KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS -II
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	A Day at Beach	Counting and writing Numbers	Counting objects (coconuts boats, children, oranges)	**July** Day1.	**July**	Count the numbers of things in the compass box	**Activity-Based Learning** Use easily available objects: Pebbles, sticks, bottle caps, chalk pieces. Ask students to make groups (2s, 5s, 10s) and count.	**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.	Students will develop mathematical understanding and abilities to recognise the world and recognise read numbers up to 100 correctly.	
			Let us Do Grouping in tens (bundles of bananas, balloons, shells)	Day 2		Counting the numbers of beats or ice cream sticks.	Experiential Learning Let children experience grouping: Make bundles of 10 sticks using rubber bands. Count bangles, pencils, or erasers in groups.	**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	Students will count up to 99 both forwards and backwards and in groups of 5s, 10s, and 20s count forward and backward up to 100	
			Let us Match	Day 3		“Clap for Tens, Snap for Ones” Call out a number like “27”. Kids clap 2 times for tens + snap 7 times for ones.	Play-Way Method (Learning by Playing)	**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.	Students will break numbers into tens and ones and concept understanding Count objects in groups (like 2s, 5s, 10s) instead of one-by-one.	
			Let us make 100!	Day4		Each time a new ten is added, by adding clap and say the number loudly.	Collaborative Learning Pair or group students to solve tasks. Let them discuss: “How did you count faster?”	**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	Students will form two-digit numbers using tens and ones	

			Counting through Cards	Day 5		Jump Counting: Count by 2s, 5s, or 10s	Play-Way Method	**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	Students will recognise and use numerals to represent quantities up to 99 with the understanding of place value system.	
			Make Numbers	Day6		Let students *act* as tens (stand in a line) and ones (stand separately)	Multisensory Approach See: Objects and groups Touch: Arrange items Move: Form groups physically Speak: Say numbers aloud	**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	Students will recognise and use numerals to represent quantities up to 99 with the understanding of place value system.	
			Flash Card Game	Day 7		Toothy Tens" How: "How many teeth do you have? Let's bundle them!" If a kid has 24 teeth, 10 kids shout "TEN!" 2 times, then 4 kids say "tooth, tooth, tooth, tooth".	Activity-based learning	**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.	Students will make two digits numbers by using flash cards.	
			Mark by passing the path	Day 8		Human Number Builder" How it works: Call out a number (e.g., 34) Students form groups: One group shows 3 tens (e.g., 3 students holding bundles or showing "10" cards) Others show 4 ones	Pattern Recognition Help children notice patterns: Write numbers: 5, 10, 15, 20… Ask: "What is happening each time?"	**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	Students will recognise and use numerals to represent quantities up to 99 with the understanding of place value system and form the largest number.	

			Vallam Kali	Day 9		"Clap, Jump, Say!" Say a number: students clap that many times Say a day: Students jump once Ex. 24 two times claps and 4 times jumps	Storytelling Method	**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	Students will recognise and use numerals to represent quantities up to 99 with the understanding of place value system and identify the place value of each digit in a 2-digit number.	
2	Shapes around us (2D Shapes)	Identify Shapes	Identify Shapes	**July** Day 1	**July**	"Shape Show" Teacher calls a shape: *"Sphere!"* Students: Make the shape using hands OR Point to a similar object in class	Play-Way Method Learning through movement and fun: "Shape Freeze" game: Students form shapes using their bodies.	**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	Students will identify and implements simple patterns in their surroundings, shapes, and numbers	
			Shapes and Real-Life Objects *(Drum, harmonium, matka ,gift box, etc.)*	Day 2		Show a shape (e.g., cylinder) Students quickly name objects: Drum - Cylinder Glass - Cylinder	Experiential Learning Learning by doing: Explore the classroom to find shapes ("Shape Hunt"). Touch and trace shapes on walls, desks, floor tiles.	**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	Students will identify and name basic 2D shapes: circle, square, triangle, rectangle.	
			Matching Shapes to Pictures *(Connecting shapes to objects in the book)*	Day 3		"Quick Match Race" Draw shapes on board Show object pictures Students will draw the shape on the note book correctly	Collaborative Learning Group activity: Make a "human shape." Work in teams to find maximum shapes in class.	**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	Students will identify different shapes with objects and their solid shapes. (Harmonium, drum)	

			Heena and Atif Faces, Edges, Corners (Cube Box Activity)	Day 4		Put objects in a bag (ball, box, etc.) Student touches and guesses shape without seeing	Storytelling Method Create a fun shape story: "A triangle mountain, a circular sun, and a square house." Shapes become characters in a story.	**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	Students will identify and implement simple patterns and create objects/pictures using 2D shapes (house, tree, car).	
			Let us Do *(Cone, cube, cuboid, sphere, cylinder)*	Day 5		"Shape Action Game" Sphere → roll hands Cube → make a box shape Cone → point up Cylinder → clap in circle	Activity-Based Learning Hands-on experiences: Use classroom objects (plates, books, boards) to identify shapes. Let students group objects based on shape.	**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	Students will identify different types of shapes and make them.	
			Let us play Faces, Edges, Corners (Cube Box Activity)	Day 6		"Clap & Count" Show a box Ask: "How many faces?" -Clap 6 times "Edges?" - Count together	Experiential Learning Learning by doing: Explore the classroom to find shapes ("Shape Hunt").	**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	Students will identify implement simple patterns in their surroundings, shapes, and numbers Faces, Edges, Corners.	
			Project work To make an object with four faces.	Day 7		"Spot the Different" Show 3 objects Students quickly say which one is different and why	Multisensory Approach Engage all senses: See: Real objects Touch: Trace shapes Move: Form shapes with body Speak: Describe shapes	**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	Students will identify Faces, Edges, Corners and compare them and identify which one odd.	

3	Fun with Numbers (Numbers 1 TO 100)	Counting Numbers (1–100)	Look at the Ginladi.	**August** Day 1	**August**	"Clap & Count Game" – students clap while counting aloud.	Activity-based learning Use real objects: Sticks, beads, chalk pieces for counting. Make bundles of 10 to explain tens and ones.	**CG-8** Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures CG-7 Makes sense of the world around through observation and logical thinking	C-8.4 Arranges numbers up to 99 in ascending and descending order. C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypotheses and uses observations to explain their hypotheses	Students will arrange numbers up to 99 in ascending and descending order read, write, and recognize numbers from 1 to 100.	Assessment for learning
			Guess my Number (Tens and ones)	Day 2		"Clap for Tens, Snap for Ones" Call out a number like "27". Kids clap 2 times for tens + snap 7 times for ones.	Game-Based Learning Number Bingo (oral): Teacher calls clues like "number after 39." Missing Number Game: Say a sequence and skip one number.	**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	Students will recognise number sequence (before, after, between).	

			Day 3 Frog jumping and observe a pattern (Formation of Numbers)	Day 3		"Number Ladder Game" Draw a ladder on board/floor with numbers Call a number and students step/jump on it Others check if correct	Game-Based Learning Number Bingo (oral): Teacher calls clues like "number after 39." Missing Number Game: Say a sequence and skip one number.	**CG-8** Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures CG-7 Makes sense of the world around through observation and logical thinking	C-8.4 Arranges numbers up to 99 in ascending and descending Order C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypotheses and uses observations to explain their hypotheses	Students will form two-digit numbers using place value.	
			Let us Do	Day 4		"Jump Counting (2s, 5s, 10s)"	Game-Based Learning Number Bingo (oral): Teacher calls clues like "number after 39." Missing Number Game: Say a sequence and skip one number.	**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.	Students will identify patterns in number sequences (skip counting by 2s, 5s, 10s). Fill missing numbers in sequences.	
			Let us jump backward	Day 5		"Hop the Number Line" Students will hop to called number Can do backward hopping	Collaborative Learning Pair work: One student says a number, the other tells before/after. Group challenge: Arrange students holding numbers in order.	**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	Students will identify before, after and between numbers.	

			Let us Talk	Day 6		"Hop the Number Line" Students will hop to called number Can do forward hopping	Collaborative Learning Pair work: One student says a number, the other tells before/after. Group challenge: Arrange students holding numbers in order.	**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	Students will be identifying numbers and what comes before.	
			Let us Do (Before number)	Day 7		"Stand Up – Sit Down" Game How to play: Say a number: Teacher says a number, e.g., 18 If answer is BEFORE → stand up If AFTER → sit down (or vice versa)	Multisensory Approach See: Number charts Touch: Objects and bundles Move: Jump/count physically Speak: Say numbers aloud	**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	Students will identify before numbers.	
			Let us Talk	Day 8		"Stand Up – Sit Down" Game How to play: Say a number: Teacher says a number, e.g., 24 If answer is i.e. 25 AFTER → sit down (or vice versa)	Use objects (sticks, beads) and arrange them in order to show after	**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	Students will identify after numbers.	
			Exploring Patterns	Day 9		Number Train Game Students form a train line Each student gets a number They say: "I am 20, before me is 19, after me is 21"	Information, communication technology	**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	Students will be identified and extend simple number patterns.	

4	Shadow Story (Togalu) (2D Shapes)	Chap 4 Introduction to Shadows	Formation of Shadows (activity: Making the shadows of different animals and creating their sounds)	**August** Day 1	**August**	"Animal Shadow Game" – students make animal shadows and sounds.	Play-Way Method Make learning active and fun: "Shadow Freeze": Students make shapes with their bodies and freeze. "Guess the Shadow": Teacher shows a shadow; students guess the shape.	**CG-8** Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements .	Students will identify the formation and importance of shadows.	
		Fun with Shadows	Let us Trace	Day 2		Shadow Dance" – move hands/body and watch shadow.	Inquiry-Based Learning Ask guiding questions: Why does the shadow change size? Can a square look like a rectangle in shadow?	**CG-8** Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements .	Students will identify basic 2D shapes (circle, square, triangle, rectangle) through shadows.	.
		Hide and seek		Day 3		"Shadow Hide Game" – find objects by their shadows.	Multisensory Approach Combine seeing (shadows), touching (cut-outs), and speaking (storytelling).	**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	Students will identify the objects that form shadows when light falls on them.	

		Catch the Corner! (Activity)	Let us Think	Day 4		Hand Shadow Fun: Make an animal shadow using your hands and move it creatively.	Constructivist Approach Let students explore shapes through hands-on activities before explaining concepts. For example, allow them to create shadows using cut-outs.	**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	Students will recognize that shadows show the outline (shape) of objects.	
		Origami Fun! (Make a Face of dog)		Day 5		Hand Shadow Fun: Make an animal shadow using your hands and move it creatively.	Art Integration Let students design their own characters using 2D shapes and use them in shadow storytelling.	**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	Students will create shapes and relate them to shadows.	
		Patterns		Day 6		Students move around. When teacher shout a shape (circle, triangle), they must freeze and form it using their body or with friends.	Inquiry-Based Learning Ask guiding questions: Why does the shadow change size? Can a square look like a rectangle in shadow?	**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	Students will identify simple patterns.	

		Let us Do		Day 7		Laughing Shapes Assign emotions to shapes: Happy circle Angry triangle Sleepy rectangle Students act them out dramatically.	Collaborative Learning Group students to create their own shadow stories using shapes and present them.	**CG-8** Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measure	Students will apply concepts through simple activities.	
		Extended Patterns		Day 8		Shape Sound Game Each shape has a funny sound: Circle = “boing boing” Triangle = “ting ting” You call shapes, they make sounds + actions together.	Pattern Recognition Teach skip counting through rhythm: Clap every 2nd number Step every 5th number Highlight patterns in sequences.	**CG-8** Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measure	Students will extend and complete patterns.	
		Kikku rabbit jumps		Day 9		“Animal Shadow Game” – students make animal shadows and sounds.	Storytelling Method	**CG-8** Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measure	Students will identify patterns through jumps (skip counting)	

5	Playing with Lines (Orientation of a line)	Straight lines		September Day 1	September	Ask students to act out "standing lines" (vertical) or "sleeping lines" (horizontal) with their bodies.	Play-Way Method Learning through movement: “Walk the Line”: Students walk in straight, curved, zig-zag paths. “Line Freeze”: Teacher calls a line type; students form it using their body.	**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	Students will identify the different types of lines: • Straight line • Curved line • Slanting line • Zig-zag line	Assessment for learning.
			Let us Do (Vertical, horizontal, Slanting and curved lines)	Day 2		Begin with a fun movement activity: Ask students to use their fingers to draw lines in the air—straight, curved, zigzag. Then ask them to find objects in the classroom that have lines (table edge, fan, window grill).	Experiential Learning Draw lines in the air using fingers, hands, or feet. Use classroom space to create big line movements.	**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.	Students will draw straight, curved, and zigzag lines.	
		Let us play with Dots	Make new shapes with straight lines	Day 3		Ask children to move their hands like a snake and then draw the same curved path on paper.	Use paper folding to create creases, exploring how to make straight and curved lines.	**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.	Students will identify the different types lines in surroundings.	

			Different figures With the help of curved lines.	Day 4		Ask students to draw fluffy clouds using only curved lines in air. Let them make big, small, or funny-shaped clouds.	Experiential Learning Learning by doing: Use a torch/light and objects (hands, classroom items) to create shadows. Let students explore how shadows form and move.	**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.	Students will create simple patterns using lines and understand the difference between straight and curved paths.	
		Let us Do	Make your own drawing using different types of lines.	Day 5		Show how sea waves look and ask students to draw wave patterns using repeated curved lines.	Activity-Based Learning Students create shapes using hands or body. Make simple shadow figures (bird, tree, house).	**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	Students will show the creativity through drawing and activities.	
			Drawing a design with any three types of lines.	Day 6		Tell a story about a car moving on a curvy road and let students draw the road using curved lines.	By Role play method (one student become curved road and one become car)	**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.	Students will draw straight lines in various orientations (standing, sleeping, and slanting).	
			Draw a design using all types of lines.	Day 7		Let students freely create any picture in book or in the desk by using finger. (flowers, hills, rivers) using only curved lines.	Activity-Based Learning Students create shapes using hands or body. Make simple shadow figures (bird, tree, house).	**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.	Students will use different types of lines to create patterns, shapes, or designs (e.g., drawing shapes with dot grids).	
			Activity Paper folding activity	Day 8		Ask students to draw "standing lines" (vertical) or "sleeping lines" or figure(horizontal) in the back of peer students.	Game-Based Learning Shadow Match Game: Match object to its shadow. Shadow Guessing Game: Identify shapes from shadows.	**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.	Students will be folding the paper to create straight and curved crease lines and make a shape of dog.	

6	Decoration for Festival (Addition and Subtraction)	Decoration for Celebration	One-digit addition	**September** Day 1	**September**	Clap & Count Fun Teacher claps 2 times, then 3 times. Children shout total loudly	Use an abacus to visualize adding and subtracting two-digit numbers	**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	Students will add two-digit numbers to find totals.	
		Tens and Ones in Addition	Two-digit addition (without/with regrouping)	Day 2		Jump Frog Maths Say: “Jump 3 steps forward, then 2 more!” Children pretend and count	Utilize buttons, flowers, pebbles, or beads to represent numbers, helping students grasp addition/subtraction.	**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	Students will solve real-life addition word problems related to festivals.	
			How many flowers	Day 3		Add the Chickens “3 chickens came, 2 more joined—how many now?” Children act like chickens	Activity-based learning using real 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	Students will identify the place value concept while adding.	

			Let us do it on Ginladi!	Day 4		Funny Face Count Teacher shows fingers (like 2 + 3), students make funny faces and answer	Activity-Based Learning Use real or classroom objects: Chalk pieces, flowers, sticks, beads. Create “decoration sets” and add/subtract items	**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	Students will add small numbers using concrete materials.	
			Add numbers on the number line	Day 5		Hungry Monkey Game “Monkey had 5 bananas, ate 2!” Children act and say left	Experiential Learning Set up a mini festival scene: Count diyas, flowers, balloons.	**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 Perform addition of 2-digit numbers (with and without carry).	
			Playing with Blocks	Day 6		Jump Frog Maths Say: “Jump 3 steps forward, then 2 more!” Children pretend and count	Use an abacus to visualize adding and subtracting two-digit numbers.	**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 apply addition in real-life situations (money, measurements, counting objects)	

			Add and let us do	Day 7		Clap & Count Fun Teacher claps 2 times, then 3 times. Children shout total loudly.	Game-Based Learning Shop Game: Students “buy” decorations and calculate totals. Pass and Add: Pass objects and keep adding counts.	**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 decompositio n of both numerical and word problems	Student will identify the concept of addition as combining two or more numbers.	
			Let Us Count Diyas	Day 8		Clap Pattern Copy: The teacher claps a simple rhythm pattern, and the students listen carefully and repeat the same pattern.	Utilize drawings of balloons, diyas, and garlands to represent addition.	**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 decompositio n of both numerical and word problems	Students will subtract two-digit numbers in everyday situations.	
			Use the ginladi to find the answer	Day 9		Number Action Game Assign action to each number (e.g., 1 jump, 2 claps)	**Game-Based Learning Shop Game**: Students “buy” decorations and calculate totals. **Pass and Add**: Pass objects and keep adding counts.	**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 decompositio n of both numerical and word problems	Students will subtract using objects.	

			Let us Do some practice on number line.	Day 10		Clap the Number Teacher says a number, students clap that many times	Use an abacus to visualize adding and subtracting two-digit numbers.	**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 decompositio n of both numerical and word problems	Students will solve basic subtraction problems.	
		Playing with Blocks	Let us Do	Day 11		🎵 Freeze Game Students dance/walk when music plays. When it stops, teacher asks a question	Game-Based Learning	**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 decompositio n of both numerical and word problems	Students will differentiate between addition and subtraction.	
		Decorating with Garlands	Let us Do	Day 12		Clap Response Teacher asks question, students respond by clapping correct number of times	Problem-solving approach	**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 decompositio n of both numerical and word problems	Students will subtraction the objects.	

		Skip the Rope	Let us Do	Day 13		Shape Sound Game Each shape has a funny sound: Circle = “boing boing” Triangle = “ting ting” You call shapes, they make sounds + actions together.	Problem-solving approach	**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.	Students will subtraction with regrouping.	
		Addition and subtraction Facts	Fill the missing numbers	Day 14		“Jump 3 steps forward + 2 more steps”—students act and count Bunny Jumps	Problem-solving approach	**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	Students will differentiate between addition and subtraction (with /without regrouping).	
			Look at this diagram	Day 15		**Student Activity** Students physically jump and count each step loudly (1, 2, 3, 4, 5).	Problem-solving approach	**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.	Students will complete the diagrams by using with / without grouping.	Assessment of learning.

7	Rani's Gift (Measurement)	Let us Read	Let us Do	**November** Day 1	**November**	Show two classroom objects (pencil & book) and ask: "Which is long? Which is short?"	Activity-Based Learning Measure classroom objects (desk, board, book)	**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.	Students will differentiate the concept of measurement as comparing and finding size/length/weight/capacity in simple ways.	
			Let us Do Measure the length	Day 2		Ask students: "How many hand spans is your desk?"	Use of Non-Standard Units First Hand span, footsteps, paper clips	**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.	Students will differentiate the concept of measurement as comparing and finding size/length/weight/capacity in simple ways.	
			How many Blocks?	Day 3		Two lines were drawn on the board, and learners were asked to observe carefully and identify which line was longer.	Learning by Doing (Experiential Learning) Provide tools: rulers, measuring tapes, weighing scales	**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.	Students will compare objects using terms like long/short, tall/short, heavy/light, more/less.	

			Let us Do Trace your hand in the space **Project work:** Measure the length of eraser book pencil)	Day 4		Measure desk, book, pencil using paper clips or fingers	Estimation Skills Before measuring, ask students to guess: “How long is the table?” “Which object is heavier?” Builds reasoning and number sense.	**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.	Students will compare objects using terms like long/short, tall/short, heavy/light, more/less.	
		Pumpkin’s Chaupal		Day 5		“Guess how many steps from door to board?”	Integration with Real Life Shopping (weight, money)	**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.	Students will measure objects using non-standard units such as hand span, footsteps, paper clips, pencils, etc.	
			Let us Do and Let us Think	Day 6		Students “draw” shapes in the air using: Nose Elbow Foot Watching each other is hilarious!	Discussion and Questioning	**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.	Students will develop the ability to observe, compare, and describe objects based on measurement.	
		Look at the picture and discuss the different types of balance	Project Work	Day 7		Jump 3 steps forward + 2 more steps”—students act and count Bunny Jumps	Concrete → Pictorial → Abstract (CPA) Concrete: Use objects (beans, sticks, fruits)	**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.	Students will develop the ability to observe, compare, and describe objects based on measurement.	

		Let us make Nimbu Pani		Day 8		Stand on one leg without support and balance vice versa	Activity-Based Learning Grouping Activity (Multiplication)	**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	Students will participate in hands-on activities for measuring and comparing objects.	
08	Grouping and Sharing (Multiplication and Division)	Introduction to Grouping	Let us Do	**December** Day 1	**December**	Ask students to group classroom objects (pencils, erasers) into sets of 2 or 3	Sharing Activity (Division)	**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	Students will identify the concept of making equal groups	Assessment for learning.
			Let us Do	Day 2		Give imaginary items and ask students to distribute equally among friends	Discussion and Questioning	**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	Students will recognize doubling concept (2, 4, 6, 8…). They can recall and recite table of 2 using skip counting. They can apply it in real-life situations like pairs of objects (eyes, shoes, hands).	
		Complete the Table of 2		Day 3		Teacher claps 2 times, students repeat in groups (2, 4, 6…) Introduces repeated addition → multiplication	Collaborative Learning	**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	Students will recognize repeated addition of 3. They can recite table of 3 fluently (3, 6, 9, 12…). They can use it in grouping objects into sets of 3.	
		Complete the Table of 3		Day 4		Clap–Jump–Stomp Game" Teacher calls numbers in sequence (1, 2, 3, 4…) Students perform actions: Table of 3 Multiples of 3 → Clap (3, 6, 9…)	Collaborative Learning	**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	Students will identify multiplication as repeated addition of 4. They can recite table of 4 (4, 8, 12, 16…). They can apply it in arranging objects in groups of 4.	

		Complete the Table of 5		Day 5		Clap–Jump–Stomp Game" Teacher calls numbers in sequence. Table of 5 Multiples of 5 → Jump (5, 10, 15…) Table of 10 Multiples of 10 → Stomp feet (10, 20, 30…)	Learning by Doing	**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	Students will complete counting in fives using fingers. They can recite table of 5 (5, 10, 15, 20…). They can use it in real-life contexts like counting money (coins, notes) and objects in groups of 5.	
		Complete the Table of 10		Day 6		Clap–Jump–Stomp Game" Teacher calls numbers in sequence Table of 10 Multiples of 10 → Stomp feet (10, 20, 30…)	Learning by Doing	**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	Students will skip counting in 10s (10, 20, 30, 40…). They can recognize the pattern of adding 10 each time.	
		How many?		Day 7		Monkey Says" Game. Teacher says: "Monkey says count in 3s!" → students say 3, 6, 9… "Monkey says count in 5s!" → 5, 10, 15…	Concrete → Pictorial → Abstract Concrete: bananas/objects Pictorial: draw monkeys and bananas Abstract: 12 ÷ 4 = 3, 4 × 3 = 12	**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	Students will complete multiplication as repeated addition of equal groups.	
		Making Multiplication Table		Day 8		Table Chant & Dance Turn tables into rhythm: "3, 6, 9 — clap in time!" "5, 10, 15 — jump and scream!" "10, 20, 30 — stomp loudly!"	Learning by Doing	**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	Students will represent simple multiplication situations using drawings and grouping activities.	

		Project Work	Let us share	Day 9		Teacher claps 2 times, students repeat in groups (2, 4, 6…) Introduces repeated addition → multiplication	Activity-Based Learning Use real objects (bananas, pencils, beads) Students physically group and share	**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	Students will solve simple sharing problems.	
		How many Groups?		Day 10		Give imaginary items and ask students to distribute equally among friends.	Real-Life Connection Sharing chocolates Distributing lunch Packing items	**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	Students will build basic number sense, patterns recognition, and early problem-solving skills.	
			Let us Make	Day 11		"Pass the Smile" One student turns to the next and gives a big smile. That student must pass it on.	Real-Life Connection Sharing chocolates Distributing lunch Packing items	**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	Students will build basic number sense, pattern recognition, and early problem-solving skills.	
9	Which Season is it? (Measurement of time)	Seasons		**January** Day 1	**January**	Divide students into 3 groups: Summer Winter Rainy Give each group a task: Summer group → act like it's very hot (fan themselves, say "so hot!") Winter group → shiver and act cold. Rainy group → pretend to use umbrellas and jump in puddles	Play-Way Method	**CG-8** Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.10 Performs simple measurements of time in minutes, hours, days, weeks, and months	Students will be identifying different seasons (summer, rainy, winter) in daily life	Assessment for learning

			Match the season with their names and festivals.	Day 2		Act Like an Animal" Teacher says an animal Students act like it	Concrete → Pictorial → Abstract Concrete: acting seasons, real clock	**CG-8** Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.10 Performs simple measurements of time in minutes, hours, days, weeks, and months	Students will observe and describe weather conditions like hot, cold, rainy, windy	
		Calendar Fun	Look at the calendar and fill the table.	Day 3		"Name + Action Game" Each student says their name with an action "I'm Riya" (claps twice) Whole class repeats.	Use Teaching Aids Calendar chart Toy clock Season pictures	**CG-8** Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.10 Performs simple measurements of time in minutes, hours, days, weeks, and months	Students will identify which months belong to which season (basic level)	
		Trip to Vijayawada	Let us Talk	Day 4		Teacher says dramatically: Student say "Oh no! The seasons are confused Summer is feeling cold, Winter is sweating, and Rainy season forgot to bring rain!"	Questioning Technique	**CG-8** Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.10 Performs simple measurements of time in minutes, hours, days, weeks, and months	Students will identify different types of seasons.	
		Gargi's Day	Write down the time for each picture.	Day 5		Teacher says emotions: • Happy • Sad • Angry • Surprise Students make the face quickly	Activity-Based Learning	**CG-8** Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.10 Performs simple measurements of time in minutes, hours, days, weeks, and months	Students will identify different types the directions.	

			Let us Do	Day 6		Funny Twist: Teacher suddenly calls wrong situations: “It’s SUMMER but you must act like WINTER!” “Rainy season but no rain—what will you do?” Students laugh and act silly	Concrete → Pictorial → Abstract	**CG-8** Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.10 Performs simple measurements of time in minutes, hours, days, weeks, and months	Students will identity different types of the directions.	
		Let us Play-Knowing Direction.		Day 7		“Robot Teacher Game” One student is a “robot Other students give commands: Turn left Turn right Move forward Step backward	Activity-Based Learning	**CG-8** Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.10 Performs simple measurements of time in minutes, hours, days, weeks, and months	Students will be identifying the four main directions: East, West, North, and South.	
			Let us Do	Day 8		Teacher says emotions: • Happy • Sad • Angry • Surprise Students make the face quickly	Experiential Learning	**CG-8** Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.10 Performs simple measurements of time in minutes, hours, days, weeks, and months.	Students will identify that the sun rises in the East and sets in the West.	
10	Fun at the Fair (Money)	Introduction to Money	How Much I Spent?	**January** Day 1	**January**	Students imagine money is talking: “₹10 note says: Don’t waste me!” “₹5 coin says: I am small but useful!” Students act it out in funny voices.	Constructivist learning (students build meaning from real-life context)	**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	Students will recognize coins and notes of small denominations	

			Let us Do?	Day 2		"Talking Money Drama" Students act as coins/notes: ₹10 note: "I am always busy!" ₹1 coin: "Nobody respects me" ₹500 note: "I feel like a celebrity!"	Experiential learning	**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	Students will identify and name different coins and notes.	
		Pop the Balloon?		Day 3		Teacher shows items and says absurd prices: Banana = ₹1000 Balloon = ₹5000 Students must shout: "Sir, this is not a mall, it's a robbery!"	Experiential learning	**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	Students will classify buying and selling in a fair context.	
			Let us Do	Day 4		"Money Can't Buy Everything!" Teacher gives prompts: "Can money buy happiness?" Students act funny answers: "Yes, I bought happiness for ₹10 in the canteen!" "No, my homework is still sad!"	Concept linkage (money, spending, budgeting, decision-making)	**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	Students will find change (how much money is left/returned)	
			Let us Buy	Day 5		Teacher says emotions: • Happy • Sad • Angry • Surprise Students make the face quickly	Experiential learning (simulating fair situations)	**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	Students will add prices of items to find total cost.	

			Let us Do	Day 6		"The Laughing Coin Game" Teacher throws imaginary coin questions: "If ₹10 starts laughing, what sound will it make?" Students respond in funny voices or actions. Example answers: "₹10 goes: Ha ha ha, I am rich!	Concept linkage (money, spending, budgeting, decision-making)	**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	Students will apply money concepts in daily life situations.	
			Project Work Make a list of the things that you buy and the total money you spend.	Day 7		"Fair Item Acting Game" Students act out items: Balloon floating away Ice cream melting Money running away	Interactive engagement.	**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	Students will make a list that they can buy and total them.	
11	Data Handling	Favourite Colours		**February** Day 1	**February**	"Human Bar Graph" How it works: Assign categories: Pizza lovers Burger lovers Ice cream lovers	Activity-based learning (students participate physically)	**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	Students will recognise what data is in real life.	Assessment for learning.
		Picnic Day	Let us Do	Day 2		Act Like Students act out prompts without speaking: Act like a flying pencil Act like a confused teacher Act like a slow internet connection	Play-way method (learning through fun and games)	**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	Students will complete the table and fill in the blanks.	

		Discuss the picture and fill the table		Day 3		"I Am Not Ready!" How it works: Teacher says: "Today is exam day!" Students must react dramatically: "Oh no! I forgot how to write my name!"	Experiential learning (acting out graphs and data)	**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	Students will discuss the picture and fill the table.	
		Games we play		Day 4		"I Am Not Ready!" How it works: Teacher says: "Today is exam day!" Students must react dramatically: "Oh no! I forgot how to write my name!"	Activity-based learning (students participate physically)	**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	Students will work collaboratively in group tasks.	
			Use the table to draw faces	Day 5		One-Word Story (Funny Edition)" How it works: Each student adds one word: "Once… a… hungry… elephant… ate… homework…"	Collaborative learning (group participation)	**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	Students will draw the different types of faces.	

			Let us Do	Day 6		"Serious Face Challenge" How it works: Students try not to laugh while others make funny faces or jokes.	Experiential learning (acting out graphs and data)	**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.	Students will identify the picture and fill the table.	
			Project Work	Day 7		"Human Bar Graph" How it works: Assign categories: Pizza lovers Burger lovers Ice cream lovers	Play-way method (learning through fun and games)	**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.	Students will visit to nearby families to find out the number of families which have their grandparents with them.	
	Puzzles		A. Draw lines B. Complete the patterns C. Think and complete D. Find the number.	**February** Day 1	**February**	Act and guess" One student act without speaking: • Monkey • Teacher • Robot	Concept Puzzles are problem-solving learning tools where students apply logic, reasoning, and prior knowledge to find solutions.	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.	Students will solve the puzzles.	

			E. Look at the picture. F. Find the number G. Identify the appropriate shadow image H. Different ways I. To make two squares.	Day 2		"Silly Sound Round" Students introduce themselves using a funny sound: • "I am Rahul… BEEP BOOP " • "I am Asha… WOOF WOOF	Activity-Based Learning Learning happens through doing: • thinking • discussing • solving	**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.	Students will solve the puzzles.	
			J. Who am I ? K. Select ball to make a total L. Make two different two digit numbers. M. Draw a path N. Look at the above picture and write the answers.	Day 3		**"Freeze Game"** Students move around when music plays. When music stops, they must freeze in funny poses.	**Cooperative Learning** Students solve puzzles in groups and share ideas.	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.	Students will solve the puzzles.	
			O. Identify rectangle and join the dots. P. Complete it Q Divide the garden into 4 areas. R. Who am I? S. Arrange the numbers 1 to 7 T. Divide a 6-meter-long cloth. U. Think a number and double. V. Use a Calculator.	Day 4		One-Word Story (Funny Edition)" How it works: Each student adds one word: "Once… a… hungry… elephant… ate… homework…"	Activity-Based Learning Learning happens through doing: • thinking • discussing • solving	**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.	Students will solve the puzzles.	Assessment of learning.