

# Class 1

## Maths Syllabus

### **Term- I**

Chapter - 1 Shapes  
Chapter - 2 Patterns  
Chapter- 3 Numbers  
Chapter - 4 Additions

### **Term - II**

Chapter – 5 Subtractions  
Chapter – 6 Time  
Chapter – 7 Money  
Chapter – 8 Measurements  
Chapter - 9 Data Handling

April, 2024

**No. of teaching days 18**

**Topic : Ch 1 - Shapes (Understand Spatial Words)**

**Learning outcomes -**

**Knowledge objective –**

Students will be able to learn about basic flat and solid figures, corners and sides of objects figures and outlines of the bases of the objects.

**Understanding objectives : -**

Students will be able to differentiate flat and solid shapes. They will know about corners and sides of objects and outlines of the bases of the objects

**Application objectives : -** Students will understand how to draw solid figures by using straight or curved lines.

**Skill objectives : -** Students will be able to know about 2D and 3D shapes.

Previous knowledge testing - Students will be asked

- What is the shape of a bangle?
- What is the shape of a duster?
- How many sides does a triangle have?
- Is square a flat figure?

**Teaching aids: -** Chalk duster, black board, modal lab, books, videos, geoboard, classroom objects etc.

**Padagogical Strategies** :- The teacher will explain the basic shapes and will show different objects present in classroom related to different shapes to the students. Students will draw flat shapes and will write the names of these shapes in notebook. The teacher will describe various positions with respect to an object: on, under, above, below, near, far, inside, outside etc. Students will be taught how to draw flat and solid shapes. They will write the number of sides and corners of flat shapes in their notebooks. Discussion about similarity and difference between a cube and a square, cuboid and rectangle will be done. They will be explained how solid figures are different from flat shapes.

**Group activity** - Teacher will show some solid objects in the class and the students will tell the shapes of these objects and they will draw the objects and their base in notebook. Collect 5 things, draw the outline of their bases. Write the names of the objects and also write the names of the shapes of their bases.

**Art Integration** : The students will be taken to the Maths lab to show charts, wooden solid and flat Shapes and geoboard. They will find the correct number of corners in a square, rectangle and triangle .

**Interdisciplinary Linkage and infusion of Life skills -**

Students will be able to know that we see many shapes in our surroundings. In English, letters such as 'A' and 'V' look like triangles. Letters such as 'O' and 'Q' look like circles. Can you make a rectangle by using the letter 'L'? What other shapes can you make using the letters of the English alphabet?

AVOQL

**Recapitulation** -Recapitulation of concept 1.1 will be done. Oral revision of types of shapes-flat and solid shapes will be given.

**Resources including ICT**- ebooks, workbooks, internet and you tube  
<https://youtu.be/AnoNb2OMQ6s>

**Assessment items** : To check the conceptual clarity, various types of assessments will be taken Exercises in notebook and workbook will be done. Revision assignment will be given. Different types of questions from textbook and workbook will be done. Practice worksheets will be given.

**Feedback and remedial teaching** - Slow learners / weak students will be helped by giving extra worksheets. They will be encouraged to do more practice of the chapter and to watch more videos related to the topic.

Inclusive practices and full participation without discrimination:

- Group activity
- Watching videos
- Charts
- Books
- Collaboration
- Hands on learning

**No. of teaching days- 25**

**Topic : Chapter - 2 Patterns**

**Learning outcomes's-**

**Knowledge objective-** Students will be able to learn about patterns in shapes and patterns in numbers by identifying basic shows in a pattern and creating patterns using objects, shapes and numbers.

**Understanding Objectives :** Students will be able to understand the tiling of given shape, patterns in lines and shapes .

**Application objectives :** Students will be understood how to make patterns and predict what comes next in a pattern. Pattern help children make prediction because they begin to understand what comes next.

**Previous knowledge testing - Students will be asked -**

1. Do you see pattern on clothes, tiles and in our surroundings?
2. Have you seen pattern at zebra crossing?
3. How the bedsheets and printed curtains look?
4. Have you seen patterns on window grills?

**Teaching aid -** chalk , duster board , models , lab , books, videos, things from our surroundings like tiles, curtains and clothes etc

**Pedagogical Strategies -**The teacher will explain patterns by giving example of shapes. She will draw a square, rectangle and circle. She will draw and repeat these shapes again to make a pattern. Students will understand that repetition of basic shapes is called a pattern. The teacher will draw a pattern with pink and green flowers [using colored chalks]. Then will have a discussion about how we find patterns from the flowers drawn on the board.

**Group activity -** Teacher will give one group activity -

Circle the figure that does not belong to each of the patterns given .

Art integration -The students will be taken to the maths lab to show charts and tables having patterns with different colours and shapes.

The students will make pattern with different shapes and stickers, balloons with different colours.

**Interdisciplinary Linkage and infusion of the skills -**

Students will be able to know that they can see the patterns in our surroundings.

Similar sounding words repeat in poems to create rhymes.

Animals also have patterns on their bodies.

## English Fun-

Poems follow patterns too. Similar sounding words repeat in poems to create rhymes. Here is a short rhyme for you to sing and enjoy.

“Twinkle Twinkle little star how I wonder what you are  
Up above the world so high Like a diamond in the sky”

**Recapitulation-** Recapitulation of concept 2.1 will be done. Oral revision and written will be given in notebook.

**Resources including ICT-** ebooks workbooks, internet and you tube.

<https://youtu.be/pztRAgQFVec>

**Assessment items:** To check the conceptual clarity various types of assessments will be taken Exercises in notebook and workbook will be done. Revision assignment will be given Different tubes of questions from textbook and workbook will be done. Practice worksheets will be given.

**Feedback and remedial teaching** - Slow learners / weak students will be helped by giving extra worksheets. They will be encouraged to do more practice of the chapter and to watch more videos related to the topic.

## Inclusive practices and full participation without discrimination

- Group activity
- Watching videos
- Charts
- Books
- A Collaboration
- A Hands on learning

July 2024

**No of teaching days- 18**

**Topic: Ch- 3 Numbers**

**Learning outcomes:**

### Knowledge objectives

Students will be able to learn about the concept of zero, the sequence of numbers up to 99. Place value and face value of numbers. They will know about greatest and smallest 1 and 2 digit numbers.

### Understanding objectives

Students will be able to identify digit and place value chart, abacus counting and number names from numbers.

### Application objectives

Students will understand how to find the smallest and the largest number and how two numbers are compared with each other.

**Skill Objectives:** It will develop the skill of observation in students. They will be able to learn and know how to make logical connections and use reasoning skills.

**Previous knowledge testing:** students will be asked

- a) What are one digit numbers?
- b) Which is the smallest 2 digit number?
- c) What is the number name of 18?
- d) Can you count in tens?

**Teaching aids:** [Chalk, duster board, models, lab, books, videos , activity kit etc.

**Pedagogical strategies:** The teacher will explain the numbers 1 to 9 and represent zero. Students will be explained about smallest and the largest 1 and 2 digit numbers. The teacher will also explain the ones and tens place in numbers, number names and represent the numbers on abacus . The teacher will also explain before, after and between numbers. After that, comparing of numbers will be taught with the concept of crocodile mouth to make it more interesting. Ascending and descending order will be explained and how to form the greatest and the smallest 2 digit numbers. The Teacher will also explain the concept of count and find the total number of objects.

**Group Activity/ Art Integrated Activity:** {Students" will make different figures with counting 1 - 9. They will write counting 1 to 9 on drawing sheet. They will make different figures with each number.

**Art integration :** The students will be taken to maths lab to show charts. Students will paste the pictures on the drawing sheets with the help of each other and teachers.

**Interdisciplinary Linkage and infusion of Life skills.**

Students will be able to know that if we choose a 2 digit number with a zero in it's ones place ' Change the place of it's digits. It then becomes a one digit number.

**Recapitulation :** Recapitulation of concept 3.1 and 3.2 will be done. Oral revision of numbers will be given.

**Resources including ICT:** ebook, workbooks, internet , youtube  
<https://youtu.be/Hwr4gEHepOo>

**Assessment items :** To check the conceptual clarity various types of assessment will be taken Exercises in the textbook, workbook will be done Revision assignment will be given different type of questions from textbook and workbook will be done. Practice worksheet will be given .

**Feedback and Remedial teaching:** Slow learners will be helped by giving extra worksheets. They will be encouraged to do practice of extra sums and watch more videos related to the topic.

**Inclusive Practices and full Participation without discrimination:**

- Watching videos
- Charts
- Group activity
- A Collaboration
- Hands on learning

**August, 2024**

**No. of teaching days: 18**

**Topic: Ch 4 Addition**

**Knowledge objectives:** Students will be able to add numbers up to 99 without regrouping, adding two digit numbers mentally and different methods of adding numbers.

**Understanding objectives :** Students will be able to understand the term sum, add, addition, read plus [ + ], perform addition by counting and identify the symbol for addition.

**Application Objective :** students will understand to add numbers from some real life examples of addition of numbers.  
They will understand how to add using fingers, by using number line or vertical addition

**Skill objective :** It will develop the skill of observation in students.

**Previous knowledge telling** - Students will be asked –

- a) What is the meaning of add?
- b) Can you add things as numbers on fingers ?
- c) How will you add numbers mentally ?
- d) How many fingers are there on both hands ?

**Teaching Aid-** chalk, duster, board, Lab, books, videos and IMAX number strips

**Pedagogical Strategies :** The teacher will explain the concept of addition. Also tell them that the answer of addition is called the sum will show the symbol of addition. The teacher will explain that the words add, total together, in all, altogether and sum are some words used in addition Students will learn to add by counting the number of objects, they will be taught how to add with their fingers and how can they add the numbers mentally. They will be taught that a line marked with numbers is called the number line . We use it to add numbers Teacher will explain vertical or column addition with various examples and how the answer remains the same when we add this.

**Group Activity:** Teacher will show an activity on addition to the students. They will also make the same activity on the drawing sheet with the help of some buttons or stickers. This activity will help the students to understand the concept of addition.

**Art integration:** Art integration in Maths not only increases the curiosity but add in constructing a deeper understanding of Maths concept. It helps children to develop creative problem solving skills.

Students will be able to make new words by playing language game - add two different words to make a single meaningful word.

**Recapitulation:** Recapitulation of concept 4.1 and 4.2 will be done. Oral revision of addition will be given.

**Resources including :** ebook, workbook, internet and youtube  
<https://youtu.be/iXTuhRRBekk>

**Assessment skills :** To check the conceptual clarity various types of assessments will be given Exercises in textbook, workbooks will be done Revision assignments will be given .

**Feedback and remedial teaching :** slow learners will be asked to practice more questions of addition. They will be encouraged to observe carefully, revision assignment will be given and encourage them to do practice of extra Sums and watch more videos related to the topic.

**Inclusive Practice and full Participation without discrimination:**

- Watching videos
- Charts
- Group activity
- Books
- Hands on learning

October, 2024

**No. of teaching days- 22**

**Ch 5- Topic : The Subtraction Learning outcomes-**

**Knowledge objectives :** Students will be able to learn about subtracting 1- digit and 2 - digit numbers. Different methods of subtracting the numbers.

**Understanding objectives :** Students will be able to subtract by counting and removing the object.

**Application objectives :** Students will understand how to find the number of object left with them without counting.

**Skill objectives :** It will develop the skill of observation in students . They will be able to learn how to make logical connection and use reasoning skills.

**PK testing:** Students will be asked –

- a. Do you know the number line?
- b. How to subtract 58 and 42?
- c. While subtracting we always start from which place?

**Teaching Aids:** chalk, duster, board, Lab, books and videos

**Pedagogical Strategies:** Teacher will explain 1 digit and 2 digit numbers place values. Teacher will also explain ones place and tens place values. Then she will explain the different methods of subtraction - using fingers, using the number line vertical or column subtraction. Teacher will also explain the sums of subtraction with the help of day to day examples of daily life like shopping etc.

**Group Activity:** Teacher will show an activity of subtraction to the students. They will also make the same activity on the drawing sheet by pasting stickers of fruits for subtraction 1 digit and 2 digit numbers. Students will understand better with the help of this activity.

**Art Integration:** Art integration in maths not only increases the curiosity but add in constructing a deeper understanding of maths concept. It helps children to develop creative problem solving skills.

**Interdisciplinary Linkage and infusion of life skills:**

After understanding the concept of subtraction students will be able to link this knowledge to the other subjects like English, EVS etc.

**English Fun**

There are 26 letters in the English alphabets. Out of these, 5 are vowels. The rest are consonants.

**Recapitulation:** Recapitulation of concept 5.1 will be done. Oral revision of subtraction will be given.

**Resources including ICT:** Ebook, workbook, Internet, you tube  
<https://youtu.be/UffIn6yh7QQ>

**Assessment test:** To check the conceptual clarity. Various types of assessments will be done. Revision assignment will be given.

**Feedback and Remedial Teaching:** Slow learners will be asked to practice more questions of subtraction. They will be encouraged to observe carefully. Revision assignment will be given and encourage them to do practice of extra sums and watch more videos related to the topic.

**Inclusive Practice and fall participation without discrimination**

- Watching videos
- Charts
- Group activity
- Books
- Hands on learning

**No. of teaching days: 10**

**Topic Chapter – 6 (Time) Learning Outcomes**

**Knowledge Objective:**

Students will be able to learn about the concept of earlier and later and different parts of a day i.e. morning, afternoon, evening and night.

**Understanding Objective:**

Students will be able to differentiate between more and less time. They will learn that different activities take different amounts of time. For example, reading a page takes less time than writing a page.

**Application Objective:**

Students will be able to make a sequence of events happening in a day and also the importance of time.

**Skill Objective:**

Students will be able to draw a clock and the three hands of a clock.

**Previous Knowledge Testing:**

Students will be asked the following questions:

1. What is the first thing they do when they wake up?
2. When do they go out to play?
3. During which part of the day do you go to school?

**Teaching aid:**

Chalk, duster, blackboard, models, lab, books, videos, class room objects etc.

**Pedagogical Strategies:**

The teacher will explain the terms earlier and later to the class using the examples of waking up and brushing teeth. Teacher will explain the parts of a day with the help of a timeline. Students will learn that different activities take different amount of time. Teacher will explain the importance of sequence of the activities done in a day.

**Group Activity:**

Teacher will bring some flash cards in the classroom related to the daily activities we done in our routine. The students will be divided in four groups and place the flashcards in a sequence according to their time periods. Students will give number to the activities and put in sequence.

**Art Integration:**

The students will be taken to a nearby garden. The teacher will describe the sequence of events that the class followed while coming to the garden. Write the events step by step on a chart paper and explain the meaning of sequence.

**Interdisciplinary linkage and infusion of life skills:**

Students will be able to correlate the concept of time with the different dresses they wear in the different parts of the day.

**Recapitulation:**

Recapitulation of time will be done. Oral revision of concept by asking questions will be done.

**Resources including ICT:**

- E-books
- Workbooks
- Internet
- youtube

[https://youtu.be/kQUG\\_S3dGF8](https://youtu.be/kQUG_S3dGF8)

**Assessment Items:**

To check the conceptual clarity various types of assessment will be taken. Exercises in textbook and workbook will be done. Revision assignment will be given. Different types of questions from textbook and workbook will be done. Practice worksheets will be given.

**Feedback and remedial teaching:**

Slow learners/week students will be helped by giving extra worksheets. They will be encouraged to do more practice of the chapter. Watch more videos related to the topic.

**Inclusive practices and full participation without discrimination:**

- Group activity
- Watching videos
- Charts
- Books
- Collaboration
- Hands on learning

**NOVEMBER, 2024**

**No. of teaching days: 21**

**Topic Chapter – 7 (Money)**

**Learning Outcomes**

**Knowledge Objective:**

Students will be able to learn about different coins and notes of Indian currency and the value of a coin or a note.

**Understanding Objective:**

Students will be able to differentiate between the different notes and the symbols of rupee and coin.

**Application Objective:**

Students will be able to add small amounts of money, guessing the prices of items and adding rupee and paise.

**Skill Objective:**

Students will be able to draw a coin and notes of Indian currency.

**Previous Knowledge Testing:**

Students will be asked the following questions:

1. Do you exchange your toys with your friends
2. Do you get something in return?
3. What is Indian currency?

**Teaching aid:**

Chalk, duster, blackboard, models, lab, books, videos, class room objects etc.

**Pedagogical Strategies:**

The teacher will show different coins and notes of Indian currency. She will tell how to add small amounts of money by using small figures. She will show different objects to the students and students will guess the prices of items. After this teacher will explain how to add rupee and paise with the help of sums. She will explain the value of money and the value of goods is called their rate or price.

**Group Activity:**

Teacher will bring some fruits in the class and students will guess the prices of fruits.

**Art Integration:**

The students will be taken to Maths lab. In the lab, teacher use IMAX flashcards to play money game. She will show students different coins and notes and ask learners if they recognise anything.

**Interdisciplinary linkage and infusion of life skills:**

Students will be able to correlate the concept of money with the income of their family members.

**Recapitulation:**

Recapitulation of topic Money will be done by asking few questions from the students.

**Resources including ICT:**

E-books, Workbooks, Internet, youtube

[https://youtu.be/GtIL\\_5Ct5rU](https://youtu.be/GtIL_5Ct5rU)

**Assessment Items:**

To check the conceptual clarity various types of assessment will be taken. Exercises in textbook and workbook will be done. Revision assignment will be given. Different types of questions from textbook and workbook will be done. Practice worksheets will be given.

**Feedback and remedial teaching:**

Slow learners/week students will be helped by giving extra worksheets. They will be encouraged to do more practice of the chapter. Watch more videos related to the topic.

**Inclusive practices and full participation without discrimination:**

- Group activity
- Watching videos
- Charts
- Books
- Collaboration
- Hands on learning

**DECEMBER 2024 & JANUARY, 2025**

**No. of teaching days: 19 + 19=38**

**Topic Chapter – 8 (Measurements) Learning Outcomes**

**Knowledge Objective:**

The students will be able to understand different units (handspan, cubit, footspan and pace) of length.

**Understanding Objective:**

The students will be able to differentiate between heavier and lighter objects.

**Application Objective:**

The students will be able to measure the short lengths and comparing weights using scale.

**Skill Objective:**

The students will be able to measure the short lengths with the help of hands, foot, legs and arms.

**Previous Knowledge Testing:**

1. Which student is taller in the class?
2. Which pencil is long and which one is short?
3. Which is heavier – an empty bag or a bag full of books?

**Teaching aid:**

Chalk, duster, blackboard, models, lab, books, videos, class room objects etc.

**Pedagogical Strategies:**

The teacher will show different objects to the students and students will tell which object is heavy and which is light? Now, teacher will explain how to measure the short lengths with the help of handspan, cubit, footspan and pace. Teacher will tell the difference between standard and non - standard units of measurements.

**Group Activity:**

Students will bring different toys in the classroom (tub, bucket, mug, chair, pen, pencil etc.). Now teacher will divide the students in groups and then teacher will make groups of objects and then ask which is lightest, heaviest, lighter and heavier etc.?

**Art Integration:**

Students will be taken to the corridor of their floor to measure the length of the floor and students will also measure their school benches with the help of their handspans. Interdisciplinary linkage and infusion of life skills:

A English puzzle game will be given to students to make the concept of measurement more clear.

**Recapitulation:**

Recapitulation will be done by asking few questions in the form of multiple choice questions.

**Resources including ICT:**

E-books, Workbooks, Internet, youtube

<https://youtu.be/ftB5VU64yGA>

**Assessment Items:**

To check the conceptual clarity various types of assessment will be taken. Exercises in textbook and workbook will be done. Revision assignment will be given. Different types of questions from textbook and workbook will be done. Practice worksheets will be given.

**Feedback and Remedial Teaching:**

Slow learners/week students will be helped by giving extra worksheets. They will be encouraged to do more practice of the chapter. Watch more videos related to the topic.

**Inclusive practices and full participation without discrimination:**

- Group activity
- Watching videos
- Charts
- Books
- Collaboration
- Hands on learning

Periodic will be taken in these months.

**No. of teaching days: 23**

**Topic Chapter – 9 (Data Handling)**

**Learning Outcomes**

**Knowledge Objective:**

The students will be able to know about the meaning of the words data and collection.

**Understanding Objective:**

The students will be able to differentiate between the different collection of different objects.

**Application Objective:**

The students will be able to collect, represent and interpret the data.

**Skill Objective:**

The students will be able to make a table or chart related to data handling.

**Previous Knowledge Testing:**

1. Count the no. of pencils of your row.
2. Count the no. of erasers in your row.
3. Count the bowls in the tray.

**Teaching aid:**

Chalk, duster, blackboard, models, lab, books, videos, classroom objects etc.

**Pedagogical Strategies:**

First of all teacher will introduce the new terms 'data' and 'collection' to the students. Teacher will explain that objects can make a collection. A group of similar types of items or objects taken together is called a collection.

**Group Activity:**

Teacher will bring a drawing sheet in which some animals can be seen. She will show this drawing to students and tell the students to count the different animals. Students will count and write.

**Art Integration:**

Students will be taken to the school park and tell them to count different types of flowers and trees. Now they will collect the data and teacher will explain the meaning of collection.

**Recapitulation:**

Recapitulation will be done with the help of a chart and asking questions from students.

**Resources including ICT:**

- E-books
- Workbooks
- Internet
- youtube

<https://youtu.be/u-llKRmxgl0>

**Assessment Items:**

To check the conceptual clarity various types of assessment will be taken. Exercises in the textbook and workbook will be done. Revision assignment will be given. Different types of questions from textbook and workbook will be done. Practice worksheets will be given.

**Feedback and Remedial Teaching:**

Slow learners/week students will be helped by giving extra worksheets. They will be encouraged to do more practice of the chapter. Watch more videos related to the topic.

**Inclusive practices and full participation without discrimination:**

- Group activity
- Watching videos
- Charts
- Books
- Collaboration
- Hands on learning