

Maths Syllabus Class -2

Session 2024-25

Term-1

Chapter –

1.Shapes

2.Patterns

3.Numbers.

4. Addition

5.Subtraction

TERM 2

Chapter

6.Time

7. Money

8.Multiplication

9.Measurement

10.Data Handling.

April 2024

NO. & teaching days – 20

Topic- SHAPES. L-1

Learning outcomes

- Knowledge objectives.

Students will be able to learn about basic flat and solid shapes.

2. Understanding objectives-

Students will be able to identify the geometrical features of objects. They will also know about lines.

3. Application objectives-

Students will understand how shapes are used in our daily life like shape of door, window, bottle etc.

4. Skill objective-

Students will be able to know about 2D and 3D shapes

Previous knowledge Testing

Following questions will be asked from students :-

- A) What is a square?
- B) How many sides does a square have?
- C) Draw horizontal and vertical lines.

Teaching Aid :-

Lab, Chalk, Books, Duster, Board, models, Videos, Chart etc.

Pedagogical Strategies –

The teacher will explain different types of shapes i.e. 2D and 3D shapes. The teacher will first of all explain about line, line segment, ray, point. The teacher will also tell about horizontal lines, vertical lines, slanting lines, curved lines with examples. She will also explain about open figure and closed figure. She will also provide the knowledge about square, rectangle, triangle, circle and 3D shapes like cube, cuboid, sphere, cone, cylinder etc. with the help of various examples from day to day life.

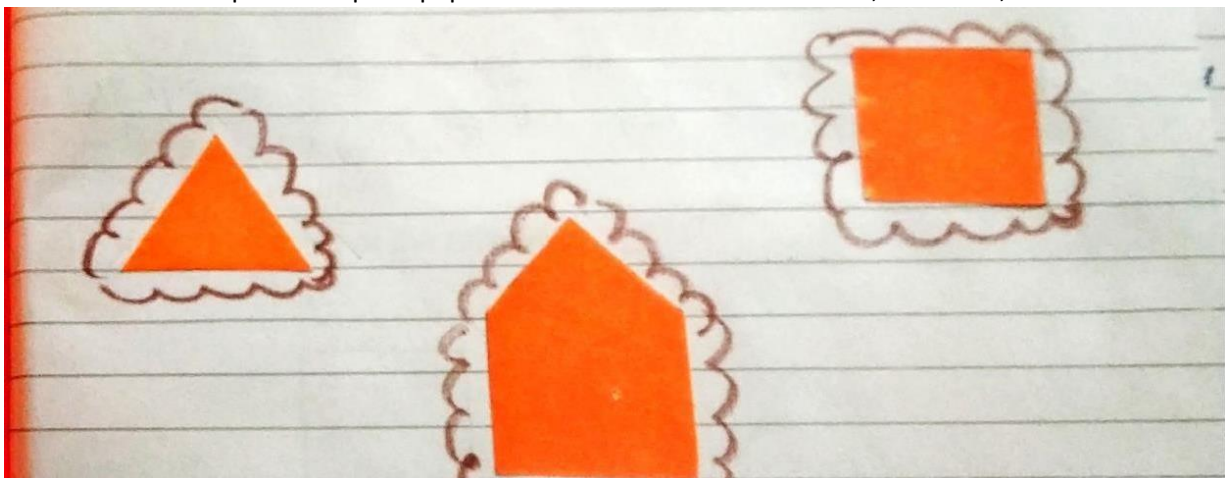


ACTIVITY SHAPES



Group Activity Art/ Integrated Activity

Teacher will fold a piece of square paper once Such that it Has 4 Corners, 3 Corners, 5 corners



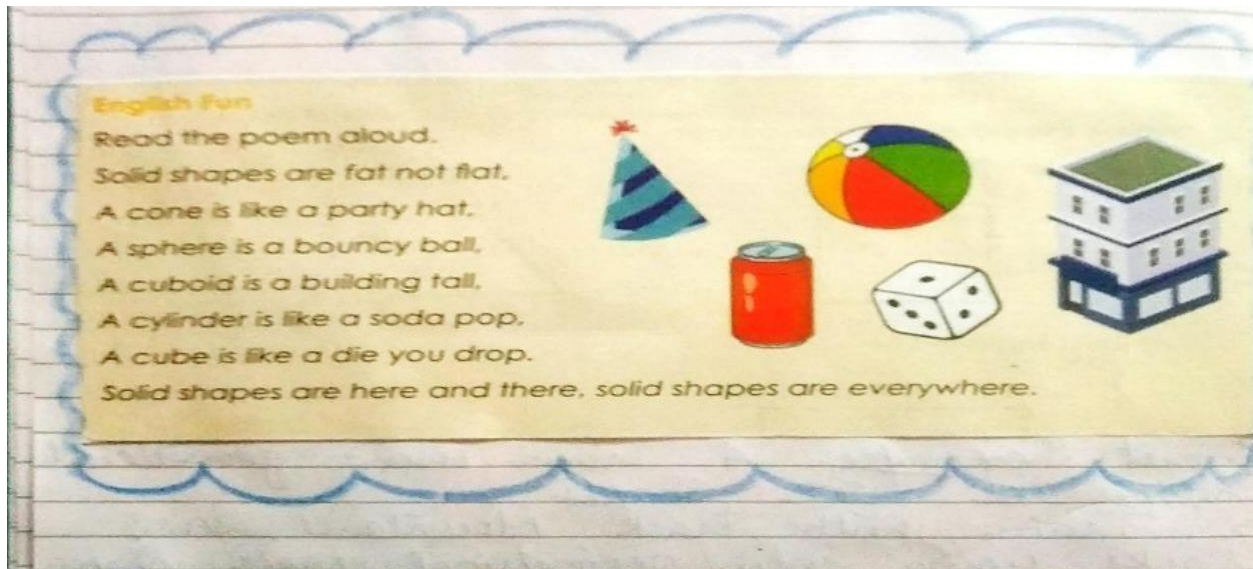
Art Integration-

Students will make using geometrical Shapes on a scenery drawing Sheet. Example A train using geometrical Shapes or 2D Shapes

→ Train with track Mountains, Sun, locks using only geometrical basic Shaper.

Interdisciplinary linkage and infusion of life skill-

Students will be able to know. That there are many things in Own real life that create Shaper such as window, Sun, door, pencil box, gas Cylinder, ball, note book etc. As the Students will make the scenery of different shapes, the spirit of creativity and self management will be awakened in the minds of the students.



Recapitulation

Recapitulation of the concept will be done. Oral revision of 2D and 3D shapes will be given to the students.

Resources including ICT-

E-books, workbooks, internet, youtube

https://youtube.com/watch?v=61/2_PLRN XUM & feature=share

Assessment items-

To check the conceptual clarity various types of assessments will be done. Exercise in the text book, workbook will be done, Revision of assignments will be given. Different types of questions from textbook and workbook will be Practice worksheets will be givens

Feedback and remedial teaching-

Slow learners, weak students will be helped by giving extra worksheets. They will be encouraged to do extra practice of Sums and watch videos related to the topic Inclusive practices and full participation without discrimination-

Group activity.

Watching Videos

Charts

Books

Collaboration

Hands on learning

L-2 Pattern

Learning outcomes

1. Knowledge objectives

Students will be able to learn about basic shapes in a pattern

2. Understanding objectives

Students will be able to understand the piling of being given shape, pattern in line and shapes.

3. Application objectives

Students will be understand how to make pattern and predict what comes next in a pattern.

Skill objective

Pattern help children make prediction because they begin to understand what comes next. They will be able to learn how to make logical connection and use reasoning skills.

P.k.testing

Students will be asked

- A) Have you seen the pattern on peacock?
- B) Do you see the pattern on curtains and in our surrounding?
- C) Have you seen pattern leaves?

Teaching aids

Chalk, Duster, board, lab, books and videos.

Pedagogical strategies

The teacher will explain pattern by giving example of shapes. She will draw square rectangle and circles. She will draw and repeat the shapes again to make a pattern. Students will understand that repetition of basic shapes are called a pattern. The teacher will draw a pattern with blue and yellow flowers this will have a discussion about how we find pattern from the flowers draw on the board. Teacher will also explain that number patterns are sequence of numbers with a common relationship.

Group activity

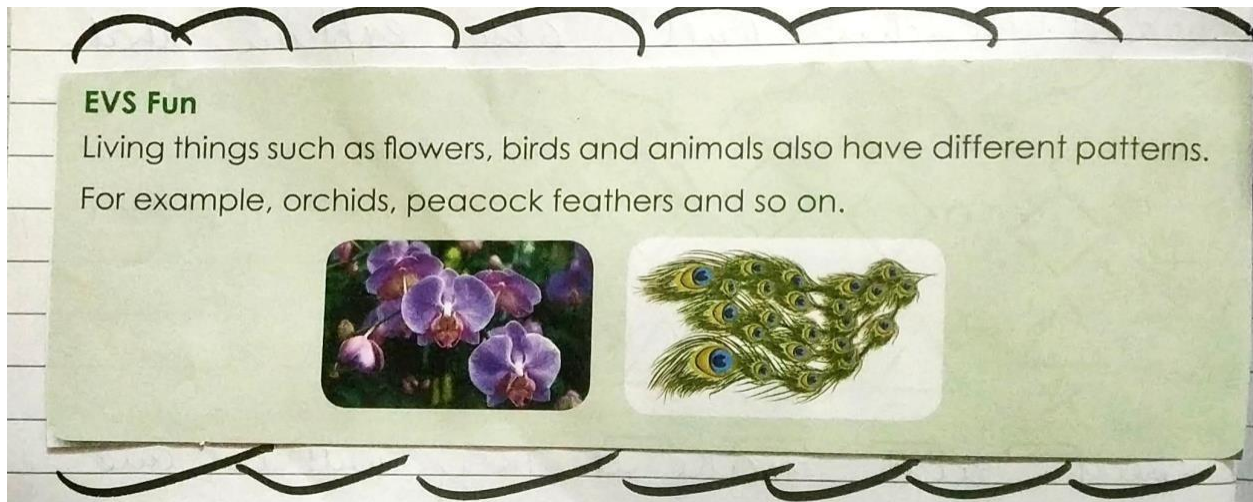
Teacher will show an activity of pattern in class full stops students will also make it. They will cut and paste colourful Triangles and Circus to show the pattern. In this way to make the activity of pattern on some drawing sheet.

Art integrated

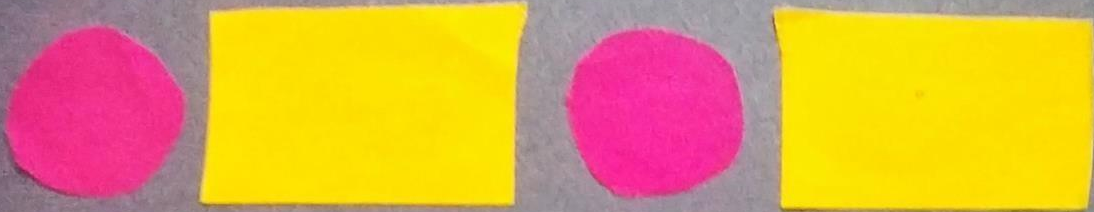
Art integrated in maths will not only increase the curiosity or among students but add in constructing a d per understanding of maths concept. It help children to develop creative problem solving skills.

Interdisciplinary linkage and infusion of life skill-

After understanding the concept of pattern students will be able to link this knowledge to the other subject like English social science, science etc.



PATTERNS



Recapitulation

Recapitulation of Concept 2.1 and drill time will be done. Patterns in will be asked from the students.

Resources including ICT Ebooks

work internet, YouTube

[https://youtube / ihq hywbudie.](https://youtube.com/ihqhywbudie)

Assessment items

Students will be asked to complete drill time which contain MCQ fill ups and work problems from text books. Students will do 5 sums daily from practice in Notebook

Feedback and remedial teaching

Extra tension will be paid on slow learners/weak students. They will be engaged in hand on activity so that they can learn easily.

Inclusive practice and full participation without discrimination

group activities

videos

#books

hands on learning

collaboration

May 2024

Number of teaching days 20

Topic: L-3 Numbers

Learning outcomes

1. Knowledge objectives

Students will be able to learn about numerals, number names ordinal and co-ordinal numbers

2. Understanding objectives

Students will be able to differentiate the ordinal and co-ordinal numbers. They will know about greatest and smallest 3 digit number

3. Application objectives

Student will understand how smallest and largest number will find out and how two numbers compared with each other

Skill objectives

It will develop the skill of observation in students.

Previous knowledge testing

Students will be asked

- A) What are one digit numbers
- B) What are smallest two digit number
- C) What is the number name of 19
- D) Can you read 990 as number name

Teaching aids

Chalk, Duster, Board, model lab books videos etc.

Pedagogical strategies

The teacher will explain about smallest two digit number and largest 2 digit number. Then teacher will explain how to use a Bakers, teacher will also explain about place and phase value expanded and short form of 3 digit numbers. Then she will also explain about ordinal numbers by talking the example of before after and between. Teacher will also tell the difference between ordinal and co-ordinal numbers by taking the examples from books. Teacher will also tell about two digit 3 digits smaller and larger numbers. Ascending and descending orders how to form the greatest and smallest 3 digit number.

Group activities / art integrated activity

Students will make different figures with counting 1 to 9. Student will write counting 129 in 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 picture on the drawing sheet with the help of each other and also take the help of teacher.

Interdisciplinary linkage and infusion of life skills

Students will be able to know that after shopping, remaining notes of 100 and 10 and coins of 5s, 2s and 1s are left. Count them and find the amount of money that they have in total. In this process the spirit of awareness will be awoken in the mind of students.

EVS Fun

There are 206 bones in an adult human body. Write the place value of each digit of the number.



English Fun

Let us read a poem about numbers.



Ones, tens, hundreds too,

I face place value,

What to do?

Put all digits,

In their places,

Ones, tens, hundreds,

In their spaces!



Recapitulation

Recapitulation of Concept 3.1 and 3.2 will be done. Oral revision of number will be given.

Resources including ICT

Ebooks workbooks internet YouTube

<https://youtube.com/watchv=5sq4kamywue>

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 text book and workbook will be done. Practice worksheet will be given.

Feedback and remedial teaching

Slow learners will be held by giving extra worksheets. They will be encourage to do practice of extra sums and watch more videos related to topic.

Inclusive practices and full participation without discrimination

- watching videos
- charts
- group activities
- books
- collaboration
- hands on learning

L-4

Addition

Learning outcomes

Knowledge objectives

Students will be able to add numbers up to 99 without regrouping, at 2 digit numbers mentally and different methods of adding numbers.

Understanding objectives

Students will be able to understand the term sums addition Plus and identify the symbols of addition.

Application objectives

They will understand the importance and application of addition in their daily life.

Skill objectives

It will develop the skill of observation in the students

Previous knowledge testing

Student will be asked

- A)how many total fingers are there in our hand?
- B)how many days are there in a week?
- C) how to add two digit numbers without regrouping?

Teaching Aids

Chalk, Duster, Greenwood, smart board, lab books video etc.

Pedagogical strategies

Teacher will explain the concept of addition. She will also tell them that it is also called some plus, in all all together. Teacher will also tell the symbol of addition (+). Student will learn to add by counting the

numbers of objects they will be taught how to add with their fingers and how can they at the number mentally they will taught that a line mark with number is called a number line teacher with also tell by adding two numbers always begin from the one place to stop teacher will also explain the properties of addition.



Group activities

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 the bindies, buttons or stickers. This activity will help the student to understand the concept of addition.

Art integration

Art integration in maths not only increase the curiosity but add in constructing a dipper understanding of maths concept. It helps children to develop creative problem solving skills.

Interdisciplinary linkage and infusion of life skill

Teacher will tell the students about importance of study of addition in the study of other subjects like EVS English etc.

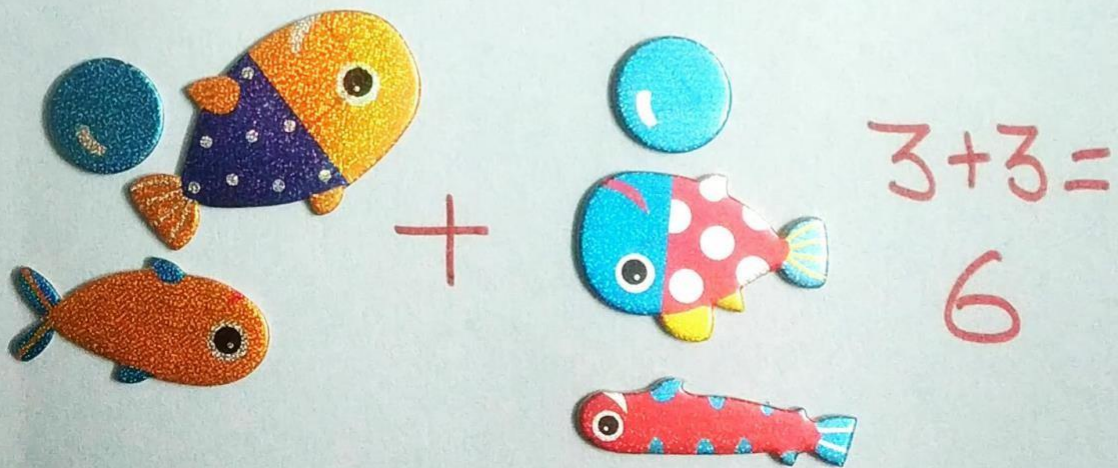
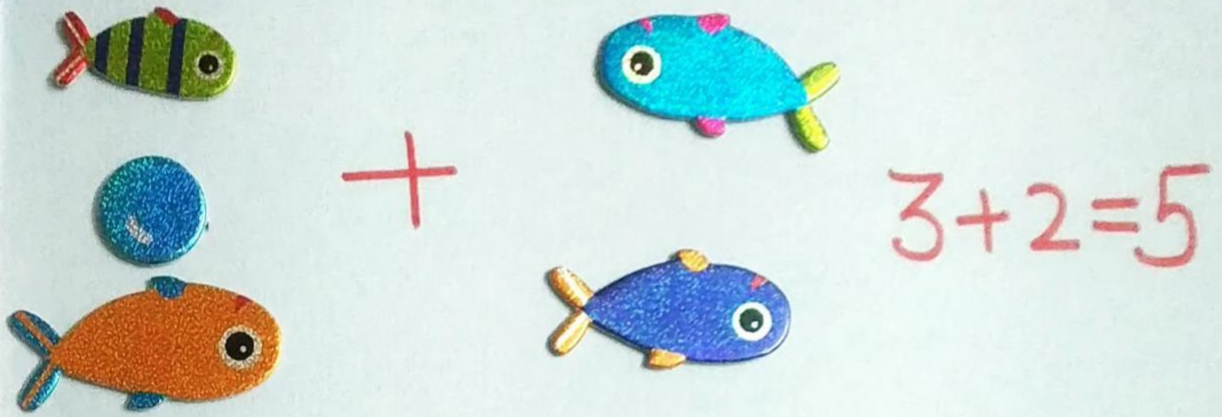
English Fun

Let us read a funny poem about Addition.

*I got a new dog, Addition's his name,
He lives in the kitchen, eating's his game!
He weighed in at 4 pounds, but added 4 more,
8 pounds was the sum, he couldn't squeeze out the door...
8 pounds? Not big! So he added 8 more,
The sum was 16, he was growing galore!
16's enough! I yelled, "Don't get bigger!
16 more pounds, was too heavy to figure!
Now Addition's so big, it's just a sad fact,
I'll need dog, Addition, to learn to subtract.*

The poster features a large green plus sign and a small cartoon dog with yellow and red fur, sitting next to it. The entire content is enclosed in a red wavy border.

Addition.



Recapitulation

To check their understanding few question will be given to the students in form of ellipse MCQ, true false etc.

Resource including ICT

Smart board YouTube models e-book.

<https://youtube.com/watch?v=prdaWo7za5m&features=sshare>

Assessment items

Students will be given class test. Special tension will be given to the slow learners.

Feedback and remedial teachings

Slow learner will be asked to practice more questions to stop they will be encourage to observe carefully who stop provision assignment will be given and show them more videos.

Inclusive practice and full participation without discrimination

- *Watching
- *videos
- *charts
- *group activity
- *books
- *hand on learning

L-5

Topic---- Subtraction

Number of teaching days =15

Knowledge objectives

Students will able to learn about subtracting two digit and three digit number to stop properties of subtraction etc

Understanding objectives

Students will be able to differentiate the two digit and three digit numbers stop they will know about the properties of subtraction .

Application objectives

Student will understand how to find the number of objects left with them without counting.

SKill objectives

It will develop the skilled of observation in students. They will be able to learn how to make logical connection and use reasoning skills.

Previous knowledge testing

Student will be asked

- A) Do you know the number line?
- B) How to subtract 56 and 48 ?
- C) While subtracting the always start from which place?

Teaching aids

chalk, Duster, board, lab, books and videos.

Pedagogical strategies

Teacher will explain two digit number and three digit numbers. Teacher will also explain once place and tense place value. Then she will explain the students about 3 digit number without recruiting. Teacher will also explain the properties of subtraction. Teacher with tell them how to solve the sum mentally. Teacher will also explain the sum of subtraction with the help of the day examples of daily life example shopping.

Group activities

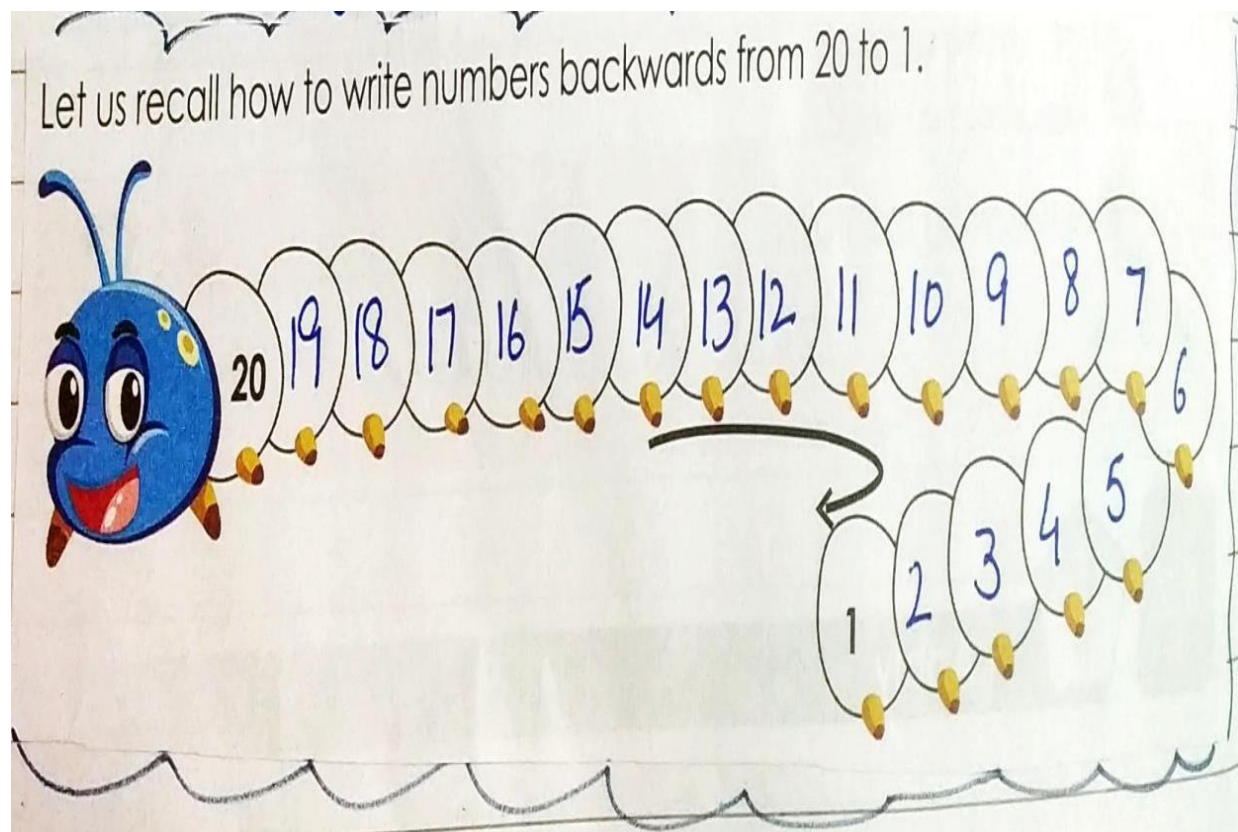
Teacher will show an activity of subtraction to the students. They will also make the same activity on the drawing sheets with the help of the same bindis or stickers system with the help of an activity student will better understand the concept of subtraction.

Art integration

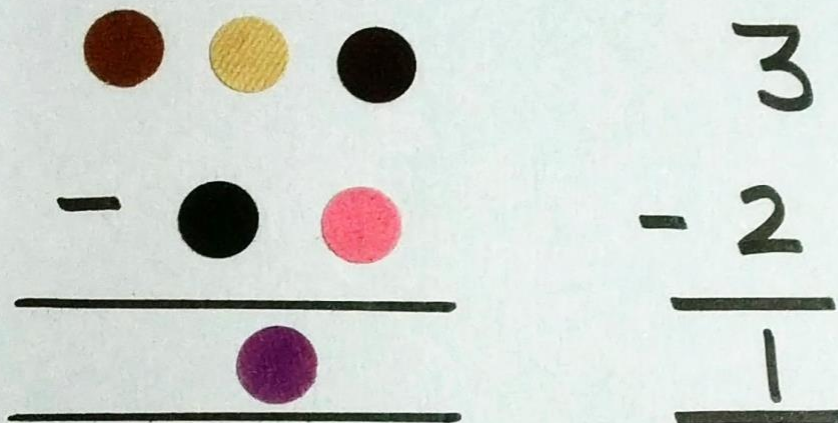
Art integration in maths what only increase the curiosity but add in constructing a dipper understanding of maths concept. It help childrens dual creative problems solving skills.

Interdisciplinary link and in fusion of life skill

After understanding the concept of subtraction student will be able to links and knowledge to the other subjects like English social science etc.



SUBTRACTION



Recapitulation

Recapitulation of Concept 5.1 will be done. Oral revision of subtraction will be given.

Resource including ICT

ebook ,workbook, internet ,YouTube

<https://YouTube.com/watch?v=1jqcMKdBE5c>

Assessment items

To check the conceptual clarity various type of assessment will be given ,revision assignment will be given

Feedback and remedial teachings

slow learner will be asked to practice more questions of subtraction. They will be encourage to observe carefully. Revision assignment will be given and and courage 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, activities ,books and hand on learning.

6

Term 2

Chapter -6. Time

learning outcomes

Student will be able to learn about days of week and months in a year.

Outstanding objectives

Students will understand features of calendar seasons in a year sequence of events in a day.

Application objectives

students will understand how do we read a calendar what is a year question mark and what is the importance of calendar in our daily life.

Skill objectives

It will develop the skill of observation in the students .

Previous knowledge testing

Teacher will ask the student to answer the following questions

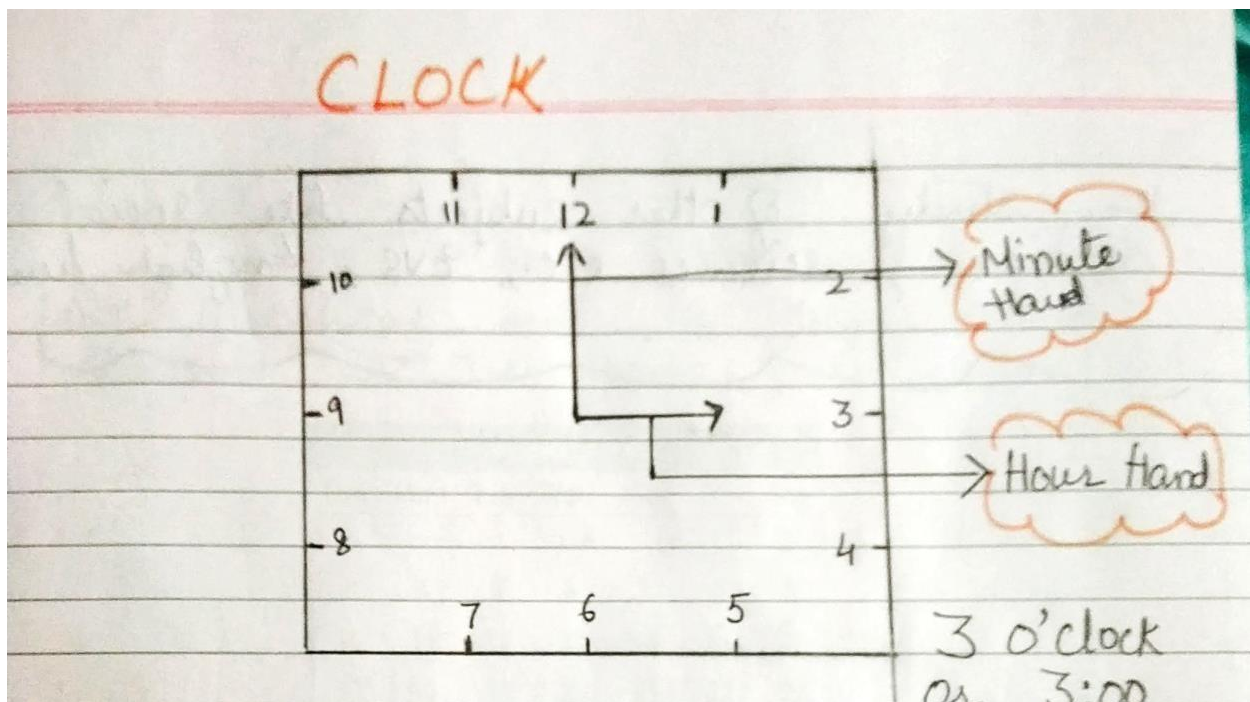
- Which month fall in the rainy season ?
- What season do we experience in January?
- In which season does the sun shine brightly?

Teaching aids

chalk, Duster, board, models lab books videos etc

Pedagogical strategies

The teacher will explain about our Seasons how they seasons are caused. Teacher will also explain how can we read the time? She will also explain the features of calendar. She will also tell the students about days of week and months in a year .She also tells the decade and century. She will also tell that there are 7 days in a week and 12 months in a year.



Group activities




Teacher will show an activity of time to the student ,she will show the clock using a paper plates and straw of paper for arms. Student will also make the same activities for stop they will better understand

The image shows three hand-drawn cards on lined paper. The first card is titled 'English Fun' and contains a poem about calendar months. To the right of the poem is a small illustration of a person in a red coat standing in a snowy landscape, with a calendar for February below it. The second card is titled 'EVS Fun' and contains a question about shadows. To the right is an illustration of a person standing with a long shadow. The third card is a pink strip containing three analog clocks labeled d), e), and f).

English Fun
Let us read a funny poem on calendar.
30 days have September,
April, June and November.
All the rest have 31,
Except for February alone,
Which has 28 days clear,
And 29 in a leap year.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
5	6	7	1	2	3	4
12	13	14	8	9	10	11
19	20	21	15	16	17	18
26	27	28	22	23	24	25

EVS Fun
Go out and observe your shadow in the morning, noon and evening. Is there any change in the length of the shadow?

d)  e)  f) 

the concept of time.

Art integration

Art integration in maths not only increase Curiosity but add in constructing a deeper understanding of maths concept it help children to develop creative problem solving skill.

Interdisciplinary linkage and infusion of life skill

Teacher will tell the students about the importance of study of time the study with other subjects like social science, science, EVS, English .

Recapitulation

To check their understanding few questions will be given to the students in the form of a fill ups, MCQ, true false etc

Resources including ICT

smart board ,YouTube ,model of clock, ebooks

[https://YouTube .com /watch= t n e m u _ g d o d u .](https://YouTube.com/watch=tneமு_gdo_du)

Assessment items

To check the conceptual clarity various type of assessment will be done.

Feedback and remedial teaching

Slow learner will be asked to practice more questions for stop .They will be encouraged to observe carefully. Revision assignment will be given.

Inclusive practice and full participation without discrimination

- *Watching videos
- *charts
- *group activities
- *books
- *hand on learning

Topic. Lesson- 7 Money

learning outcomes

knowledge objectives

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

Understanding objectives

student will be able to differentiate between the note and the symbol of Rupees and coin_

Application objective

Student will be able to add and subtract small amount of money ,guessing the price of items and adding rupee and paise.

Skill objectives

It will develop the skill of observation in the students.

Previous knowledge testing

Student will be asked a do you exchange your toys with your friends?
Do you get something in return?

Teaching aids

chalk, Duster, green Board, model, lab, Book, videos etc

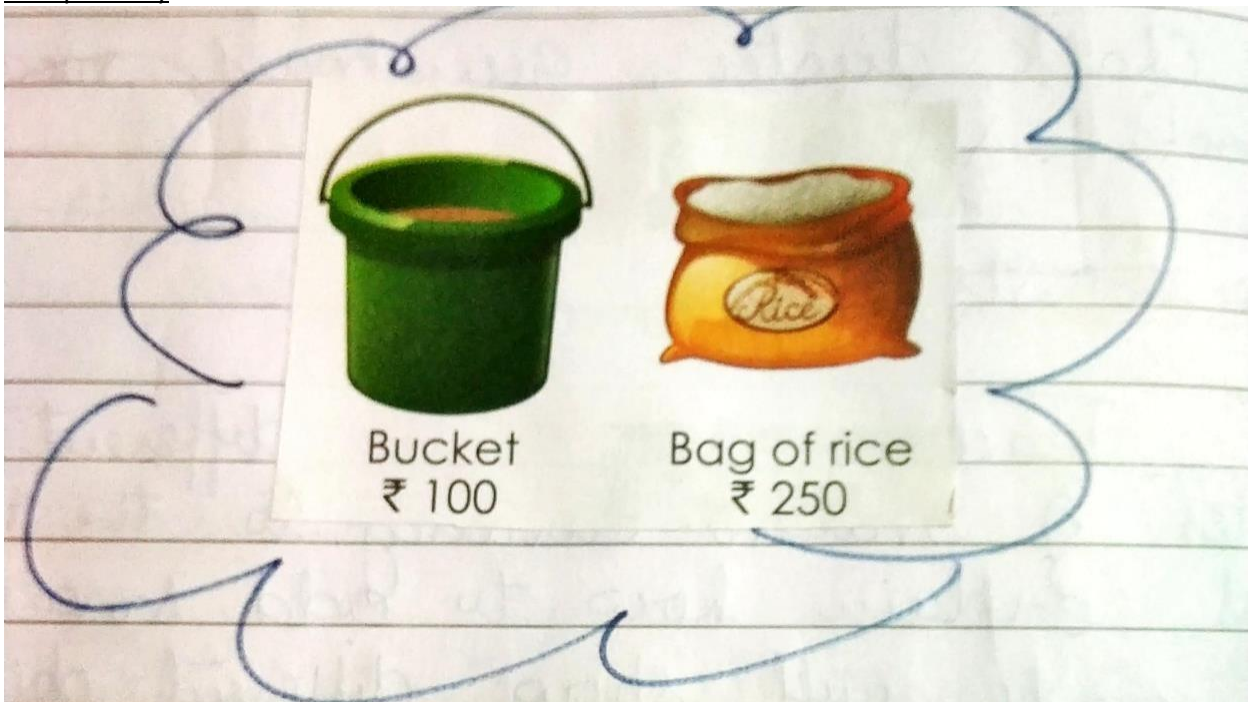
Pedagogical strategies

Teacher will show different coins and notes of Indian currency to the students. She will explain how to add small amount of money. She will also show different objects to the student and students will guess

the price of the items. After this she will explain how to add rupees and Paisa. She will also teach them how to subtract the by given example of real life examples shopping. She will also explain the value of money in life.



Group activity

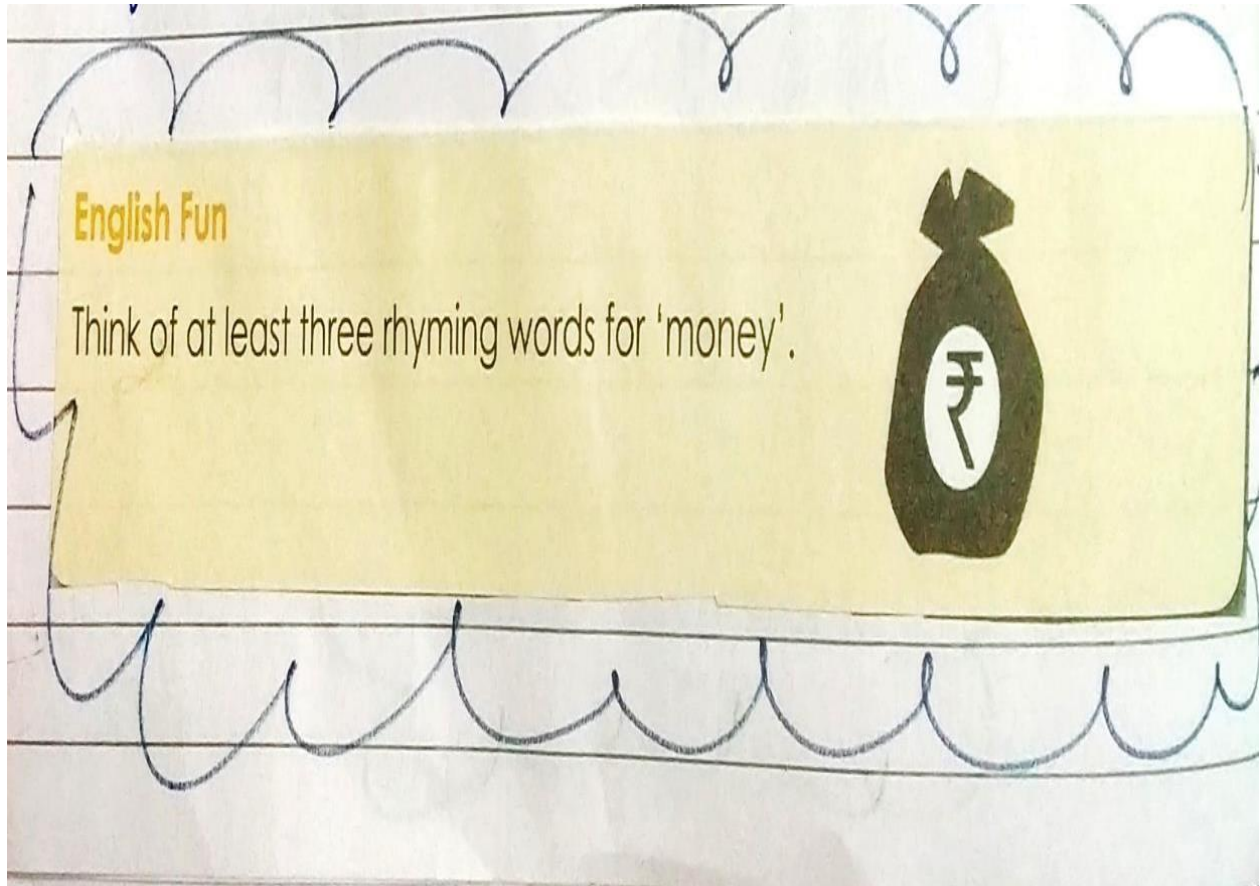


Teacher will show the activity of money to the students. Student will also make the same activity on the drawing sheet first of they will better understand the concept of time.

Art integrated activity

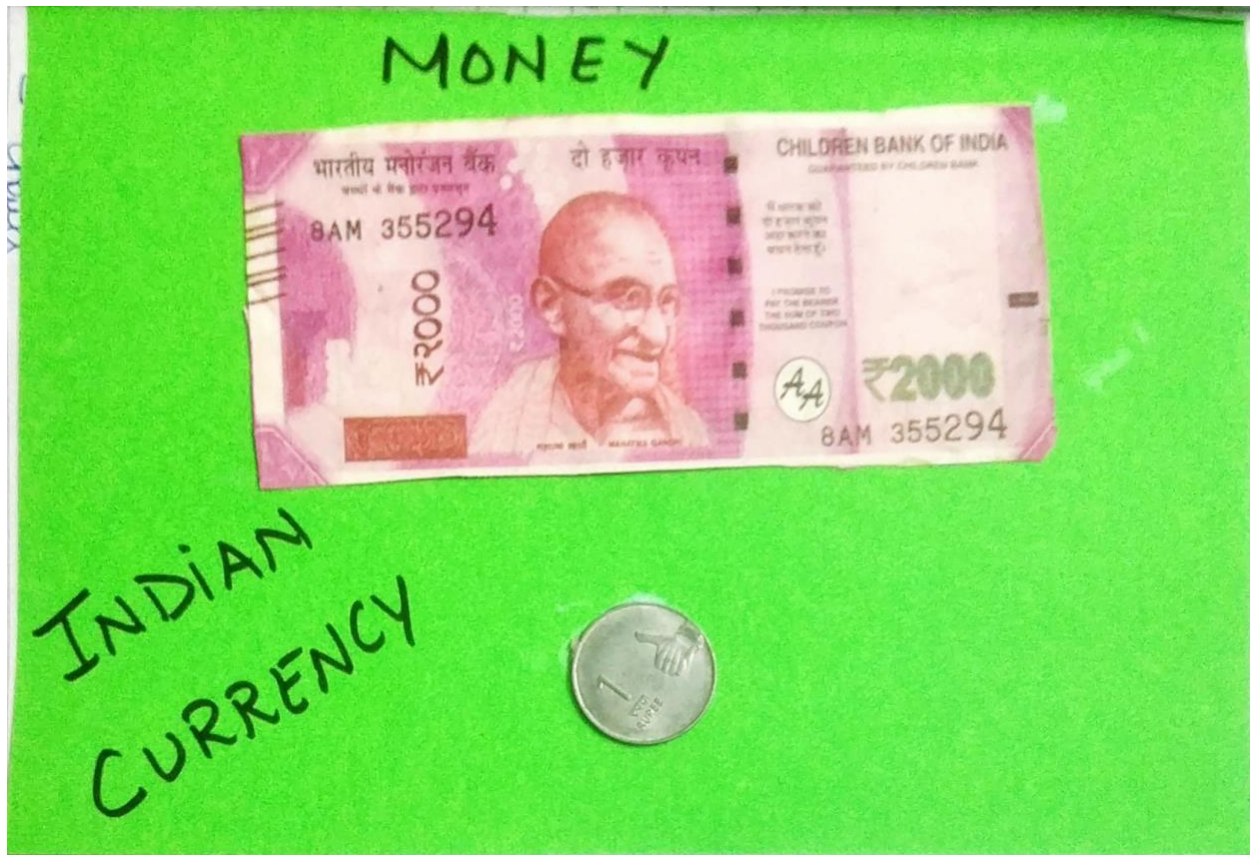
Student will ask to make a model of money on colourful drawing sheet and it help just student to develop creative problem solving skill_

Interdisciplinary linkage and infusion of life skill



Recapitulation

To check their understanding few questions will be given to the students in the form of fill ups,MCQ, true and false etc



Resource including ICT

Smart board ,YouTube, model ebooks

<https://youtube.be/rkmg18ae59m>

Assessment items

Various types of assessment will be given to the student. Exercise in the textbook and workbook will be done division. Revision assignment will be given.

Feedback and remedial teaching

Slow learner will be helped by given extra question. They will be encouraged to do more practice .watch more videos related to the topic.

Inclusive practice and full participation without discrimination

- *watching videos
- *charts
- * group activity
- *books
- *collaboration
- * hand on learning

Lesson -8 Multiplication (Repeated addition)

Learning outcomes

knowledge objectives

To make them acquainted with the repeated addition and skip counting.

Understanding objectives

Student will understand the meaning of multiply and different types related to multiply like repeated addition.

Application objectives

students will be able to apply the concept of multiply in their day to day life and hence understand its importance .

Skill objectives

_Students will develop the skills to multiply using repeated edition method .

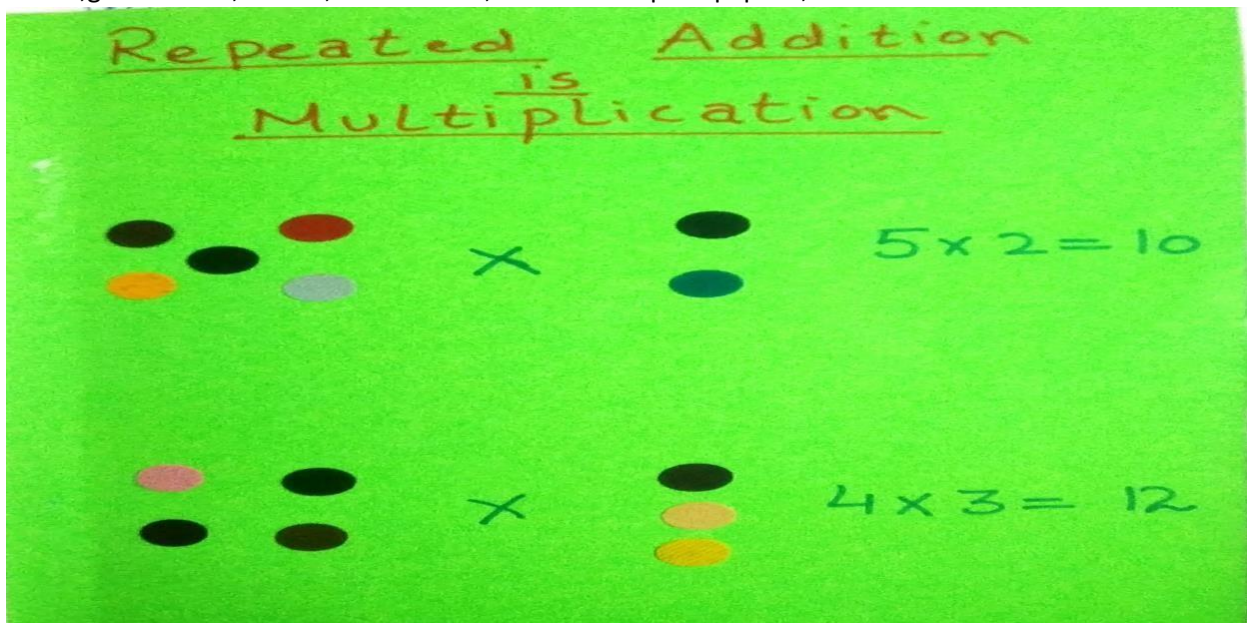
Previous knowledge testing

- As they have already done addition so they will easily understand the concept of repeated addition. Teacher will explain them to Simply Count, add and write the number of objects.

$$\text{☉} \text{☉} + \text{☉} \text{☉} . \quad 2+2=4$$

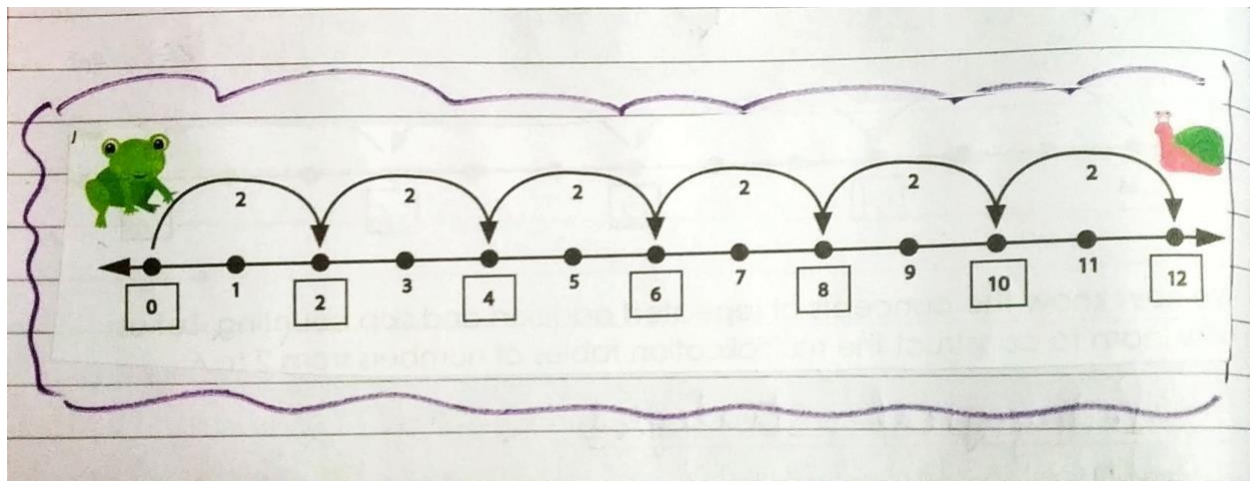
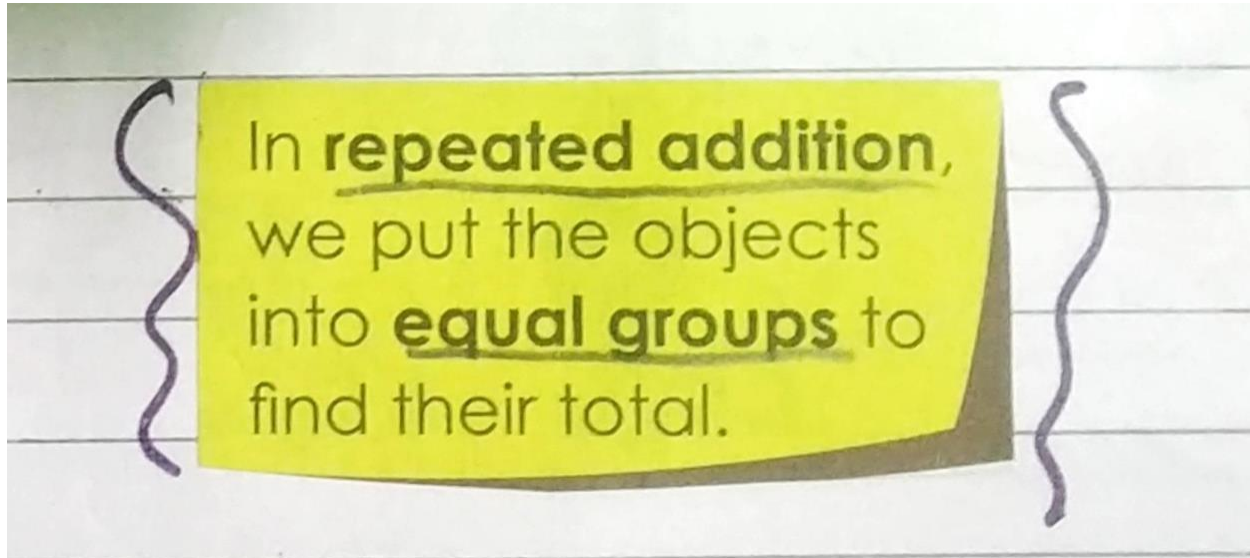
Teaching aids

chalk ,green board, Duster, smart board, colourful strips of papers ,videos etc



Pedagogical strategies teacher will introduced the topic by showing modules in the smart class activity based method will be used to make the students understand the concept of multiply and various item

related to the multiply. YouTube video will be shown to explain the concept to the students. Word problem will be explained by giving example from day to day life. Teacher will also explain the concept of skip counting with many examples_



Group activity

Teacher will show an activity of money to the students. Students will also make the same activity in their notebook. They will also better understand the concept of money.

Art intergraded

Art integration in maths not only increase the curiosity but add in constructing a dipper understanding of this concept. It help children to develop creative problem solving skill _

English Fun

Read and make interesting poems as given here.

One and two climb a tree.
They find the number three.
Three and eight got on the floor.
Three times eight is twenty-four.

EVS Fun

Each tree has one big trunk that leads to different branches. These branches multiply to form many other branches. Thus, you can see a big tree growing with many branches.



Interdisciplinary linkage and infusion of life Skill

Recapitulation

Recapitulation of Concept 8.1 and 8.2 will be done. Multiplied will be asked from the student.

Resource including ICT

Ebook, workbook, internet, YouTube <https://youtube.cim/watch=lick4vorchm>

Assessment items

Student will be asked to complete the drill time which contain MCQ, Philips word problem from the textbook. Student will do 5 some daily for practice.

Feedback and remedial

Extra tension will be given to the slow learner for stop they will be and couraged in hand on activities so that they can learn easily.

Inclusive practice and full participation without discrimination.

- *Group activity
- *Watching video
- *Book
- *Hand on learning
- *Collaboration

Lesson- 9. Measurement

Learning outcomes

Knowledge objectives

Students will be able to measure length and distance using standard units.

Understanding objectives

Students will be able to understand the comparison between weight of 2 or more objects.

Application objective

They will understand the importance and application of weight in their daily life.

Skill objectives

Student will develop the skill to solve problem involving simple balance to compare weight

Previous knowledge testing

Simple questions based on measurement will be asked from the students like

- 1) Can we measure the length of an object between its to ends?
- 2) Can be measure object using hand span a Palm, feet ?

Teaching aids

Chalk, Duster, green board, smart board, video etc.

Pedagogical strategies

Teacher will explain about the standard and non standard units. Then she will explain about the metre, kilometre, centimetre. She will also explain how we can measure object using scale. Teacher will also explain about the comparison about standard unit of weight standard unit to measure liquid ,compare container for capacity etc.

MEASUREMENT



Draw a colourful picture
of simple balance and
write few lines on it.

Group activities

Teacher will show an activity on measurement to the student. They will also make the same activity on one drawing sheet for stop this activity helps children to understand the concept of measurement easily.

Art integration

Art integration in maths not only increase the curiosity but add in constructing a deeper understanding of maths concept in the student it helps children to develop creative problem solving skill.

English Fun

The standard units are given in a jumbled form below. Unjumble the letters to form the correct words.

MTEER - METRE

KILMTREEO - KILOMETRE

RGAM - GRAM

ERTIL - LITRE

Interdisciplinary linkage and infusion of life skills teacher will tell the students about the importance of study of measurement in the study of other subjects like EVS English etc

Recapitulation

To check their understanding few questions will be given to the students in form of a lapse MCQ, true false

Resources including ICT

smart board, YouTube models of some objects ebooks

<https://youtube.be/rkmg18ae59m>

Assessment items

Students will be given some class test in form of MCQ true false and fill UPS. Students will do 5 sums daily for practice

Feedback and remedial teaching

Extra tension will be given to the slow learner.

Inclusive practice and full participation without discrimination

- *Group activity
- *Showing videos
- *Charts
- *Books
- *Hand on activity
- *Collaboration

Lesson 10. Data Handling

Learning outcomes

knowledge objectives

The student will be able to know about meaning of the word 'data' and 'collection' and pictograph.

Understanding objectives

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

Application objectives

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

Skill objectives

Students will be able to make a chart related to data handling. It will increase the skill of reasoning in the students.

Previous knowledge testing

Teacher will ask the following questions have

- 1) How many toys buses do you have at your home?

Teaching aids

chalk, Duster, green board, models books videos

Pedagogical strategies

Teacher will introduced the word data and collection to the student she will also explain the meaning of pictograph. Pictograph is a listing the differentiate data item using picture symbol is called pictograph.

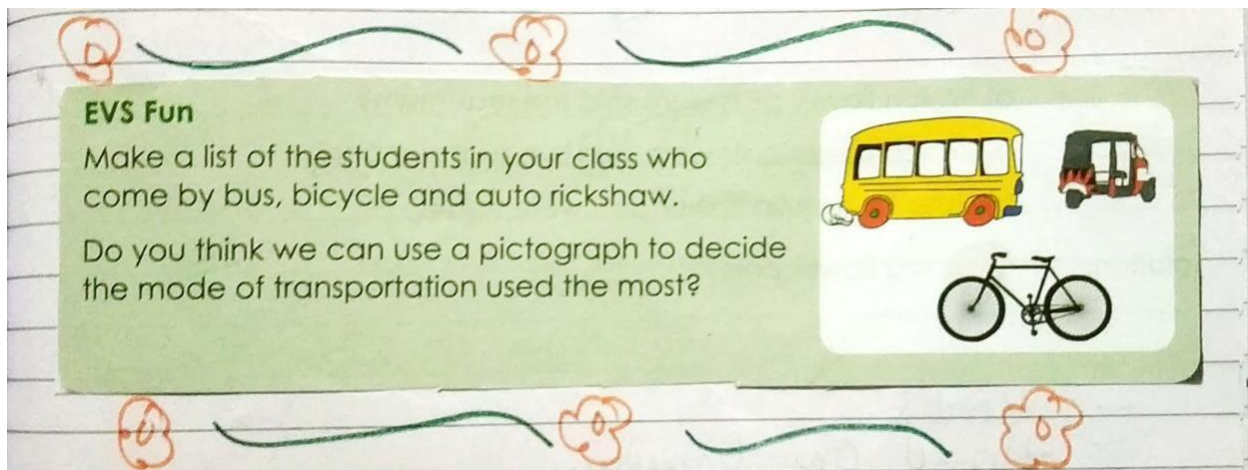
Group activity

Teacher will show the activity drawn on the drawing sheet to the student. They will also draw the same activity on the colourful paper and student will give the answer to the questions ask by the teacher .

Art integrated activity

Art integration not only increases the but add in constructing deeper understanding of maths concept who stop it help children to develop creative problem solving skill.

Interdisciplinary linkage and infusion of life skills Teacher will tell the students about the importance of study of data handling in the study of other subject like EVS, Science, English etc



Recapitulation

To check their understanding few questions will be given to the students in form of ellipse, true false ,MCQ etc

Resource including ICT

smartphone YouTube, model of data handling,

Assessment items

To check the conceptual clarity various type of assessment will be given to the student.

Feedback and remedial teaching

slow learner will be asked to practice more questions for stop they will be encouraged to observe carefully. Division assignment will be given

Inclusive practice and full participation without discrimination

- *Watching video
- *Chats
- *Group activity
- *books
- *Hand on learning

PICTOGRAPH

DANCE	No. of People
Bhangra	10
Giddha	3
Andhra Natyam.	5
Kuchi Pudi	4
key 1 O =	10 people