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

UNIT		Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
Chapter .1	**What's in a Name**		**Counting two-digit numbers.**	**July Day 1**	**July**	Students jump while counting aloud (jumping as per the number) and pass a ball in a circle while continuing the counting sequence.	"Using place value (tens and ones) with concrete materials, activities, and real-life contexts."	**CG-1** Understands numbers (Counting numbers) represents whole numbers using the Indian place value system, understands and carries out the two basic operations with whole numbers, and discovers and recognises patterns in number sequences	**C-1.1**Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers	The students will represent numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers.	
			Count numbers in Names (alphabets)	**Day 2**		Students will count alphabets in their names in a given time limit.	Learning through **activity and interaction** by counting letters in names, comparing numbers, and relating to real-life contexts.	**CG-1** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the two basic operations.	**C-1.1**Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers.	The students will represent numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers.	
			Count numbers in number Names.	**Day 3**		Students will count digits in their roll number in a given time limit**.**	Learning through **activity-based and experiential methods** by connecting number names with counting and comparison.	**CG-1** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the two basic operations.	**C-1.1**Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers.	The students will represent numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers.	

Chapter .1	**What's in a Name**	**Computational Thinking**	**Caesar Cipher**	**Day 4**		Students shift letters in their names by +1 (A→B, B→C) and observe changes.	Learning through **pattern recognition and activity-based exploration**, where students identify letter shifts and simple coding patterns.	**<u>CG-1</u>** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the two basic operations	**<u>C-1.1</u>**Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers.	Students will identify patterns and perform simple encoding/decoding using letter shifts.	
		Computational Thinking	**Exercise: - Student book pg.no 12 and 13**	**Day 5**		"Alphabet Pass" – Students pass a ball and say the next alphabet or a word starting with it..	Learning through **activity-based and collaborative methods**, focusing on **sequencing, pattern recognition, and logical thinking**.	**<u>CG-1</u>** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the two basic operations.	**<u>C-1.1</u>**Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers.	Students will recognise sequences and patterns and apply logical thinking to complete tasks.	
		Computational Thinking	**Exercise: - Student book pg.no 13 and 14**	**Day 6**		Students follow simple step-by-step instructions (e.g., clap–turn–jump) to understand sequencing.	Learning through **activity-based and experiential methods**, focusing on **step-by-step thinking (algorithm), sequencing, and logical reasoning**.	**<u>CG-1</u>**Develop basic problem-solving skill with procedural fluency to solve daily -life problems.	**<u>C-1.3</u>** Understands and visualises arithmetic operations and the relationships among them.	Students will follow and create simple sequences of steps to solve problems logically.	
Chapter 2.	**Toy Joy**	**Shapes**	**Cube, Cuboids, Cone and cylinder**	**July Day 1**	**July**	"I am round, I have no corners…" → Students guess the shape.	Learning through **activity-based and experiential methods** using real-life objects (dice, boxes, cones, bottles) to explore and compare shapes.	**<u>CG-2</u>** Analyses the characteristics and properties of two - and three-dimensional geometric shapes.	**<u>C-2.1</u>**Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes or properties	Students will identify, compare, and describe 2D and 3D shapes using appropriate vocabulary.	
			2D shapes	**Day 2**		*****Students take turns drawing a 2D shape on the board while others guess its name.	Learning through **activity-based and visual methods**, where students draw, identify, and describe shapes using real-life examples.	**<u>CG-2</u>** Analyses the characteristics and properties of two - and three-dimensional geometric shapes	**<u>C-2.4</u>** Discovers, recognises, describes, and extends patterns in 2D and 3D shapes	Students will identify, draw, and describe 2D shapes using correct terms like sides and corners.	
			***Construct and Describe Shapes**	**Day 3**		Students will find out different shapes in class room.	Learning through **experiential and activity-based methods**, by observing real-life objects and describing their shape properties.	**<u>CG-2</u>** Analyses the characteristics and properties of two - and three-dimensional geometric shapes	**<u>C-2.3</u>** Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes.	Students will identify shapes in their surroundings and describe their properties using correct vocabulary.	

				Day 4		Students will make the different shapes with help of hand (fingers)	Learning through kinesthetic and activity-based methods**, where** students form and recognise shapes using body movements.	**<u>CG-2</u>** Analyses the characteristics and properties of two - and three-dimensional geometric shapes	**<u>C-2.4</u>** Discovers, recognises, describes, and extends patterns in 2D and 3D shapes.	Students will create and identify shapes using their hands and describe their properties.	
				Day 5		**"Guess the Shape"** – A student traces a shape in the air or on a friend's back while others guess what it is.	Learning through **activity-based and visual methods**, exploring symmetry using folding and reflection.	CG-2 Recognises and creates shapes that have symmetry.	**<u>C-2.3</u>**Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes.	Students will identify and create symmetrical shapes using reflection and folding.	
Chapter 2.	**TOY JOY**	**Computational Thinking**		**Day 6**		**"Draw My Shape"** – One student describes a shape while others try to draw it, then compare and laugh at the results.	Learning through **activity-based and collaborative methods**, focusing on **giving and following step-by-step instructions (algorithmic thinking)**.	CG-2 Recognizes and creates shapes that have symmetry	**<u>C-2.3</u>** and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes.	Students will describe and follow instructions to complete tasks accurately.	
Chapter 3.	**Double Century**	**Counting up to 100**		**July Day 1**	**July**	**"Jump and Count"** – Students count aloud while jumping, clapping, or tapping (e.g., jump on multiples of 5).	Learning through **activity-based and kinesthetic methods**, using movement and patterns to reinforce counting.	CG-1 Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the two basic operations.	**<u>C-1.1</u>** Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers.	Students will count, read, and write numbers up to 100 and identify simple patterns.	ASSESSMENT AS LEARNING
				Day 2		"Fill the Line" – Students arrange themselves in number order; missing numbers are identified by the class.	Learning through **activity-based and collaborative methods**, focusing on **number sequencing and pattern recognition**.	<u>CG-1</u> Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the two basic operations.	**<u>C-1.3</u>** Understands and visualises arithmetic operations and the relationships among them.	Students will arrange numbers in order and identify missing numbers correctly.	
				Day 3		Clap, Snap, Pat – 1 clap = 100, 1 snap = 10, 1 pat = 1	Learning through **activity-based and kinesthetic methods**, using body movements to understand **place value (hundreds, tens, ones)**.	<u>CG-1</u> Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the two basic operations.	**<u>C-1.3</u>** Understands and visualises arithmetic operations and the relationships among them.	Students will represent numbers using hundreds, tens, and ones through actions.	
				Day 4		**Jump in Patterns** Count to 100 while changing movements every 10 numbers: 1–10 normal jumps, 11–20 side jumps, 21–30 clap + jump, and continue with new patterns for each set of 10.	Learning through **activity-based and kinesthetic methods**, focusing on **number patterns and grouping (sets of 10)**.	**<u>CG-1</u>** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the two basic operations.	**<u>C-1.3</u>** Understands and visualises arithmetic operations and the relationships among them, knows addition and applies the four basic operations on whole numbers to solve daily life problems	Students will count up to 100 and identify patterns in groups of 10.	

Chapter 3.	**Double Century**	**Computational Thinking**		**Day 5**		Jump and count by hundreds as a group (100, 200, 300… up to 1000), adding a fun action (clap, spin, or stomp) at each hundred.	Learning through **activity-based and kinesthetic methods**, focusing on **pattern recognition, sequencing, and grouping in hundreds**.	**CG- 2** Develop basic capacities of analytical thinking, Verbal and visual reasoning.	**C-1.3** Understands and visualises arithmetic operations and the relationships among them, knows addition and applies the four basic operations on whole numbers to solve daily life problems	Students will count in hundreds and identify patterns in number sequences.	
Chapter 3	**Double Century**	**Computational Thinking**		**Day 6**		100 Jump Celebration When the group reaches 100, everyone does a big celebration jump (spin, clap, cheer).	Learning through **activity-based and experiential methods**, focusing on **counting, milestones, and pattern recognition**.	**CG-1** Develop basic problem-solving skill with procedural fluency to solve daily -life problems.	**C-1.1** Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers	Students will count up to 100 and recognise simple patterns in numbers.	
Chapter 4.	**Vacation with My Nani Maa**			**August Day 1**	August	"Object Hide & Seek" – Students give clues like "hot" or "cold" to locate an object.."	Learning through **activity-based and experiential methods**, focusing on **spatial understanding and directional language**.	**CG-2**Develops spatial understanding and ability to describe position and movement.	**C-2.2**Describes location and movement using common and mathematical languages.	Students will locate objects and describe their position using appropriate terms.	
				Day 2		Do a quick "Jump & Add" game where students jump in place and add the next number aloud (1+1=2, 2+1=3…) as a group.	Learning through **activity-based and kinesthetic methods**, focusing on **addition as forward counting**.	**CG-1** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the two basic operations with whole numbers.	**C-1.3** Understands and visualises arithmetic operations and the relationships among them, knows addition and applies the two basic operations on whole numbers to solve daily life problems.	Students will perform simple addition using counting and understand the pattern of adding 1.	
				Day 4		"Dice Add Jump" – Students roll two dice, add the numbers, and jump that many times.	Learning through **activity-based and experiential methods**, using games to understand **addition**.	**CG-1** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the two basic operations with whole numbers.	**C-1.3** Understands and visualises arithmetic operations and the relationships among them, knows addition and applies the two basic operations on whole numbers to solve daily life problems.	Students will add two numbers and represent the result through actions.	
				Day 5		"Add & Act" – Students solve a quick addition and perform a fun action based on the answer.	Learning through **activity-based and experiential methods**, reinforcing **addition through play and movement**.	**CG-1** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the two basic operations with whole numbers.	**C-1.3** Understands and visualises arithmetic operations and the relationships among them, knows addition and applies the two basic operations on whole numbers to solve daily life problems.	Students will solve simple addition problems and express the results through actions.	
				Day 6		"Jump the Sum" – Students hear an addition problem and jump to show the correct answer..	Learning through **activity-based and kinesthetic methods**, reinforcing **addition through movement and quick response**.	**CG-1** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the two basic operations with whole numbers.	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the two basic operations on whole numbers to solve daily life problems.	Students will solve simple addition problems and respond correctly through actions. .	

Chapter 4.	**Vacation with My Nani Maa**	**Computational Thinking**		**Day 7**		"Number Chain": each student adds a number to the previous total.	Learning through **activity-based and collaborative methods**, focusing on **sequencing, pattern recognition, and simple addition**.	**CG- 2** Develop basic capacities of analytical thinking, Verbal and visual reasoning.	**C-1.3**Recognises patterns, follows sequences, and performs simple addition.	Students will continue number sequences and perform simple addition in a group activity.	
Chapter 5.	**Fun With Shapes**		**Basic Shapes**	**August Day 1**	**August**	Students name shapes they see in their daily life (e.g., clock – circle, door – rectangle).	Learning through **activity-based and experiential methods**, connecting shapes with real-life objects.	**CG-2** Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry	**C-2.4** Discovers, recognises, describes, and extends patterns in shapes.	Students will identify shapes in daily life and describe their properties.	ASSESSMENT FOR LEARNING
				Day 2		Students make an envelope and draw different lines on it.	Learning through **activity-based and hands-on methods**, exploring **lines and shapes through construction**.	**CG-2** Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry	**C-2.1**Identifies and describes shapes and recognises different types of lines.	Students will create shapes and identify different types of lines in them.	
				Day 3		"Quick Rangoli": draw a simple rangoli using basic shapes in 3 minutes.	Learning through **activity-based and creative methods**, exploring **patterns using shapes**.	**CG-2** Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry	**C-2.4** Discovers, recognises, describes, and extends patterns in shapes.	Students will create and identify patterns using basic shapes.	
				Day 4		"Shape Rangoli": create a rangoli using only circles and triangles.	Learning through **activity-based and creative methods**, focusing on **pattern formation using shapes**.	**CG-2** Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry	**C-2.4** Discovers, recognises, describes, and extends patterns in shapes.	Students will create and identify patterns using specific shapes like circles and triangles.	

			Square Corner	**Day 5**		"Draw a Square": students draw as many squares as possible in 2 minutes.	Learning through **activity-based and visual methods**, focusing on **identifying and drawing shapes**.	**CG-2** Analyses the characteristics and properties geometric shapes and recognises and creates shapes that have symmetry.	**C-2.1**Identifies, compares, and analyses attributes of shapes and develops vocabulary to describe their attributes or properties.	Students will identify and draw squares and describe their properties (sides, corners).	
				Day 6		"Square Hunt": name things from daily life that are square-shaped.	Learning through **activity-based and experiential methods**, connecting shapes with real-life objects.	**CG-2** Analyses the characteristics and properties geometric shapes and recognises and creates shapes that have symmetry.	**C-2.1**Identifies, compares, and analyses attributes of shapes and develops vocabulary to describe their attributes or properties.	Students will identify square-shaped objects and describe their properties.	
			Circus with Circles.	**Day 7**		"Circle Objects": name things in daily life that are circular.	Learning through **activity-based and experiential methods**, connecting shapes with real-life examples.	**CG-2** Analyses the characteristics and properties geometric shapes and recognises and creates shapes that have symmetryy.	**C-2.1**Identifies and describes attributes of shapes using appropriate vocabulary.	Students will identify circular objects and describe their properties.	
				Day 8		"Clap the Triangle" – Students clap when a triangle is shown and stay still for other shapes.	Learning through **activity-based and interactive methods**, focusing on **identifying and distinguishing shapes**.	**CG-2** Analyses the characteristics and properties geometric shapes and recognises and creates shapes that have symmetryy	**C-2.1**Identifies and describes attributes of shapes using appropriate vocabulary.	Students will identify triangles and differentiate them from other shapes.	
			Doors- Dot-Lines	**Day 9**		"Pattern Dots": create a simple dot pattern and repeat it.	Activity-based, child-centered and experiential learning approach focusing on learning by doing, observation, and pattern exploration.	**CG-2** Analyses the characteristics and properties geometric shapes and recognises and creates shapes that have symmetryy	**C-2.4:** Discovers, recognises, describes, and extends patterns..	The students will be able to discovers, recognises, describes, and extends patterns.	
Chapter 5.	**Fun With Shapes**	**Computational Thinking**		**Day 10**		Make a Robot using different shapes in 3 minutes.	Activity-based, experiential, and child-centered learning through creative shape construction.	**CG-2** Analyses the characteristics and properties geometric shapes and recognises and creates shapes that have symmetryy	**C-2.4** Discovers, recognises, describes, and extends patterns.	Students will be able to discover, recognise, describe, and extend patterns using geometric shapes.	
Chapter 6.	**House Of Hundreds-I**			**August Day 1**	**August**	"Jump Count": students jump while counting numbers aloud from 100 to 1000	Activity-based, experiential, and kinesthetic learning through movement and counting.	**CG-1** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the two basic operations with whole numbers.	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the two basic operations on whole numbers to solve daily life problems.	Students will understand and visualise arithmetic operations, recognise number patterns, and apply basic operations in daily life.	

			Magical Count	**Day 2**		"Take Away": start with 10 objects, remove some, students tell how many are left.	Activity-based, experiential learning using concrete objects to understand subtraction.	**CG-1** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the two basic operations with whole numbers.	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the two basic operations on whole numbers to solve daily life problems.	Students will understand and visualise subtraction and apply basic operations in simple daily life situations.	
			Numbers on a Line	**Day 3**		"Hop Count": jump along the number line while counting aloud.	Activity-based, experiential, and kinesthetic learning through movement on a number line.	**CG-1** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the two basic operations with whole numbers.	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the two basic operations on whole numbers to solve daily life problems.	Students will understand and visualise number sequences and apply basic counting and operations using a number line.	
		Skip Counting		**Day 4**		"Skip Count": count by 2s, 5s, or 10s up to 100.	Activity-based, experiential learning through rhythmic counting and pattern recognition.	**CG-1** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the two basic operations with whole numbers.	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the two basic operations on whole numbers to solve daily life problems.	Students will understand and apply skip counting, recognise patterns, and use it for basic arithmetic operations..	
				Day 5		"Action Count": do actions (jump/clap) and count them.	Activity-based, experiential, and kinesthetic learning through action-based counting.	**CG-1** Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the two basic operations with whole numbers, and discovers and recognises patterns in number sequences	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the two basic operations on whole numbers to solve daily life problems.	Students will understand and visualise counting, recognise number patterns, and apply basic operations in daily life.	
Chapter 6	**House Of Hundreds-I**	**Computational Thinking**		**Day 6**		Identify the place value of a digit in different 3-digit numbers.	Activity-based and concept-driven learning using place value exploration and contextual problem-solving.	**CG-4** Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking	**C-4.3:** Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper-pencil calculation, according to the context.	Students will correctly identify place values in 3-digit numbers and apply suitable methods for computation in different contexts.	
				Day 7		Form the largest and smallest number using given three digits.	Activity-based, problem-solving approach using logical reasoning and number manipulation.	**CG-4** Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking	**C-4.3** Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper-pencil calculation, in accordance with the context	The students will selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper-pencil calculation, in accordance with the context	

Chapter 7.	**Raksha Bandhan**	**Multiplication**		**August Day 1**	**September**	Find the mistake: show a wrong multiplication and let them correct it.	Activity-based, inquiry-driven learning using error analysis and conceptual understanding.	**CG-1** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the three basic operations with whole numbers.	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the three basic operations on whole numbers to solve daily life problems.	Students will understand multiplication, identify mistakes in calculations, and apply correct procedures in solving problems.	
				Day 2		Rapid-fire: say simple multiplication questions and students answer instantly.	Activity-based, fast-paced oral practice to strengthen fluency and mental math skills.	**CG-1** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the three basic operations with whole numbers.	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the three basic operations on whole numbers to solve daily life problems.	Students will develop fluency in multiplication facts and apply them accurately in oral problem-solving..	
				Day 3		Multiplication rap: chant tables rhythmically as a group.	Activity-based, rhythmic and collaborative learning approach using chants for memorisation and fluency.	**CG-1** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the three basic operations with whole numbers.	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the three basic operations on whole numbers to solve daily life problems.	The students will understand and visualizes arithmetic operations and the relationships among them, knows addition and applies the three basic operations on whole numbers to solve daily life problems.	
				Day 4		Multiplication rap: chant tables rhythmically as a group.	Activity-based, rhythmic, and collaborative learning approach using chants to enhance memorisation and fluency.	**CG-1** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the three basic operations with whole numbers.	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the three basic operations on whole numbers to solve daily life problems.	Students will develop fluency in multiplication tables and understand multiplication patterns through rhythmic group learning. .	
		Division		**Day 5**		Yes/No: “10 ÷ 2 = 6?” and more examples.	Activity-based, inquiry-driven learning using reasoning and concept verification.	**CG-1** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers.	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the three basic operations on whole numbers to solve daily life problems.	Students will understand division, develop logical reasoning skills, and verify the correctness of division statements.	
		Division		**Day 6**		Pair challenge: one gives division, other answers, then switch.	Collaborative, peer-learning and activity-based approach to strengthen conceptual understanding through practice.	**CG-1** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers.	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the three basic operations on whole numbers to solve daily life problems.	Students will understand division and apply basic operations accurately through interactive peer learning activities.	

		Division		**Day 7**		Rapid-fire: ask quick division questions for instant answers. (One- and two-digit numbers)	Fast-paced, activity-based oral drill method to enhance fluency, speed, and mental math skills.	**CG-1** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers.	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the three basic operations on whole numbers to solve daily life problems.	Students will develop fluency in division facts and apply them accurately in quick mental calculations. .	
		Multiplication		**Day 8**		Multiplication rap: chant tables rhythmically as a group.	Rhythmic, activity-based, and collaborative learning approach using chanting to enhance memorisation and fluency.	**CG-1** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers.	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the three basic operations on whole numbers to solve daily life problems.	Students will demonstrate fluency in multiplication tables and strengthen understanding of multiplication patterns through rhythmic group learning.	
		Multiplication		**Day 9**		Students stand in a circle, pass a ball while music/clapping goes on, and whoever gets the ball must answer a simple multiplication (like 4 × 3) within 3 seconds or pass it on.	Game-based, kinesthetic, and time-bound learning approach to enhance fluency and quick recall of multiplication facts.	**CG-1** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers.	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the three basic operations on whole numbers to solve daily life problems.	Students will develop speed, accuracy, and confidence in multiplication through interactive and game-based learning.	
		Multiplication		**Day 10**		**Pair Quiz:** Students quiz each other with basic multiplication facts.	Collaborative, peer-learning and activity-based approach to strengthen fluency through mutual questioning and response.	**CG-1** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers.	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the three basic operations on whole numbers to solve daily life problems.	Students will develop fluency in multiplication facts and improve accuracy through interactive peer-based learning.	
		Multiplication		**Day 11**		**Table Race:** Students write as many answers of one table (e.g., 7) as possible in 1 minute.	Time-bound, activity-based practice method to enhance fluency, speed, and recall of multiplication facts.	**CG-1** Understands numbers (counting numbers) represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers.	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the three basic operations on whole numbers to solve daily life problems.	Students will demonstrate improved speed, accuracy, and fluency in multiplication tables through timed practice activities.	
Chapter 7.	**Raksha Bandhan**	**Computational Thinking**		**Day 12**		**Missing Number:** 5 × __ = 20, students fill quickly.	Activity-based and reasoning-focused learning using pattern recognition and inverse operation thinking.	**CG-2** Develop basic capacities of analytical thinking, verbal and visual reasoning.	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the three basic operations on whole numbers to solve daily life problems.	Students will be able to follow step-by-step reasoning to solve missing number problems and understand relationships in multiplication facts.	

				Day 13		Repeat after teacher: 4 × 2 = 8 (chorus method).	Rhythmic, auditory and repetition-based learning approach to strengthen memory and fluency in multiplication facts.	**CG-2** Develop basic capacities of analytical thinking, verbal and visual reasoning.	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the three basic operations on whole numbers to solve daily life problems.	Students will be able to fallow clear step-by-step rules to solve the problems involving number sequences formed using simple operations.	ASSESSMENT OF LEARNING
Chapter 8.	**Fair Share**	**Fractions**		**October Day 1**	**November**	Draw a circle and shade 1/2, 1/3, or 1/4.	Activity-based and visual learning approach using drawing and partitioning to build conceptual understanding of fractions.	**CG-1** Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences	**C-1.2** Represents and compares commonly used fractions in daily life (such as ½, ¼) as parts of unit wholes, as locations on number lines and as divisions of whole numbers.	Students will be able to represent and compare simple fractions as parts of a whole using visual models.	
				Day 2		Fold paper to show 1/2 and 1/4.	Hands-on, experiential learning approach using paper folding to build visual understanding of fractions.	**CG-1** Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences	**C-1.2** Represents and compares commonly used fractions in daily life (such as ½, ¼) as parts of unit wholes, as locations on number lines and as divisions of whole numbers.	Students will be able to represent and compare simple fractions like 1/2 and 1/4 using concrete paper-folding activities.	
				Day 3		Find fraction in class (e.g., boys/girls = fraction).	Real-life, activity-based learning approach using observation and group data to understand fractions meaningfully.	**CG-1** Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences	**C-1.2** Represents and compares commonly used fractions in daily life (such as ½, ¼) as parts of unit wholes, as locations on number lines and as divisions of whole numbers.	Students will be able to represent and interpret fractions from real-life classroom situations accurately.	
Chapter 8.	**Fair Share**	**Computational Thinking**		**Day 4**		Say fraction names aloud (half, one-third).	Activity-based and auditory learning approach using repetition and verbal reinforcement to build conceptual understanding.	**CG-1** Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences	**C-1.2** Represents and compares commonly used fractions in daily life (such as ½, ¼) as parts of unit wholes, as locations on number lines and as divisions of whole numbers.	Students will be able to identify and correctly name simple fractions and relate them to visual representations.	

				Day 5		Show with objects: take 1/2 of 6 pencils.	Hands-on, experiential learning using concrete objects to build conceptual understanding of fractions.	**CG-1** Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences	**C-1.2** Represents and compares commonly used fractions in daily life (such as ½, ¼) as parts of unit wholes, as locations on number lines and as divisions of whole numbers.	Students will be able to represent fractions of a set of objects and understand the relationship between numerators, denominators, and the whole.	
Chapter 9.	**House Of Hundreds-II**	**Count up to 1000**		**November Day 1**	**November**	Number chain: each student says the next number (+100).	Activity-based, collaborative learning using sequential counting to develop numerical fluency and pattern recognition.	**CG-1** Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences.	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the three basic operations on whole numbers to solve daily life problems.	Students will be able to follow step-by-step rules to continue number sequences and understand the structure of numbers up to 1000.	
				Day 2		Compare two numbers: which is bigger (e.g., 5678 or 5768).	Hands-on, reasoning-based learning using comparison and place value understanding to develop numerical judgment.	**CG-1** Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences.	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the three basic operations on whole numbers to solve daily life problems.	Students will be able to compare multi-digit numbers accurately by analysing their digits and place values.	
				Day 3		Write any 3-digit number and read it aloud by their number names.	Activity-based and language-integrated learning approach combining numeracy and verbal expression for better conceptual clarity.	**CG-1** Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences.	**C-1.3** Understands and visualizes arithmetic operations and the relationships among them, knows addition and applies the three basic operations on whole numbers to solve daily life problems.	Students will be able to read and express 3-digit numbers confidently using correct number names and understand their place value structure.	
Chapter 9.	**House Of Hundreds-II**	**Computational Thinking**		**Day 4**		Count aloud by 100s (100, 200, 300… up to 1000)	Activity-based, rhythmic, and pattern-focused learning approach to strengthen computational thinking through number sequencing.	**CG-4** Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking	**C-4.1** Solves puzzles and daily-life problems involving one or more operations on whole numbers (including word puzzles and puzzles from ‘recreational’ areas, such as the construction of magic squares)	Students will be able to recognise and extend number patterns in multiples of 100 and apply step-by-step reasoning in number sequences.	
				Day 5		Before–after: what comes before 299 and after 301?	Activity-based and inquiry-driven learning approach using number sequencing and logical reasoning.	**CG-4** Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking	**C-4.1** Solves puzzles and daily-life problems involving one or more operations on whole numbers (including word puzzles and puzzles from ‘recreational’ areas, such as the construction of magic squares)	Students will be able to identify preceding and succeeding numbers and apply logical reasoning in number sequencing problems.	

Chapter 10.	**Fun At The Class Party**	**Measurement**		**November Day 1**	**November**	Compare objects: which is longer/shorter or heavier/lighter?	Activity-based, hands-on learning approach using real objects to develop understanding of measurement concepts.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight, area, volume, and time using non-standard and standard units	**C-3.1** Measures in non-standard and standard units and evaluates the need for standard units	Students will be able to compare objects using non-standard and standard units and understand why standard measurement is needed.	
				Day 2		True/False: a pencil is 1 meter long.	Inquiry-based and reasoning-focused learning approach using real-life estimation and conceptual understanding of standard units.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight, area, volume, and time using non-standard and standard units	**C-3.1** Measures in non-standard and standard units and evaluates the need for standard units	Students will be able to evaluate measurement statements and understand the appropriate use of standard and non-standard units..	
				Day 3		Measure classroom items (book, pencil) in cm.	Hands-on, experiential learning approach using real objects and tools to develop measurement and conversion understanding.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight, area, volume, and time using non-standard and standard units.	**C-3.3** Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will be able to measure objects using centimetres and understand basic unit conversion within the metric system.	
Chapter 10.	**Fun At The Class Party**	**Computational Thinking**		**Day 4**		Guess length in cm, then verify with a scale.	Activity-based and inquiry-driven learning approach using estimation, verification, and measurement tools.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight, area, volume, and time using non-standard and standard units.	**C-3.3** Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will be able to estimate and measure lengths accurately and understand basic measurement relationships within the metric system.	
				Day 5		Measure a desk using hand spans, then measure with a ruler and compare.	Experiential, hands-on learning approach using non-standard and standard units to build measurement understanding.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight, area, volume, and time using non-standard and standard units.	**C-3.3** Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will be able to compare non-standard and standard measurements and understand the importance of using standard units like centimetres and metres.	
Chapter 11.	**Filling And Lifting**	**Measurement**	**Capacity**	**December Day 1**	**December**	Show two different-sized bottles and ask students to compare them and say which one can hold more or less liquid.	Activity-based, visual and experiential learning approach using real objects to develop understanding of capacity and volume.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight, area, volume, and time using non-standard and standard units.	**C-3.7** Evaluates the conservation of attributes like volume and solves daily-life problems related to them.	Students will be able to compare the capacity of different containers and understand basic concepts of volume in daily-life contexts.	ASSESSMENT AS LEARNING

			Weight	**Day 2**		Show two objects, ask students to guess which is heavier or lighter, then let them hold and check.	Activity-based, experiential learning approach using prediction, observation, and hands-on comparison to understand weight.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight, area, volume, and time using non-standard and standard units.	**C-3.2** Uses an appropriate unit and tool for the attribute weight being measured.	Students will be able to use appropriate methods to compare and understand the weight of objects in real-life situations.	
				Day 3		Show three objects and ask students to arrange them from lightest to heaviest.	Activity-based, hands-on learning approach using comparison and ordering to develop understanding of weight.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight, area, volume, and time using non-standard and standard units.	**C-3.2** Uses an appropriate unit and tool for the attribute weight being measured.	Students will be able to compare and arrange objects based on weight using appropriate reasoning and observation skills.	
Chapter 11.	**Filling And Lifting**	**Computational Thinking**		**Day 4**		Let students pretend to lift a heavy and a light object using actions and guess the weight**.**	Activity-based, kinesthetic learning approach using estimation, imagination, and reasoning to develop understanding of weight.	**CG-4** Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking.	**C-4.3** Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper-pencil calculation, in accordance with the context	Students will be able to select appropriate estimation methods and use reasoning to compare weights of objects in real-life contexts.	
				Day 5		Quick game: students point to one heavy and one light object in the classroom within 10 seconds.	Fast-paced, game-based and observation-driven learning approach to build estimation and comparison skills.	**CG-4** Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking.	**C-4.3** Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper-pencil calculation, in accordance with the context.	Students will be able to use quick estimation and observation skills to identify and compare the weight of objects in real-life situations.	
Chapter 12.	**Give and Take**	**Addition and Subtraction**		**January Day 1**	**January**	Call out simple addition and subtraction sums quickly and ask students to answer aloud or show with fingers as fast mental math.	Activity-based, rapid-response learning approach to strengthen mental calculation and fluency in basic operations.	**CG-1** Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the two basic operations with whole numbers, and discovers and recognises patterns in number sequences.	**C-1.3** Understands and visualises arithmetic operations and the relationships among them, knows addition and subtraction applies the two basic operations on whole numbers to solve daily life problems.	Students will be able to perform quick mental addition and subtraction and apply basic operations in daily-life situations.	

				Day 2		Ask quick addition or subtraction questions and let students respond instantly by clapping once for correct answers and staying silent for wrong ones.	Game-based, response-oriented learning approach to build speed, accuracy, and conceptual clarity in basic arithmetic.	**<u>CG-1</u>** Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the two basic operations with whole numbers, and discovers and recognises patterns in number sequences.	**<u>C-1.3</u>** Understands and visualises arithmetic operations and the relationships among them, knows addition and subtraction applies the two basic operations on whole numbers to solve daily life problems	Students will be able to quickly identify correct answers in addition and subtraction and strengthen their mental math skills through active participation. .	
		Money		**Day 3**		Teacher shows different currency notes and coins, and students quickly identify and state their values. .	Activity-based, visual and real-life learning approach using concrete currency examples to build conceptual understanding of money.	**<u>CG-1</u>** Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the two basic operations with whole numbers, and discovers and recognises patterns in number sequences.	**<u>C-1.3</u>** Understands and visualises arithmetic operations and the relationships among them, knows addition and subtraction applies the two basic operations on whole numbers to solve daily life problems.	Students will be able to recognise and identify the value of different coins and notes and relate them to basic number understanding..	
				Day 4		Show a price (e.g., ₹15) and ask students to add or subtract a given amount quickly and tell the final money left or total.	Activity-based, real-life contextual learning approach using mental math and money transactions to build arithmetic fluency.	**<u>CG-1</u>** Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the three basic operations with whole numbers, and discovers and recognises patterns in number sequences	**<u>C-1.3</u>** Understands and visualises arithmetic operations and the relationships among them, knows addition and subtraction applies the three basic operations on whole numbers to solve daily life problems.	Students will be able to apply addition and subtraction in money-related situations and compute total or remaining amounts accurately.	
				Day 5		Give students simple money sums (like ₹10 + ₹5 or ₹20 − ₹7) and ask them to quickly say the total or balance aloud.	Activity-based, real-life learning approach using mental math to strengthen fluency in money operations.	**<u>CG-1</u>** Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the three basic operations with whole numbers, and discovers and recognises patterns in number sequences	**<u>C-1.3</u>** Understands and visualises arithmetic operations and the relationships among them, knows addition and subtraction applies the three basic operations on whole numbers to solve daily life problems.	Students will be able to perform quick addition and subtraction with money and apply arithmetic skills in daily-life situations.	
Chapter 12.	**Give and Take**	**Computational Thinking**		**Day 6**		Teacher shows a note and asks students to say one way to make the same amount using smaller coins/notes.	Activity-based and problem-solving learning approach using decomposition of money values to develop computational thinking.	**<u>CG-4</u>** Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking.	**<u>C-4.1</u>** Solves puzzles and daily-life problems involving one or more operations on whole numbers (including word puzzles and puzzles from ‘recreational’ areas, such as the construction of magic squares)	Students will be able to represent the same amount using different combinations of coins and notes and develop flexible thinking in money-related problems.	

				Day 7		Show a money amount and ask: "What can you buy with this?" and students respond fast.	Activity-based, real-life contextual learning approach using decision-making and estimation to develop computational thinking.	**<u>CG-4</u>** Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking.	**<u>C-4.1</u>** Solves puzzles and daily-life problems involving one or more operations on whole numbers (including word puzzles and puzzles from 'recreational' areas, such as the construction of magic squares)	Students will be able to apply money concepts to real-life situations and make logical decisions based on given amounts.	
Chapter 13.	**Time Goes On**	**Calendar**		**February Day 1**	**February**	Quick game: students say one special day in the month (birthday/ holiday) if they know it**.**	Activity-based, interactive learning approach using real-life connections to develop understanding of calendars and time.	**<u>CG-3</u>** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to time using non-standard and standard units.	**<u>C-3.2</u>** Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured.	Students will be able to use a calendar as an appropriate tool to identify and relate important dates and events in daily life.	ASSESSMENT AS LEARNING
		Age Fun		**Day 2**		Ask students to guess their partner's age by asking simple questions and then check if the guess is correct.	Interactive, inquiry-based learning approach using real-life questioning and estimation to understand age as a measure of time.	**<u>CG-3</u>** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to time using non-standard and standard units.	**<u>C-3.2</u>** Uses an appropriate unit and tool for the attribute like time being measured.	Students will be able to use appropriate reasoning to estimate and verify age-related information in real-life contexts.	
		Clock		**Day 3**		Ask students to look at a clock time and quickly say whether it is morning, afternoon, or night.	Activity-based, visual learning approach using real-life time interpretation to develop understanding of clocks and time periods.	**<u>CG-3</u>** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to time using non-standard and standard units.	**<u>C-3.2</u>** Uses an appropriate unit and tool for the attribute like time being measured.	Students will be able to interpret clock time and correctly identify different parts of the day in real-life contexts.	
				Day 4		The teacher will show the time on a sample clock and ask students to read and tell the time.	Visual, demonstration-based learning approach using a clock model to develop time-reading skills.	**<u>CG-3</u>** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to time using non-standard and standard units.	**<u>C-3.2</u>** Uses an appropriate unit and tool for the attribute like time being measured.	Students will be able to read and interpret time shown on a clock using appropriate time measurement understanding.	
				Day 5		Students will share their daily timetable at home with the class.	Experiential, real-life sharing and discussion-based learning approach to connect time with daily routine.	**<u>CG-3</u>** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to time using non-standard and standard units.	**<u>C-3.2</u>** Uses an appropriate unit and tool for the attribute like time being measured.	Students will be able to relate time to daily life activities and use appropriate time-related understanding in real-life contexts.	

Chapter 13.	**Time Goes On**	**Computational Thinking**		**Day 6**		Teacher shows a time on a clock, and students quickly act out what they do at that time (like waking up, eating, studying, playing, or sleeping).	Activity-based, role-play learning approach using time-action association to build logical and computational thinking.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to time using non-standard and standard units.	**C-3.2** Uses an appropriate unit and tool for the attribute like time being measured.	Students will be able to sequence daily events using time-based clues such as before, after, and in-between.	
				Day 7		Students are given event cards and asked to arrange them in correct order using clues like before, after, and in-between.	Activity-based, sequencing and reasoning-focused learning approach using structured time-order tasks.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to time using non-standard and standard units.	**C-3.2** Uses an appropriate unit and tool for the attribute like time being measured.	Students will be able to follow step-by-step rules to arrange events in correct time order using before, after, and in-between concepts.	
Chapter 14.	**The Surajkund Fair**	**Make Malas**		**February Day 1**	**March**	Teacher shows or names different objects, and students quickly identify whether they are symmetrical or asymmetrical by visualising or imagining a line of symmetry.	Activity-based, observation-driven learning approach using visual discrimination to develop understanding of symmetry.	**CG-2** Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry.	**C-2.3** Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes.	Students will be able to recognise symmetry and asymmetry in familiar objects and identify basic lines of symmetry in shapes.	ASSESSMENT FOR LEARNING
				Day 2		Students will find symmetrical objects in the classroom.	Activity-based, exploratory learning approach using real-world observation to develop understanding of symmetry.	**CG-2** Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry.	**C-2.3** Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes.	Students will be able to recognise symmetry in familiar real-life objects and relate it to geometric concepts.	
		Make Masks!		**Day 3**		Students will make masks using the given materials.	Hands-on, creative learning approach using art integration to explore symmetry through mask-making.	**CG-2** Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry.	**C-2.3** Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes.	Students will be able to recognise and create symmetry in 2D shapes through creative mask-making activities.	

		The Mirror Game		**Day 4**		Ask students to stand in pairs—one student acts, and the other copies the movements like a mirror image (raising hand, turning left/right, etc.).	Kinesthetic, activity-based learning approach using body movements to experience and understand reflection symmetry.	**<u>CG-2</u>** Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry.	**<u>C-2.3</u>** Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes.	Students will be able to recognise and demonstrate reflection symmetry through mirror-image movements and actions.	
		***Tilling the Path** ***Making Tiles, Creating Paths**		**Day 5**		Ask students to look at floor tiles in the classroom and quickly identify patterns or shapes that repeat to form a path.	Observation-based, pattern recognition learning approach using real-life floor designs to explore symmetry and repetition.	**<u>CG-2</u>** Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry.	**<u>C-2.3</u>** Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes.	Students will be able to recognise symmetry and repeating patterns in tiling designs and relate them to geometric structures in real life. .	
		Search for Dada and Dadi		**Day 6**		Ask students to repeat a simple clap pattern made by the teacher (like clap–clap–snap), and then create their own pattern for the class to follow.	Activity-based, rhythmic learning approach using action patterns to develop understanding of sequence and symmetry.	**<u>CG-2</u>** Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry.	**<u>C-2.3</u>** Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes.	Students will be able to recognise and create simple repeating patterns using actions and relate them to structured sequences.	
Chapter 14.	**The Surajkund Fair**	**Computational Thinking**		**Day 7**		Students introduce themselves by showing a symmetrical pose (like joining hands or balancing both sides) and others guess the symmetry.	Activity-based, kinesthetic learning approach using body poses to develop understanding of symmetry and spatial awareness.	**<u>CG-2</u>** Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry.	**<u>C-2.3</u>** Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes.	Students will be able to recognise and create symmetrical body poses and understand basic concepts of reflection and rotational symmetry.	
				Day 8		Teacher does a pose, students say **“symmetrical” or “not symmetrical.”**	Interactive, observation-based learning approach using real-time classification to reinforce understanding of symmetry.	**<u>CG-2</u>** Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry.	**<u>C-2.3</u>** Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes.	Students will be able to quickly identify and classify symmetrical and non-symmetrical shapes through observation and reasoning.	ASSESSMENT OF LEARNING