application to a new example.
13. **Plan for mixed ability and multi-grade classes.** Every lesson includes a main activity with a printed simpler entry point and a printed extension. Units follow the same strand order in all three grades so that one teacher can teach the same strand to Grades 1, 2 and 3 in one period.
14. **Get the science and facts right.** Known misconceptions must not be created: plants are living things even though they do not move from place to place; day and night are caused by the Earth spinning, not by its journey around the Sun; a potato is a stem; things we reuse or recycle are different from resources that nature renews.

6.6 Cross-Cutting Themes

The list of twelve themes listed in Chapter 1 should be focused while developing textbooks and other learning materials. Moreover, 6.8 *Inclusion and Representation* and Table guidelines also help in fulfilling the need to cross-cutting themes.

6.7 Alignment with Pedagogical Approaches

The approaches set out in the Pedagogy Guidelines **should be visible in the design of the page itself**, not only in the teacher's guide in the textbook and other learning materials.

1. **Learner-centred:** Open each topic with a picture or question rather than a definition.
2. **Inquiry-based:** Put the “why” first and delay the explanation.
3. **Play-based (Grades 1–2 especially):** Print sorting games, matching games and movement tasks into the textbook and other learning materials.
4. **Experiential:** Make the real experience the entry point i.e., a school walk, with the page used to record and consolidate afterwards.
5. **Project-based (mainly in Grade 3):** Scaffold short, single-outcome projects with a printed checklist.
6. **Creativity and innovation:** Favour open-ended drawing, labelling, making and planning tasks over closed diagram-filling.
7. **Visual-first progression.** In Grade 1, roughly 80–90% of a page should be illustration, diagram or visual anchor, with minimal large-font keywords or short phrases. In Grades 2–3 the ratio may reduce but pages should remain at least 50–60% visual, with short structured sentences, step-by-step infographics and more detailed contextual drawings.
8. **Illustrations must teach, not decorate.** Every image should carry information the child needs — a sortable set, a sequence, a labelled part, a contrast — and should be accurate enough to be observed and discussed.
9. **Protect white space.** Avoid dense paragraph blocks and multiple competing elements on one page; clutter has been a repeated weakness of earlier primary textbooks and makes pages unusable for beginning readers.
10. **Keep diagrams, charts and maps simple,** clearly labelled, and scaled to the grade’s reading level; introduce map conventions gradually alongside the cardinal-directions content.
11. **Typography and accessibility:** large, well-spaced type in Grade 1, generous line spacing, strong text–background contrast, and no text printed over busy images.
12. **Print quality is a readability requirement,** not a production afterthought: adequate contrast, non-glare paper and durable binding matter for young readers.
13. **Cultural authenticity:** show real Pakistani settings, clothing, transport, food and skin tones across regions rather than one idealised or imported visual style.
14. **Consistent visual language:** use the same icons throughout for activity, discussion, observation, safety and reflection so that non-readers can also navigate the book independently.

6.8 Inclusion and Representation

Representation should be planned and counted at storyboard stage, then checked before signing-off the chapter. It should be done in the same way content is checked for factual accuracy.

1. Aim for balanced representation of girls and boys, women and men across the full set of illustrations and named characters.
2. Show women and girls in the same range of occupations used in the curriculum’s own “people at work” and community-helper content — doctor, teacher, engineer, farmer, shopkeeper, police officer — rather than concentrating female characters in domestic scenes.
3. Represent a realistic range of family structures — extended, single-parent and grandparent-led households alongside nuclear families — since children from all of these will use the book.

4. Represent a realistic range of dress and appearance, including with and without hijab and regional variation, so that no single presentation is implied as the only correct one.
5. Include all provinces and areas (including AJK, GB and ICT) and a mix of urban, rural, coastal, desert and mountain settings across the three grades.
6. Handle religion as Strand 2 requires: name and respectfully depict the religions and festivals of Pakistan's communities and the right of everyone to practise their faith freely, while keeping doctrinal or scripture-specific teaching to Islamiat and Religious Education materials.
7. Show children and adults with disabilities taking part in ordinary scenes throughout the textbook — in classrooms, markets, playgrounds, families and workplaces — in the same range of roles as other characters, rather than only in content about disability.
8. Reflect linguistic diversity by allowing key terms to be introduced in the local language in the teacher guide, and avoid examples that assume a particular income level, such as personal devices, cars or holiday travel.
9. Avoid occupational, regional, ethnic and gender stereotyping in both language and imagery, **including in incidental details such as who is shown speaking, leading or being helped.**
10. **Child Protection in Images:** Unsafe acts should not be depicted without showing the appropriate safe alternative or corrective action. Written consent is required before photographing any real child.

6.9 Assessment Opportunities within Learning Materials

Assessment opportunities in Grades I–III should reflect the guidelines provided in sections 5.3 *Types of Assessment* and 5.4 *Assessment Methods* (see Chapter 5). Textbooks and other learning materials should make it easy for a teacher with a large class to see what children can do, using the same rubric language and reporting terms as the Assessment Framework.

1. **Match the task to the verb.** Reserve naming, matching and fill-in-the-blank for Remembering-level SLOs. Understanding needs explaining or giving a reason; Applying needs doing, demonstrating or using in a new case; Analysing needs comparing or sorting by a new rule; Creating needs making, planning or suggesting.
2. **Span at least three cognitive levels in each chapter's practice,** chosen from the SLOs that chapter actually addresses — not the same recall quiz repeated chapter after chapter.
3. **Use mid-chapter checks** (one or two quick picture-based questions) as well as end-of-chapter questions, so misconceptions surface early.
4. **Include performance tasks** where the SLO is a demonstration: the handwashing sequence (G1), the classroom-shop transaction (G2), the “Drop, Cover, Hold” drill (G3). Supply a short teacher observation checklist for each rather than a written test item.
5. **Include one small project-style task one per-term in Grade 3** — a class action plan, a simple model, a short presentation — with a printed checklist so it stays achievable with low-cost materials.
6. **Build in self-assessment,** especially in Grades 1–2: picture-based self-check cards and simple prompts such as “What was easy? What was hard? What will I try again?”
7. **Avoid single-right-answer formats for values and citizenship outcomes** (Strand 2), where the evidence is behaviour, discussion or a reasoned choice; use scenario responses, role-play observation and short reflections instead.

8. **Keep assessment language and layout readable:** picture-supported instructions in Grade 1, one instruction per line, and no item that tests reading ability when it intends to test WAU understanding.

6.10 Teacher Guides and Supplementary Materials

1. **Teacher guides** should be grade- and strand-specific and include, for each lesson: the SLO addressed, the materials needed (with a no-cost substitute), the facilitation steps, two or three questions to ask, likely misconceptions, differentiation for faster and slower learners, and what to look for when assessing.
2. Include explicit notes for sensitive or safety-critical content — personal safety and trusted adults, earthquake drills, illness and hygiene, religious and cultural diversity — including what not to say.
3. Include local adaptation notes so that examples can be switched between village and city, coastal and mountain, without losing the SLO.
4. **Workbook pages**, if included in the textbooks, should also be usable independently and designed in a way that a child's completed sheet is itself assessable evidence.
5. **Low-cost and no-cost first:** every kit item should have a locally sourced alternative — bottle caps and pebbles for counting and sorting, cloth and leaf samples for materials work, a cardboard sundial, a hand-drawn wall map — so that no activity is impossible in a resource-poor school.
6. **Teacher guidelines** shall carry a short 'likely misconceptions' note, since three strands (4, 5 and 6) include science-concepts in the WAU subject which is often taught by generalist primary teachers, most without science training.

6.11 Development and Review Checklist

Before a chapter is signed off, for developing textbook or any learning material for any grade, the developers/authors must confirm the elements given in Table 33.

Table 33: Checklist for Reviewing and Finalizing Textbook Chapters

Statement	Needs Revision	Meets Standards (6.4 to 6.10)	Exemplary
1. Every SLO for this grade is addressed at least once across the textbook/learning material			
2. Every page, image and task maps to a stated Strand–Grade–SLO			
3. Every SLO matches the relevant content and activity/tasks to its stated Bloom's cognitive level			
4. Recall items are no more than about one-third of the practice			
5. At least one task cannot be answered from the page text alone			
6. Visual share meets Section 6.7 (Grade 1: 80–90 %; Grades 2–3: at least 50–60 %)			

7. For each lesson the teacher guide gives: SLO, materials and no-cost substitute, steps, questions, misconceptions, differentiation and what to look for in assessment.			
8. Sensitive lessons (body safety, religions, disasters) have scripts including what not to say			
9. Patriotism and unity are expressed positively, without hostility towards any group			
10. Each lesson is genuinely more demanding than the same topic in the previous grade			
11. Visual ratios, white space, type size and print legibility meet the guidance in table 29 and guidelines for Visual Design			
12. Gender, regional, religious, family-structure and disability representation has been counted across the chapter and the book, not assumed			
13. Every activity is feasible with locally available or no-cost materials, and any digital element has a printed alternative			
14. Assessment tasks span at least three cognitive levels and use the Assessment Framework's rubric language			
15. Every activity has been checked for safety (heat, electricity, tasting, sharp objects, outdoor movement) and carries the required note for teachers			
16. Content is factually accurate, language is age-appropriate, and the workload fits the time allocated to WAU			

ANNEX 1

Scope & Sequence: Grade 1 (5 periods per week)

Total: 30 Teaching Weeks (150 periods) + 6 Working Weeks with no classroom teaching (30 periods) = 36 Weeks (180 periods)

Table 34: Scope & Sequence / Grade 1

Weeks	Unit	# Weeks	# Periods
1	Orientation & Baseline Assessment	1	5
2-4	Unit 1: Me, My Family and My School	3	15
5-7	Unit 2: Safety and Caring for My Environment	3	15
8-10	Unit 3: Living Healthy	3	15
11-13	Unit 4: Values and Diversity	3	15
14-16	Unit 5: My Country and Community	3	15
17	Term 1 Revision	1	5
18	Term 1 Assessment	1	5
19-21	Unit 6: Needs, Wants and Resources	3	15
22-25	Unit 7: Living Things Around Us	4	20
26-29	Unit 8: Materials, Movement and Light	4	20
30-33	Unit 9: Weather, Landforms and Directions	4	20
34	Integrated Project, Portfolio Development & Reflection	1	5
35	Final Revision, Review & Performance Task	1	5
36	Term-End Review Task & Portfolio Showcase	1	5
Total		36	180

Suggested ideas

- Term 1 = Weeks 1–18 (90 periods); Term 2 = Weeks 19–36 (90 periods).
- Shaded rows are non-unit weeks (orientation, revision, assessment, project). Adjust week numbers to the provincial academic calendar.
- Diagnostic assessment in Week 1: discussion, drawing or a quick activity; ungraded.
- Assessment stays low-stakes and oral, practical and picture-based; judge on the four-level rubric (Beginning, Developing, Proficient, Exemplary).
- Each unit has been shortened from the 48-week plan, so select activities and keep at least one hands-on task per group of SLOs.
- Unit 7 (Living Things Around Us) keeps the longest block (4 weeks) because it covers plants, animals, body, hygiene and food.

ANNEX 2

Scope & Sequence: Grade 2 (5 periods per week)

Total: 30 Teaching Weeks (150 periods) + 6 Working Weeks with no classroom teaching (30 periods) = 36 Weeks (180 periods)

Table 35: Scope & Sequence / Grade 2

Weeks	Unit	# Weeks	# Periods
1	Orientation & Baseline Assessment	1	5
2-4	Unit 1: Friends, Neighbours and Community Helpers	3	15
5-7	Unit 2: Shared Spaces and Safety	3	15
8-10	Unit 3: Values, Empathy and Citizenship	3	15
11-13	Unit 4: Pakistan, Culture and Diversity	3	15
14-16	Unit 5: Great Leaders and National Identity	3	15
17	Term 1 Revision	1	5
18	Term 1 Assessment	1	5
19-21	Unit 6: Goods, Services and Everyday Economics	3	15
22-26	Unit 7: Plants, Animals and Human Health	5	25
27-29	Unit 8: Matter, Heat and Forces	3	15
30-33	Unit 9: Seasons, Water and the Sky	4	20
34	Integrated Project, Portfolio Development & Reflection	1	5
35	Final Revision, Review & Performance Task	1	5
36	Term-End Review Task & Portfolio Showcase	1	5
	Total	36	180

Suggested ideas

- Term 1 = Weeks 1–18 (90 periods); Term 2 = Weeks 19–36 (90 periods).
- Shaded rows are non-unit weeks (orientation, revision, assessment, project). Adjust week numbers to the provincial academic calendar.
- Diagnostic assessment in Week 1: discussion, drawing or a quick activity; ungraded.
- Assessment stays low-stakes and oral, practical and picture-based; judge on the four-level rubric (Beginning, Developing, Proficient, Exemplary).
- Each unit has been shortened from the 48-week plan, so select activities and keep at least one hands-on task per group of SLOs.
- Unit 7 (Plants, Animals and Human Health) keeps the longest block (5 weeks) because it covers the most SLOs.

Annex 3

Scope & Sequence: Grade 3 (5 periods per week)

Total: 31 Teaching Weeks (150 periods) + 6 Working Weeks with no classroom teaching (30 periods) = 36 Weeks (180 periods)

Table 36: Scope & Sequence / Grade 3

Weeks	Unit	# Weeks	Total Periods	Periods/Sub-topic (approx.)
1	Orientation & Baseline Assessment	1	5	—
2–5	Unit 1 – Professions (4 sub-topics)	4	20	5 each
6–9	Unit 2 – Our Environment & Safety (3 sub-topics)	4	20	~7 each
10	Unit 3 – Our Good Habits (2 sub-topics)	1	5	~2–3 each
11–12	Unit 4 – Our Community (2 sub-topics)	2	10	5 each
13–14	Unit 5 – Our Heroes (1 sub-topic)	2	10	10
15–16	Unit 6 – Unity in Diversity (2 sub-topics)	2	10	5 each
17	Term 1 Revision	1	5	—
18	Term 1 Assessment	1	5	—
19–21	Unit 7 – Resources and Choices (3 sub-topics)	3	15	5 each
22–27	Unit 8 – Life on Earth (6 sub-topics)	6	30	5 each
28–30	Unit 9 – Energy and Machines (3 sub-topics)	3	15	5 each
31–33	Unit 10 – Our Earth and Sky (3 sub-topics)	3	15	5 each
34	Integrated Project & Enrichment	1	5	—
35	Final Review	1	5	—
36	Final Assessment	1	5	—
	Total	36	180	

Suggested ideas

- Term 1 = Weeks 1–18 (90 periods); Term 2 = Weeks 19–36 (90 periods).
- Shaded rows are non-unit weeks (orientation, revision, assessment, project). Adjust week numbers to the provincial academic calendar.

- Unit 3 is the tightest: two sub-topics in one week (about 2–3 periods each). Choose one or two activities per SLO.
- Unit 8 has six sub-topics at about 5 periods each. Prioritise hands-on tasks such as the seed-growth log and the food-chain activity.
- Unit 5 has one sub-topic over 10 periods; use the extra time for a short project, such as a Hero Wall.
- Week 34 combines the integrated project with enrichment and support; use it for children who need extra help.
- Final Assessment (Week 36) uses short, low-stakes tasks on the four-level rubric, with no pass/fail.

CURRICULUM DEVELOPMENT TEAM

S. No.	Name	Role
1.	Dr. Tabassum Naz, Director, NCCW	Chairperson
2.	Mr. Abdul Hanan, DEA, NCCW	Member
3.	Ms. Samina Kausar, Assistant Director, (APSACS), RWP	Team Lead
4.	Mr. Abdus Sami Khan, Education Policy Specialist	Member
5.	Ms. Nighat Lone, Curriculum Specialist	Member
6.	Mr. Asfundyar, Education Consultant	Member
7.	Dr. Afshan Huma, Associate Professor, AIOU, Islamabad	Member
8.	Ms. Zahida Aziz, EST, FGEIs, RWP	Member
9.	Mr. Zahid Hussain Dool, SST, FGEIs, RWP	Member
10.	Ms. Quratul Ain, SET, FDE	Member
11.	Dr. Syeda Samana Ali, Deputy Director, PIE, Islamabad	Member
12.	Mr. Nasir Khan, Ex-DEA, MoFE&PT	Member
13.	Mr. Muhammad Akram, Deputy Director, PECTA, Punjab	Member
14.	Mr. Mazhar Hussain Gabol, Deputy Director, DCAR, Sindh	Member
15.	Ms. Samina Naz, Curriculum Expert, DCTE, KP	Member
16.	Ms. Maria Habib, Assistant Director, BOC, Balochistan	Member
17.	Ms. Ambar Khattk, Subject Expert, DCRD, AJ&K	Member
18.	Mr. Naveed Hussain, Trained Graduate Teacher, School Education Department, GB	Member
19.	Dr. Abdur Rehman Arif, Senior Subject Specialist, SED, South Punjab	Member
20.	Dr. Wasai, Education Officer, NCCW	Secretary