KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS - I
SUBJECT – MATHEMATICS

UNIT		Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
1	Finding the Furry Cat! (Pre-number Concepts)	Let us Sing	Concept of on	**July** Day 1	**July**	**"Cat Walk Drama"**: Ask children to jump, sit, and run a cat.	**Play-way method:** Learning through fun games and activities	CG-7 Makes sense of the world around through observation and logical thinking	C-7.1 Observes and understands different categories of objects and the relationships between them	Student will recognize and differentiate objects based on size, shape, colour, and texture.	
	Finding the Furry Cat! (Pre-number Concepts)	Let us Sing	Concept of under	Day 2		Simon Says Game Teacher gives funny commands: "Simon says touch your nose, jump, sit" – children follow only when "Simon says."	**Activity-based learning:** Using real objects like toys, blocks, pencils	CG-11 Begins to read and write in Language 2	C-11.1 Develops phonological awareness and is able to blend phonemes or syllables into words and segment words into phonemes or syllables	Student will observe and identify objects from the immediate environment	
	Finding the Furry Cat! (Pre-number Concepts)	Let us Sing	Concept of inside	Day 3		Action Rhyme Sing a rhyme with actions (jump, clap, turn round) to make children active.	**Learning by doing:** Children compare, sort, and group objects themselves	CG-11 Begins to read and write in Language 2	C-11.1 Develops phonological awareness and is able to blend phonemes or syllables into words and segment words into phonemes or syllables	Student will Compare objects based on attributes such as *big–small, long–short, more–less, heavy–light*	
	Finding the Furry Cat! (Pre-number Concepts)	Let us Sing	Concept of outside	Day 4		Show and Tell Students show any object (pencil, eraser) and say one word about it (big/small, colour).	**Question-answer method:** Teacher asks simple comparative questions	CG-11 Begins to read and write in Language 2	C-11.1 Develops phonological awareness and is able to blend phonemes or syllables into words and segment words into phonemes or syllables	Student will develop the use basic positional words like *in–out, above–below, near–far, left–right*.	

	Finding the Furry Cat! (Pre-number Concepts)	Let us Sing	Concept of bottom and top	Day 5		Pass the Smile One child smiles at another, and the smile passes around the class to create a happy environment.	**Questioning technique:** Teacher asks simple oral questions like "What is above you?", "Who is before you?", "What is under the table?"	CG-11 Begins to read and write in Language 2	C-11.1 Develops phonological awareness and is able to blend phonemes or syllables into words and segment words into phonemes or syllables	Student will develop sense of the world around through observation and logical thinking.	
	Finding the Furry Cat! (Pre-number Concepts)	Let us Sing	Concept of above	Day 6		Clap and Count Teacher claps and students repeat the same number of claps (fun listening game).	**Questioning technique:** Teacher asks simple oral questions like "What is above you?", "Who is before you?", "What is under the table?"	CG-11 Begins to read and write in Language 2	C-11.1 Develops phonological awareness and is able to blend phonemes or syllables into words and segment words into phonemes or syllables	Student will develop observation, reasoning, and classification skills through playful activities.	
	Finding the Furry Cat! (Pre-number Concepts)	Let us play – Find the Things	Concept of near, under and outside.	Day 7		Inside–Outside Fun Put some objects in a box and some outside. Ask children to tell or sort: inside or outside.	**Environment use:** Classroom objects (chair, table, board, books) are used for demonstrating positions like under and above.	CG-11 Begins to read and write in Language 2	C-11.1 Develops phonological awareness and is able to blend phonemes or syllables into words and segment words into phonemes or syllables	Student will develop the use basic positional words like *in–out, above–below, near–far, left–right*.	
	Finding the Furry Cat! (Pre-number Concepts)	Let us play – Throw the Ball	Concept of IN and out	Day 8		Up and Down Game Children raise hands up or sit down based on teacher's command.	**Questioning technique:** Teacher asks simple questions like "Where is the ball—in or out?", "What is under the table?"	CG-7 Makes sense of the world around through observation and logical thinking	C-7.3 Uses appropriate tools and technology in daily life situations and for learning.	Student will develop observation, reasoning, and classification skills through playful activities.	
	Finding the Furry Cat! (Pre-number Concepts)	Let us DO		Day 9		Tall or Short Friends Ask children to stand; compare who is tall or short.	**Concrete to abstract approach:** First children use real objects and real actions, then observe pictures, and later understand the words "in, out, under."	CG-7 Makes sense of the world around through observation and logical thinking	C-7.3 Uses appropriate tools and technology in daily life situations and for learning.	Student will Sort and group objects based on one or more common characteristics (shape, colour, size, etc.).	
	Finding the Furry Cat!	Chhuk Chhuk goes our Train!	Concept of Before and After	Day 10		Number Jumping Frog	**Number line activity (oral):** Even without	CG-7 Makes sense of the world around	C-7.3 Uses appropriate tools and	Student will develop the	

	(Pre-number Concepts)					Teacher says a number; children jump like frogs and shout the before number and after number loudly.	writing, children count forward and backward using claps or steps to understand order.	through observation and logical thinking	technology in daily life situations and for learning.	concept of before and after.	
	Finding the Furry Cat! (Pre-number Concepts)	Let us Play		Day 11		**Show and Tell** Students show any object (pencil, eraser) and say one word about it (big/small, color).	**Questioning technique:** Teacher asks oral questions like “Who is before you?”, “Who comes after number 5?”	CG-7 Makes sense of the world around through observation and logical thinking	C-7.3 Uses appropriate tools and technology in daily life situations and for learning.	Student will develop the concept of before and after.	
	Finding the Furry Cat! (Pre-number Concepts)	Project Work To arrange the cupboard of the classroom.		Day 12		Number Detective Teacher calls a number like “I am 5!” Children act like detectives and shout: “4 is before you, 6 is after you!”	**Activity-based learning:** Using real objects like toys, blocks, pencils	CG-7 Makes sense of the world around through observation and logical thinking	C-7.3 Uses appropriate tools and technology in daily life situations and for learning.	Student will arrange the objects.	
2.	What is long? What is Round? (Shapes)	Look Around		**July** Day 1	**July**	Stand Long or Sit Round Teacher says “LONG” → students stand straight like a pole “ROUND” → students curl into a ball	Play-Way Method Learning through games like “find long & round objects”, rolling objects, acting shapes	CG-7 Makes sense of the world around through observation and logical thinking	C-7.1 Observes and understands different categories of objects and the relationships between them	Student will Identify long and round objects in surroundings	
	What is long? What is Round? (Shapes)	Think and Do		Day 2		Clap If It’s Round Teacher names objects: ball, rope, plate, pencil Clap for round, stay quiet for long.	Art Integrated Learning Drawing long and round objects, colouring activities	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers	Student will observe and understand different categories of objects and the relationships between them	
	What is long? What is Round? (Shapes)	Let us Do		Day 3		Act Like It Students act as objects: long → stretch body round → make circle.	Constructivist Approach Students discover concepts themselves by exploring surroundings	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities,	C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures	Student will identify basic properties of shapes (long does not roll, round rolls)	

						Kids act like “round laddoo” rolling		shapes, and measures	related to quantities, shapes, space, and measurements.		
	What is long? What is Round? (Shapes)	Wise Grandmother		Day 4		This or That Game Show 2 objects (ball & pencil) Ask: “Which is round?”	Activity-Based Learning Jumping, rolling, sorting, drawing activities instead of lecture	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.13 Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements	Student will observe and differentiate objects based on shape and size.	
	What is long? What is Round? (Shapes)	Let us Slide		Day 5		Pass the Smile One student smiles, others pass it around	Discovery Learning Students identify shapes in classroom/home environment	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.9 Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment	Student will use terms like long, short, round, bigger, smaller	
	What is long? What is Round? (Shapes)	Think and do		Day 6		Quick Draw Draw anything in 30 seconds.	Experiential Learning Children touch, hold, compare real objects like ball, pencil, plate, rope	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers	Student will begin comparing objects using simple reasoning	
	What is long? What is Round? (Shapes)	Project Work (create different shapes and objects by using clay)		Day 7		Clap Pattern Copy Teacher claps a pattern, students repeat.	Art Integrated Learning Drawing long and round objects, colouring activities.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers	Student will connect math with real-life objects (ball, pencil, plate, rope	
3	Mango Treat (Numbers 1 to 9)	Let us Read	Let us talk	**August** Day 1	**August**	Simon Says Follow commands only if “Simon says” 1 number or 2.	**Counting Practice** Use objects like: Mango pictures Beads, sticks, or fruits	CG-8 Develops mathematical understanding and abilities	C-8.3 Counts up to 99 both forwards and backwards, and in groups of	Student will use numbers 1–9 through games like counting mangoes,	Assessment for learning.

						students complete it till number 20	Let students count aloud together (1–9)	to recognise the world through quantities, shapes, and measures	5s, 10s, and 20s	number cards, and role play.	
			Match the number	Day 2		Jump & Count Students jump and count aloud (1–9)	**Number Recognition** Show flashcards (1–9)	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.4 Arranges numbers up to 99 in ascending and descending order	Student will count up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s not up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	
		Let us Play Outside		Day 3		Clap the Number Teacher says a number, students clap that many times	**Explain (Concept Building)** Introduce numbers **1–9 systematically** Show: Number symbol (e.g., 4) Quantity (4 mangoes or any objects.)	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Student will physically count objects like beads, mangoes (real/imaginary)	
		My Drawing Day	Let us Do	Day 4		Show with Fingers Show numbers using fingers quickly	**Play-way Method** Games like: Number bingo Flashcard races	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Student will use counters, stones, sticks, or drawings to represent numbers	
			Let us play-Finger Game	Day		Number Freeze Move freely; freeze in groups of a called number Teacher says the one number for freeze and another number for realize.	**Kinesthetics Learning** Write numbers in air, sand, or clay Body shapes for numbers	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Student will use counters, stones, sticks, or drawings to represent numbers	
		Count and match	Count and color	Day 7		Number Action Game Assign action to each number	**Visual Learning** Charts, posters, colourful images	CG-8 Develops mathematical understanding and abilities	C-8.3 Counts up to 99 both forwards and backwards, and in groups of	Student will count objects accurately within 1–9 and colour it.	

						(e.g., 1 jump, 2 claps)		to recognise the world through quantities, shapes, and measures	5s, 10s, and 20s		
		Join the Numbers in an Order		Day 8		Magic Number Bag Pick a chit with a number and act it out teacher will take out chit in that action like monkey. students will do.	**Activity-Based Learning (ABL)** Puzzle cards (match number with quantity) Number towers using blocks	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.4 Arranges numbers up to 99 in ascending and descending order	Student will count objects accurately within 1–9	
		Color the Biggest Number		Day 9		Stomp the Number Teacher says a number, students stomp that many times	**Activity-Based Learning (ABL)** Puzzle cards (match number with quantity) Number towers using blocks	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.4 Arranges numbers up to 99 in ascending and descending order	Student will use terms like more, less, total, how many	
4	Making 10 (Numbers 1 to 20)	Dotty Bug and her Designs		**August** Day 1	**August**	Number Echo Teacher says number, students repeat like echo	Play-Way Method Using games like “make 10 pairs”, number cards, and counting objects	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Student will count up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	
		Vanishing Buttons		Day 2		Spin & Say Spin and say next number	Hands-on Learning Using sticks, beads, buttons, or pebbles to build numbers 10–20	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Student will identify and write the numbers.	
		Tenth Birthday	Let us Do	Day 3		Jump to Number Jump to a number called by teacher	Conceptual Learning (Making 10 Strategy) Children form number 10 using	CG-8 Develops mathematical understanding and abilities	C-8.3 Counts up to 99 both forwards and backwards, and in groups of	Student will recognize the concept of zero.	

							different combinations (e.g., 6+4, 7+3)	to recognise the world through quantities, shapes, and measures	5s, 10s, and 20s		
		The Handy five and ten	Let us Play	Day 4		Count the Sounds Teacher makes sounds (clap/tap), students count	Hands-on Learning Using sticks, beads, buttons, or pebbles to build numbers 10–20	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Student will recognize and reads numbers from **10 to 20.**	
		Let us Play a Card Game		Day 5		Number Dance Dance and freeze at a number	Play-Way Method Using games like “make 10 pairs”, number cards, and counting objects.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Student will identify different ways to make 10 (addition combinations)	
		Count and write		Day 6		Clap the Number Teacher says a number, students clap that many times	Hands-on Learning Using sticks, beads, buttons, or pebbles to build numbers 10–20	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Student will uunderstand 10 as a complete group (ten + one’s idea)	
		Let us Do		Day 7		Spin & Say Spin and say next number	Hands-on Learning Using sticks, beads, buttons, or pebbles to build numbers 10–20	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Student will count and draw beads to make a string of 10 beads.	
		Project Work		Day 8		Show with Fingers Show numbers using fingers quickly (1 to 10)	Hands-on Learning Using sticks, beads, buttons,	CG-8 Develops mathematical understanding and abilities	C-8.3 Counts up to 99 both forwards and backwards, and in groups of	Student will develop the Creativity.	

							or pebbles to build numbers 10–20	to recognise the world through quantities, shapes, and measures	5s, 10s, and 20s		
5	How Many? (Addition And Subtraction of single Digit Numbers)	Going out with Grandfather!		**SEPTEMBER** Day 1	**SEPTEMBER**	Jump and Add Call two numbers (e.g., 2 + 3); students jump total times	Play-Way Method Using games like counting objects, number cards, dice games for addition/subtra ction	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s forms addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Student will add single-digit numbers correctly using objects	Assessment for learning
		Tell How many Altogether?	Add and draw	Day 2		Finger Math Show numbers on fingers and add/subtract	Constructivist Approach Students discover addition and subtraction rules by doing activities themselves	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.4 Arranges numbers up to 99 in ascending and descending order	Student will add single-digit numbers correctly using objects.	
		Count and write the total number of fingers	Let us Play – Addition with Dice!	Day 3		Act the Story “3 birds + 2 birds =?” act it out	Play-Way Method Using games like counting objects, number cards, dice games for addition/subtra ction	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Student will add single-digit numbers correctly using fingers.	
		Beads And string	Hop and find the sum	Day 4		Number Line Hop Jump forward/backward	Hands-on Learning	CG-8 Develops mathematical understanding	C-8.6 Performs addition and subtraction of 2-digit	Student will use objects to represent	

							Using real objects like beads, buttons, sticks, stones for adding and removing	and abilities to recognise the world through quantities, shapes, and measures	numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	addition and subtraction	
		Add in Your Own Way		Day 5		Add the Sounds Clap + tap sounds, count total	Adds single-digit numbers correctly using objects.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Student will add single-digit numbers correctly using objects.	
		Project WORK Take ten cards 0 to 9		Day 6		Add & freeze Add numbers, freeze showing answer with fingers Add numbers, freeze showing answer with fingers	Conceptual Learning (Making 10 Strategy) Children form number 10 using different combinations (e.g., 6+4, 7+3)	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Student will ccount objects correctly beyond 10.	
		Addition Story	Think and do	Day 7		Story Problem Drama Act “4 cats – 1 runs away”	Conceptual Learning (Making 10 Strategy) Children form number 10 using different combinations (e.g., 6+4, 7+3)	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Student will uunderstands that numbers can be broken and combined.	
		Five Little Children	Project Work	Day 8		Hop & Subtract	Hands-on Learning	CG-8 Develops mathematical	C-8.6 Performs addition and subtraction of	Student will count forward	

						Jump forward/back based on sum	Using sticks, beads, buttons, or pebbles to build numbers 10–20	understanding and abilities to recognise the world through quantities, shapes, and measures	2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	and backward accurately	
		Let us Do How Many Lefts?		Day 9		Take Away Game Give 5 candies, take away 2	Constructivist Approach Students discover ways to make 10 themselves through trial and error	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Student will subtract the numbers by using objects and fill in the blanks.	
		Let us Do	Project Work	Day 10		Name & Action Game Say name with a unique action; class repeats what is long	Using real-life situations (fruits, toys, classroom objects)	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Student will count forward and backward numbers accurately.	
6	Vegetable Farm (Addition and Subtraction up to 20)	Vegetable Farm	Project Work (plant any vegetable sapling at your home)	**SEPTEMBER** Day 1	**SEPTEMBER**	**Clap & Count** Clap up to 20, then add claps	Play-Way Method Learning through games like “vegetable market”, counting and grouping vegetables	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Student will add numbers up to 20 using objects and real-life situations.	

		Beads and Mala	Let us play	Day 2		Finger Math Show numbers on fingers, add/subtract quickly	Counts, sticks, beads, or vegetable cut-outs to represent numbers up to 20	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Student will add the numbers on ginladi and add the numbers.	
			Let us Do	Day 3		Jump and Add Call two numbers (e.g., 2 + 3); students jump total times	Use real-life vegetable market/farm situation for teaching sums	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Student will draw the things to bring for the picnic.	
		Subtraction	Hop and jump	Day 4		Hop & Subtract Jump forward/back based on sum.	Move forward/backward on floor number line.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Student will subtract numbers up to 20 using concrete materials.	
			Let us Do	Day 5		Spin & Say Spin and say next number	Move forward/backward on floor number line.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both	Student will add and subtract and match.	

									numerical and word problems		
		Problem Stories		Day 6		Add the Sounds Clap + tap sounds, count total.	Counts, sticks, beads, or vegetable cut-outs to represent numbers up to 20	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Student will read the story and subtract the numbers according to the story and write the answer in the boxes.	Assessment of learning.
7	Lina's Family (Measurement)	Lina 's Family Get together		**NOVEMBER** Day 1	**NOVEMBER**	Pencil Parade Race ✏️" Kids measure the classroom table using pencils. Each group uses *their own pencils* (different sizes). Result: Different answers → lots of laughter + concept of standard units.	Constructivist Approach Start from what students already know (daily life). Use examples from Lina's family: Height of family members Weight of objects at home Length of household items	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.9 Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment	Student will read the story and identify the questions and give answers.	
			Let us Do	Day 2		"Who is Taller?" Game Stand on toes and say: *"Now I am the tallest in the world!"* 😄	Activity-Based Learning Activity Ideas: Measure classroom objects Compare weights using a balance. Learning by doing improves retention.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.9 Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment	Student will Compare the length, weight and capacity	
			Think and Do, Think and Answer	Day 3		Guess the Weight" Fun Hold a pencil and a book Ask: "Which is heavier?" Pretend to struggle lifting the pencil.	Collaborative Learning Group students into small teams. Give tasks: Measure desk length Compare water bottle capacities	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.9 Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment	Student will identify the length and height of the objects.	

			Let us Do	Day 4		Measure with Body Parts Measure desk using: Hand span Footsteps Example: “Table = 5 hand spans”	Concrete Stage Use real objects: Scale, ruler, measuring tape Fruits, books, bags.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.9 Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment	Student will measure the length of handspan of fingers to find the length.	
			Let us Talk	Day 5		Activity: “Banana vs Chalk” Compare funny objects: “Is banana longer than chalk?” Use silly comparisons to make students laugh	Activity-Based Learning Use objects like beads, sticks, or buttons to show grouping (factors & multiples) Let students create arrays to visualize factors	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.8 Recognises, makes, and classifies basic geometric shapes, and their observable properties, and understands and explains the relative relation of objects in space.	Student will identify weight and fill the answer.	
			Project Work	Day 6		“Clap & Count Game” Teacher claps a number (e.g., 4 times) Students guess and say the number	Real-Life Contextualization Situations like: Arranging students in rows	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.9 Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment	Student will tear and paste colorful paper strips to make one portion of the strip short and another longer.	
8	Fun with Numbers (Numbers 21 to 99)	Count and write	Write 21 to 30	**DECEMBER** Day 1	**DECEMBER**	“Number Dance” Teacher calls out numbers like 23, 45, 68 Students: Clap for tens (2 claps for 23) Jump for ones (3 jumps)	Concrete to Abstract Approach Start with real objects: Bundles of sticks (10 sticks = 1 bundle = tens) Loose sticks = ones Helps students *see* how numbers are formed.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Student will read and write numbers from 21 to 99	Assessment for learning.

			Let us count (Number 31 to 50), Let us Do	Day 2		Skip Counting Song Clap and chant: 20, 22, 24, 26… 25, 30, 35…	Use of Teaching Learning Materials (TLMs) Place value charts (Tens & Ones columns) Flashcards (numbers 21–99) Abacus or beads	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Student will recognize tens and ones and break numbers into expanded form.	
			Fill up the missing numbers Project work	Day 3		Add the Sounds Clap + tap sounds, count total.	Interactive Games Number bingo (21–99) Missing number games “Guess my number” (clues based on tens and ones)	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.4 Arranges numbers up to 99 in ascending and descending order	Student will identify and fill the missing number.	
		Numbers from 51- 99		Day 4		Spin & Say Spin and say next number	Pattern Exploration Skip counting activities: Clap on multiples of 2 or 5	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Student will count and write the numbers from 51 to 100.	
		Let us Do		Day 5		Clap & Count Clap up to 20, then add claps	Activity-Based Learning Activity Example: Give students 3 bundles and 5 sticks Ask: “What number is this?” → 35 This builds place value understanding	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Student will count and write the numbers.	
		Look at the Picture		Day 6		Show with Fingers Show numbers using fingers quickly (1 to 10)	Real-Life Connection Use examples like: Counting money (₹21, ₹45, etc.) Classroom objects Calendar dates.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Student will observe and discuss the picture.	

			Make your own Warli drawing.	Day 7		Skip Counting Song Clap and chant: 20, 22, 24, 26… 25, 30, 35…	Activity-Based Learning Use objects like beads, sticks, or buttons to show grouping (factors & multiples) Let students create arrays to visualize factors	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Student will make Warli drawing.	
9	Utsav (Patterns)	Extend the patterns by drawing further.		**JANUARY** Day 1	**JANUARY**	"Funny Fingers Counting" Show fingers in silly ways: Cross fingers, hide one, show random Ask: "How many fingers now?"	Activity-Based Learning Activity: Make Your Own Pattern Give students: Beads / buttons / leaves	CG-7 Makes sense of the world around through observation and logical thinking	C-7.1 Observes and understands different categories of objects and the relationships between them	Student will Identify patterns in surroundings (rangoli, decorations, clothes, etc.)	
			Let us Do	Day 2		"Clap the Pattern" Teacher claps: Clap–Tap–Clap–Tap	Start from Real-Life "Utsav" Context Show examples from festivals: Rangoli designs Flower decorations Lights (diya patterns)	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.1 Sorts objects into groups and sub-groups based on more than one property	Student will recognize repeating shapes, colours, and numbers	
			Look at the patterns	Day 3		"Funny Fingers Counting" Show fingers in silly ways: Cross fingers, hide one, show random Ask: "How many fingers now?"	Use of Visual Aids Flashcards with shapes and colours Pattern strips on board Charts with incomplete patterns	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and number	Student will create simple repeating patterns using: Shapes Colours Objects.	
			Study the pattern fill the missing numbers.	Day 7			Questioning Technique Ask open-ended questions: "What comes next? Why?" "Can you make a different pattern?" "Is this pattern repeating or growing?"	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and number	Student will identify simple number sequences Example: 2, 4, 6, __, __	

			Project Work (Collect pebbles flowers, Observe and find the patterns)	Day 8		“Clap the Pattern” Teacher claps: Clap–Tap–Clap–Tap	Integration with Art & Music Draw rangoli patterns Use rhythm (clap, stomp, snap patterns)	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and number	Student will develop reasoning and observation skills, identify order and sequence	
10	How do I Spend my Day?(Time)			**JANUARY** Day 1	**JANUARY**		Start with Daily Life Connection Ask students: “What do you do after waking up?” “When do you go to school?” 👉 Makes learning meaningful and relatable	CG-7 Makes sense of the world around through observation and logical thinking	C-7.3 Uses appropriate tools and technology in daily life situations and for learning	Student will identify the concepts of time and recognize parts of the day: Morning, Afternoon, Evening, Night Relate daily activities with time (e.g., breakfast in morning)	
			Let us talk	Day 2		Funny Fingers Counting” Show fingers in silly ways: Cross fingers, hide one, show random Ask: “How many fingers now?”	. Role Play Activity “A Day in My Life” Students act out: Waking up Eating Going to school 👉 Others guess the time of the activity	CG-7 Makes sense of the world around through observation and logical thinking.	C-7.3 Uses appropriate tools and technology in daily life situations and for learning	Student will Real-Life Application Connect time with personal daily routine Develop sense of punctuality.	
		Seasons		Day 3		“Weather Action Game” Teacher calls out a season/weather: Summer → pretend to feel hot (“Oh it’s so hot!”) Rainy → act like holding an umbrella Winter → shiver and say “Brrr!”	Start with Real-Life Experience Ask simple questions: “Is it hot or cold today?” “What clothes are you wearing?” Connect learning with what children feel and see.	CG-7 Makes sense of the world around through observation and logical thinking.	C-7.3 Uses appropriate tools and technology in daily life situations and for learning	Student will identify the different seasons (Summer, Rainy/Monsoon, Winter) and match the objects with the Season.	
		Let us Do		Day 4		“Frog Jump Counting” Students act like frogs Say: “Jump 2 steps, 4 times!”	Activity-Based Learning Draw Your Daily Routine Students draw pictures of their day: Morning → brushing	CG-8 Develops mathematical understanding and abilities to recognise the world through	C-8.10 Performs simple measurements of time in minutes, hours, days, weeks, and months	Student will write the name of the seasons and match them with correct pictures.	

						Class counts together: 2 + 2 + 2 + 2 Students LOVE jumping around	Afternoon → school Night → sleeping	quantities, shapes, and measures			
11	How Many Times? (Multiplication)	A visit to an Amusement Park		**JANUARY** Day 1	**JANUARY**	Animal Walk Freeze Game" Call animals: Monkey → jump Elephant 🐘 → heavy walk Snake → slither Say "Freeze!" suddenly	Use real-life objects (toffees, pencils, beads); ask students to add equal groups.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.7 Recognises multiplication as repeated addition and division as equal sharing	Student will recognize multiplication as repeated addition.	Assessment for learning
			Count and write repeated addition.	Day 2		Funny Voice Repeat" Teacher says a sentence: "Good morning students!" Students repeat in funny voices: robot voice baby voice superhero voice.	Make groups using classroom items (e.g., 3 groups of 4 students)	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.7 Recognises multiplication as repeated addition and division as equal sharing	Student will rrecognize and create equal groups.	
			Travelling in the Bus.	Day 3		"Laugh & Run" Game Students walk around Teacher says: "Freeze like a statue!" "Laugh like a clown! Students switch actions quickly	Demonstrate using board and flashcards; practice reading "times"	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.7 Recognises multiplication as repeated addition and division as equal sharing	Student will connect addition to multiplication concept.	
			Project Work. (Draw a cycle wheel)	Day 4		Chicken Dance Challenge" Teacher says: "Be a chicken!" Students: flap arms walk funny make clucking sounds	Show patterns like 2+2+2 = 3 × 2 using visuals and drawings,	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.14 Feels confident and sees Mathematics as doable and worthwhile	Student will solve basic multiplication word problems.	
12	How Much can We Spend? (Money)	Count the number of coins.		**FEBRUARY** Day 1	**FEBRUARY**	"Freeze Like a Funny Statue" Students move around Teacher says "FREEZE!"	Constructivist Approach (Learning from Real Life) Begin with children's daily	CG-8 Develops mathematical understanding and abilities to recognise	C-8.10 Performs simple measurements of time in minutes, hours,	Student will recognize Indian coins and notes (₹1, ₹2, ₹5, ₹10, ₹20, etc.).	Assessment for learning

						Students freeze in silly poses: superhero pose sleeping pose dancing pose	experiences with money: buying chocolate buying pencils seeing parents shopping Ask: “Have you ever given money to a shopkeeper?” Builds concept from real-life understanding.	the world through quantities, shapes, and measures	days, weeks, and months		
		Rahim kaka- the Toy Seller	Let us Do	Day 2		“Funny Walk Challenge” Students walk like: old person robot superhero	Visual Learning Use: pictures of coins and notes fake currency notes price tags on objects	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.11 Performs simple transactions using money up to INR 100	Student will find the total amount and tick the correct option.	
			Let us play	Day 3		Sing the Sentence” Say a simple line: “I am happy today” Students sing it like a song Very funny results	Questioning Technique Ask: What do we use money for?” “Can we buy everything with money?” “Which item costs more?”	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.11 Performs simple transactions using money up to INR 100	Student will identify money as a medium of exchange.	
			Fill or draw the amount	Day 4		“Laugh Freeze Game” Everyone laughs loudly Teacher suddenly says “FREEZE!” Students must stop laughing instantly (very hard!)	Collaborative Learning Group activities: arrange daily routine cards discuss time spent on activities	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.11 Performs simple transactions using money up to INR 100	Student will fill or draw the amount identify coins and notes (basic level).	
			Match the same Project Work	Day 5		“Monkey See Monkey Do” Teacher does silly actions Students copy exactly: jumping clapping	Real-Life Connection Relate to: market visits school canteen pocket money	CG-8 Develops mathematical understanding and abilities to recognise the world through	C-8.11 Performs simple transactions using money up to INR 100	Student will match the same amount and identify different values of money	

						silly faces	Helps children understand money usage in daily life.	quantities, shapes, and measures			
13	So Many Toys (Data Handling)	Look at the picture and find the number of different toys.		FEBRUARY Day 1	FEBRUARY	"Stop & Do Action Game" Students move around Teacher commands: "Jump!" "Spin!" "Act sleepy!" Suddenly: "STOP!" freeze in funny pose	Contextualize the Topic: Begin by asking students about their favourite toys. Use toys as a relatable context to introduce the concept of data collection.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.1 Sorts objects into groups and sub-groups based on more than one property	Student will identify the picture and find the number of different toys.	
		Colorful Flowers		Day 2		"Funny Walk Challenge" Students walk like: old person robot superhero	Data Collection (10 mins): Activity: Ask students to count the different types of toys in the classroom (e.g., dolls, cars, blocks) and record their findings using tally marks.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.1 Sorts objects into groups and sub-groups based on more than one property	Student will identify the picture of colorful flowers and write the number of flowers.	
		Project Work (Make a card)		Day 3		Chicken Dance Challenge" Teacher says: "Be a chicken!" Students: flap arms walk funny make clucking sounds	Interpretation of Data (10 mins): Discussion: Ask students to analyse the graph and answer questions: "Which toy is most popular?" "How many more dolls are there than cars?"	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.1 Sorts objects into groups and sub-groups based on more than one property	Student will make a card with a border of colorful flowers.	
	Puzzles	A. Recognize the numbers B. Count the number of logs C.Extending the arrangement. D. Find the numbers E. Fill the numbers from 1 to 5		Day 1		Animal Walk Freeze Game" Call animals: Monkey → jump Elephant → heavy walk Snake → slither Say "Freeze!" suddenly	Puzzle Exploration Simple Puzzle Activity: Start with a simple number puzzle or shape puzzle (e.g., arranging numbers in order, completing a shape pattern).	CG-7 Makes sense of the world around through observation and logical thinking	C-7.1 Observe and understands different categories of objects and the relationships between them	Student will Identify the numbers and solve the puzzles.	

		F. Solve the word problem.									
		G. Fill the shapes in the boxes H. Solve the word Problem. I. Who am I? J. Who am I? K. Solve the word problem L. Find the missing piece		Day 2		“Laugh Freeze Game” Everyone laughs loudly Teacher suddenly says “FREEZE!” Students must stop laughing instantly (very hard!)	Problem Solving: Group Activity: Provide a more challenging puzzle (e.g., "How many ways can you arrange these shapes to make a square?"). Let students work together and share strategies.	CG-7 Makes sense of the world around through observation and logical thinking	C-7.3 Uses appropriate tools and technology in daily life situations and for learning.	Student will identify the shapes and numbers and solve the puzzles.	
		M. Solve the word problem N. Solve the word problem O. Encircle the identical shadow image. P. Solve the word problem Q. Solve the word problem R. Solve the word problem S. Solve the word problem T. Solve the word problem U. Solve the word problem		Day 3		Animal Walk Freeze Game” Call animals: Monkey 🐒 → jump Elephant 🐘 → heavy walk Snake 🐍 → slither Say “Freeze!” suddenly	Logical Reasoning and Patterns: Pattern Recognition: Use puzzles that require identifying and completing patterns (e.g., sequences of numbers, shapes, or colours).	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.14 Feels confident and sees Mathematics as doable and worthwhile.	Student will identify the story sum and solve it.	Assessment of learning.