KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS – IX
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	Orienting yourself - The use of Coordinates	History	Introduction and basic concept	APRIL DAY 1	JULY	Clap according to squaring pattern.	**Storytelling**	CG 4 :Analyses characteristics and properties of two-dimensional geometric shapes, and develops mathematical arguments to explain geometric relationships.	C-4.1 Describes relationships including congruence of two-dimensional geometric shapes (such as lines, angles, triangles) to make and test conjectures and solve problems.	The student will be able to link how history is connected with the chapter.	
1	Orienting yourself - The use of Coordinates	Notes	Notes and Exercise 1.1	DAY 2		Drawing objects (sun , moon , tree , water & mountains) making pair of 3.	**Visual Aids** : Use of entab and I-board.	CG 4: Analyses characteristics and properties of two-dimensional geometric shapes, and develops mathematical arguments to explain geometric relationships.	C-4.5 Specifies locations and describes spatial relationships using coordinate geometry, for example, plotting a pair of linear equations and	The student will be able to represent a floor plan on a grid using coordinates.	
1	Orienting yourself - The use of Coordinates		Exercise – 1.2	DAY 3 DAY 4		Finger tap ,finger hop &finger bend.	**Real-world Problems** : Find the distance between two cities using coordinates Plot a route on a map and calculate distances	CG 4 :Analyses characteristics and properties of two-dimensional geometric shapes, and develops mathematical arguments to explain geometric relationships	C-4.5 Specifies locations and describes spatial relationships using coordinate geometry, for example, plotting a pair of linear equations and	The student will be able to Compute the distance between two points using coordinates.	

1	Orienting yourself - The use of Coordinates		Distance formula application	DAY 5		Emoji Introductions: Use emojis to describe yourself.	**Visual Aids** : Use graph paper, GeoGebra, or Desmos Create interactive graphs with movable points	CG 4 :Analyses characteristics and properties of two-dimensional geometric shapes, and develops mathematical arguments to explain geometric relationships	. C-4.5 Specifies locations and describes spatial relationships using coordinate geometry, for example, plotting a pair of linear equations and graphically finding the solution, or finding the area of triangle with given coordinates as vertices.	The student will be able to determine whether three points lie in a straight line using coordinates.	
1	Orienting yourself - The use of Coordinates		EOC EXERCISE	DAY 6 DAY 7 DAY 8 DAY 9		First to complete a row/column shouts "Bingo!"	**Real-life Applications** and Use of I- board for explanation.	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms.	C-9.4 Engages in algorithmic problem-solving to design such solutions.	The student will be able to Compute the position of the midpoint of a line segment using coordinates, Check whether a triangle is right angled using coordinates.	
2	INTRODUCTION TO LINEAR POLYNOMIAL	LINEAR POLYNOMIAL	INTRODUCTION AND BASIC CONCEPT.	JULY DAY 1	JULY	Stand Up/Sit Down: Act on statements	**Data Collection**	CG-3: Discovers and proves algebraic identities and models real-life situations in the form of equations to solve them.	C-3.1 States and proves remainder theorem, factor theorem, and division algorithm.	The student will be able to link how history is connected with the chapter .	
2	INTRODUCTION TO LINEAR POLYNOMIAL		BASIC CONCEPT	DAY 2		Word Association: Quick word chains with themes	**Contextual Hook**: Begin with real-life scenarios that follow a "constant rate" pattern, such as **auto-rickshaw fares** (base fare + price per km).	CG-3: Discovers and proves algebraic identities and models real-life situations in the form of equations to solve them.	C-3.1 States and proves remainder theorem, factor theorem, and division algorithm.	The student will be able to Identify the degree, terms and coefficients of terms in a polynomial .	

2	INTRODUCTION TO LINEAR POLYNOMIAL		EXERCISE 2.1	DAY 3		Statue game.	**Active Classification**: Engage students in sorting exercises to distinguish between **monomials**, **binomials**, and **trinomials** based on terms, versus linear, quadratic, and cubic based on degree.	CG-3: Discovers and proves algebraic identities and models real-life situations in the form of equations to solve them.	C-3.1 States and proves remainder theorem, factor theorem, and division algorithm.	The student will be able to Identify the degree, terms and coefficients of terms in a polynomial	
2	INTRODUCTION TO LINEAR POLYNOMIAL		EXERCISE 2.2	DAY 4 DAY 5		Rose & Thorn: Share one good/bad thing today.	**Contextual Hook**: Begin with real-life scenarios that follow a "constant rate" pattern, such as **auto-rickshaw fares** (base fare + price per km) or buying stationery.	CG-3: Discovers and proves algebraic identities and models real-life situations in the form of equations to solve them	C-3.2 Models and solves contextualised problems using equations (for example, simultaneous linear equations in two variables or single polynomial equations), and draws conclusions about a situation being modelled.	The student will be able to Identify the degree, terms and coefficients of terms in a polynomial	
2	INTRODUCTION TO LINEAR POLYNOMIAL	LINEAR PATTERN	EXPLORING LINEAR PATTERN	DAY 6		If I Were...": Partner says "If I were [thing], I'd be...	**Visualizing Zeros**: Use a **graphical approach** to show that a linear polynomial forms a straight line and its "zero" is the exact point where it intersects the \(x\)-axis.	CG-3: Discovers and proves algebraic identities and models real-life situations in the form of equations to solve them	C-3.2 Models and solves contextualised problems using equations (for example, simultaneous linear equations in two variables or single polynomial equations), and draws conclusions about a situation being modelled.	The student will be able to make Model linear growth and decay using linear polynomials.	

2	INTRODUCTION TO LINEAR POLYNOMIAL		EXERCISE 2.3	DAY 7		Quick Draw: Draw something, partner guesses.	**Real-life Applications** and Use of I- board for explanation.	CG-3: Discovers and proves algebraic identities and models real-life situations in the form of equations to solve them	C-3.2 Models and solves contextualised problems using equations (for example, simultaneous linear equations in two variables or single polynomial equations), and draws conclusions about a situation being modelled.	The student will be able to make Model linear growth and decay using linear polynomials	
2	INTRODUCTION TO LINEAR POLYNOMIAL		EXERCISE 2.4	DAY 8		5 Jumps and sit	**Real-life Applications** and Use of I- board for explanation.	CG-3: Discovers and proves algebraic identities and models real-life situations in the form of equations to solve them	C-3.2 Models and solves contextualised problems using equations (for example, simultaneous linear equations in two variables or single polynomial equations), and draws conclusions about a situation being modelled.	The student will be able to make Model linear growth and decay using linear polynomials	

2	INTRODUCTION TO LINEAR POLYNOMIAL	LINEAR RELATIONSHIP	LINEAR RELATIONSHIP EXERCISE 2.5	DAY 9		Do any 1 yoga pose and sit	**Real-life Applications** and Use of I- board for explanation.	CG-3: Discovers and proves algebraic identities and models real-life situations in the form of equations to solve them	C-3.2 Models and solves contextualised problems using equations (for example, simultaneous linear equations in two variables or single polynomial equations), and draws conclusions about a situation being modelled.	The student will be able to Explain and identify patterns in linear relationships	
2	INTRODUCTION TO LINEAR POLYNOMIAL	VISUALISING LINEAR RELATIONSHIP	EXERCISE 2.6	DAY 10		Do 1 dance pose and sit	**Real-life Applications** and Use of I- board for explanation.	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms.	C-9.2 Describes and analyses a sequence of instructions being followed. C-9.3 Analyses similarities and differences among problems to make one solution or procedure work for multiple problems	The student will be able to Explain and identify patterns in linear relationships	

2	INTRODUCTION TO LINEAR POLYNOMIAL		EOC EXERCISE AND SPIRAL ROOT	DAY 11 DAY 12 DAY 13		Make monkey face.	**Real-life Applications** and Use of I- board for explanation.	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms	C-9.4 Engages in algorithmic problem-solving to design such solutions.	The student will be able to identify the slope and y-intercept of a linear equation in two variables. • Graph a linear equation in two variables. and Use computational thinking to identify patterns, construct linear expressions, and systematically represent and analyse linear relationships using equations and graphs.	
3.	The World of Numbers	HOW HISTORY RELATES	INTRODUCTION AND RELATING TO HISTORY	JULY DAY 1	JULY	Table of 5	**Constructivist Approach (Concrete-Pictorial-Abstract):** Begin with tangible examples, move to visual aids like number lines, and conclude with symbolic representations.	CG-10: Knows and appreciates important contributions of mathematicians from India and around the world.	C-10.1 Recognises the important contributions made by mathematicians (Indian and others) in the field of Mathematics (such as the evolution of numbers, geometry, and algebra).	The student will be able to link how history is connected with the chapter.	ASSESSMENT AS LEARNING

3.	The World of Numbers	RATIONAL NUMBER	EXERCISE3.1	DAY 2		Table of 6	**Inquiry-Based Learning:** Initiate lessons with questions like "Can you find a number between 0.1 and 0.2?" to lead students to discover the concept of infinite rational numbers between any two numbers	CG-1: Understands numbers (natural, whole, integer, rational, irrational, and real), ways of representing numbers, relationships amongst numbers, and number sets.	C-1.1 Develops understanding of numbers, including the set of real numbers and its properties.	The student will be able to understand the concept of a rational number.	
3.	The World of Numbers		REVOLTION OF ZERO	DAY 3		Table of 7	**Real-Life Contextualization:** Use real-world examples to explain abstract concepts, such as using debt to explain negative number operations	CG-1: Understands numbers (natural, whole, integer, rational, irrational, and real), ways of representing numbers, relationships amongst numbers, and number sets.	C-1.1 Develops understanding of numbers, including the set of real numbers and its properties.	The student will be able to define a polynomial.	
3.	The World of Numbers		EXERCISE 3.2	DAY 4		Table of 8	**Real-life Applications** and Use of I- board for explanation.	CG-1: Understands numbers (natural, whole, integer, rational, irrational, and real), ways of representing numbers, relationships amongst numbers, and number sets.	C-1.1 Develops understanding of numbers, including the set of real numbers and its properties.	The student will be able to identify the degree, terms and coefficients of terms in a polynomial.	
3.	The World of Numbers	RATIONAL NUMBER AND FRACTIONS	DIFFRETIATING FRACTION AND RATIONAL NUMBR	DAY 5		Table of 9	**Real-life Applications** and Use of I- board for explanation.	CG-1: Understands numbers (natural, whole, integer, rational, irrational, and real), ways of representing numbers, relationships amongst numbers, and number sets.	C-1.1 Develops understanding of numbers, including the set of real numbers and its properties.	The student will be able to model linear growth and decay using linear polynomials.	
3.	The World of Numbers		EXERCISE 3.3	DAY 6 DAY 7		Table of 12	**Real-life Applications** and Use of I- board for explanation.	CG-1: Understands numbers (natural, whole, integer, rational, irrational, and real), ways of representing numbers, relationships amongst numbers, and number sets.	C-1.1 Develops understanding of numbers, including the set of real numbers and its properties.	The student will be able to model linear growth and decay using linear polynomials	

3.	The World of Numbers	NUMBER LINE	RATIONAL NUMBER ON NUMBER LINE	DAY 8		TABLE OF 13	**Real-life Applications** and Use of I- board for explanation.	CG-1: Understands numbers (natural, whole, integer, rational, irrational, and real), ways of representing numbers, relationships amongst numbers, and number sets.	C-1.1 Develops understanding of numbers, including the set of real numbers and its properties	The student will be able to explain and identify patterns in linear relationships.	
3.	The World of Numbers		EXERCISE 3.4	DAY 9 DAY 10		TQBLE OF 14	**Real-life Applications** and Use of I- board for explanation.	CG-1: Understands numbers (natural, whole, integer, rational, irrational, and real), ways of representing numbers, relationships amongst numbers, and number sets.	C-1.1 Develops understanding of numbers, including the set of real numbers and its properties	The student will be able to represent rational number on number line.	
3.	The World of Numbers	IRRATIONAL NUMBERS	INTRODUCTION TO IRRATIONAL NUMBER	DAY 11		TABLE OF 15	**Real-life Applications** and Use of I- board for explanation.	CG-1: Understands numbers (natural, whole, integer, rational, irrational, and real), ways of representing numbers, relationships amongst numbers, and number sets.	C-1.1 Develops understanding of numbers, including the set of real numbers and its properties	The student will be able to understand the concept of a irrational number.	
3.	The World of Numbers		PROVING $\sqrt{2}$ AS IRRATIONAL NUMBER	DAY 12		TABLE OF 16	**Real-life Applications** and Use of I- board for explanation.	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms.	C-9.1 Decomposes a problem into sub-problems.	The student will be able to prove and contradict the irrational number.	
3.	The World of Numbers	SURDS ON NUMBER LINE	REPRESENTING SURDS ON NUMBER LINE	DAY 13 DAY 14		TABLE OF 17	**Real-life Applications** and Use of I- board for explanation.	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms.	C-9.2 Describes and analyses a sequence of instructions being followed..	The student will be able to represent surds on number line.	

3.	The World of Numbers		CONVERTING IRRATIONAL NUMBERR IN P/Q FORM	DAY 15		TABLE OF 18	**Real-life Applications** and Use of I- board for explanation.	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms.	C-9.3 Analyses similarities and differences among problems to make one solution or procedure work for multiple problems	The student will be able to Use computational thinking to identify patterns, construct linear expressions, and systematically represent and analyse linear relationships using equations and graphs.	
3.	The World of Numbers		EXEERCISE 3.5	DAY 16		TABLE OF 19	**Experiential Learning**: Using hands-on activities like creating a **square root spiral** with a compass and ruler to understand irrational numbers.	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms.	C-9.4 Engages in algorithmic problem-solving to design such solutions.	The student will be able to Use computational thinking to identify patterns, construct linear expressions, and systematically represent and analyse linear relationships using equations and graphs.	

3.	The World of Numbers		EOC EXERCISE	DAY 17 DAY 18 DAY19		TABLE OF 20	**Experiential Learning**: Using hands-on activities like creating a **square root spiral** with a compass and ruler to understand irrational numbers.	CG-11: Explores connections of Mathematics with other subjects./algorithms	C-11.1 Applies mathematical knowledge and tools to analyse problems or situations in multiple subjects across Science, Social Science, Visual Arts, Music, Vocational Education, and Sports.	The student will be able to Use computational thinking to identify patterns, construct linear expressions, and systematically represent and analyse linear relationships using equations and graphs.	Project-Based: Real-world problems, group/case studies.
4	EXPLORING ALGEBRAIC IDENTITIES	HISTORY AND $(a + b)^2$	INTRODUCTION AND DERIVATION OF IDENTITIES	AUGUST DAY 1	AUGUST	Clap according to squaring pattern.	**Constructivist Approach (Conceptual Understanding):** Instead of starting with the formula $(a + b)^2 = a^2+2ab+b^2$), start with a geometric model.	CG-10: Knows and appreciates important contributions of mathematicians from India and around the world.	C-10.1 Recognises the important contributions made by mathematicians (Indian and others) in the field of Mathematics (such as the evolution of numbers, geometry, and algebra).	The student will be able to visualise algebraic identities using geometric models.	
4	EXPLORING ALGEBRAIC IDENTITIES		Exercise 4.1	DAY 2		Drawing objects (sun , moon , tree , water & mountains) making pair of 3.	**Visualizing Identities:** Use algebra tiles to physically demonstrate identities. For example, $(x+ a)(x+ b) = x^2 + (a+ b)x + ab)$ can be represented as a rectangle with sides (x+ a) and (x+ b).	CG-7: Begins to perceive and appreciate the axiomatic and deductive structure of Mathematics	C-7.2 Visualises and appreciates geometric proofs for algebraic identities and other ‘proofs without words’.	The student will be able to solve questions regarding identity $(a + b)^2$	

4	EXPLORING ALGEBRAIC IDENTITIES	$(a - b)^2$	DERIVATION OF IDENTITIES	DAY 3		Finger tap ,finger hop &finger bend.	**Deductive Method:** Guide students to verify the identities by expanding the Left Hand Side (LHS) to match the Right Hand Side (RHS) using the distributive property.	CG-7: Begins to perceive and appreciate the axiomatic and deductive structure of Mathematics	C-7.2 Visualises and appreciates geometric proofs for algebraic identities and other 'proofs without words'.	The student will be able to visualise algebraic identities using geometric models.	
4	EXPLORING ALGEBRAIC IDENTITIES		EXERCISE 4.2	DAY 4		Emoji Introductions: Use emojis to describe yourself.	**Pattern Recognition:** Highlight patterns, such as "square the first, double the product, square the last," to help students remember identities easily.	CG-7: Begins to perceive and appreciate the axiomatic and deductive structure of Mathematics	C-7.2 Visualises and appreciates geometric proofs for algebraic identities and other 'proofs without words'.	The student will be able to solve questions regarding identity $(a - b)^2$	
4	EXPLORING ALGEBRAIC IDENTITIES	$(a + b + c)^2$	DERIVATION OF IDENTITIES	DAY 5		First to complete a row/column shouts "Bingo!"	**Real-life Applications** and Use of I- board for explanation.	CG-7: Begins to perceive and appreciate the axiomatic and deductive structure of Mathematics	C-7.2 Visualises and appreciates geometric proofs for algebraic identities and other 'proofs without words'.	The student will be able to visualise algebraic identities using geometric models.	
4	EXPLORING ALGEBRAIC IDENTITIES		EXERCISE 4.3	DAY 6 DAY 7		Stand Up/Sit Down: Act on statements	**Real-life Applications** and Use of I- board for explanation.	CG-7: Begins to perceive and appreciate the axiomatic and deductive structure of Mathematics	C-7.2 Visualises and appreciates geometric proofs for algebraic identities and other 'proofs without words'.	The student will be able to determine the factors of algebraic expressions using identities.	

4	EXPLORING ALGEBRAIC IDENTITIES	Factorization using algebraic tile	$x^2 + (a + b)x + ab$	DAY 8		Word Association: Quick word chains with themes	**Real-life Applications** and Use of I- board for explanation.	CG-7: Begins to perceive and appreciate the axiomatic and deductive structure of Mathematics	C-7.2 Visualises and appreciates geometric proofs for algebraic identities and other 'proofs without words'.	The student will be able to Interpret factors of quadratic expressions through geometric models. .	
4	EXPLORING ALGEBRAIC IDENTITIES		EXERCISE 4.4	DAY 9 DAY 10		Statue game.	**Real-life Applications** and Use of I- board for explanation.	CG-7: Begins to perceive and appreciate the axiomatic and deductive structure of Mathematics	-7.2 Visualises and appreciates geometric proofs for algebraic identities and other 'proofs without words'.	The student will be able to find simplified versions of rational expressions.	
4	EXPLORING ALGEBRAIC IDENTITIES	FINDING NEW IDENTITIES	$(a + b)^3$ $(a - b)^3$ $x^2 – y^2$ $x^3 – y^3$ $x^3 + y^3$	DAY 11		Rose & Thorn: Share one good/bad thing today.	**Real-life Applications** and Use of I- board for explanation.	CG-7: Begins to perceive and appreciate the axiomatic and deductive structure of Mathematics	-7.2 Visualises and appreciates geometric proofs for algebraic identities and other 'proofs without words'.	The student will be able to find simplified versions of rational expressions	
4	EXPLORING ALGEBRAIC IDENTITIES		EXERCISE 4.5	DAY 12 DAY 13		If I Were...": Partner says "If I were [thing], I'd be...	**Real-life Applications** and Use of I- board for explanation.	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms.	C-9.3 Analyses similarities and differences among problems to make one solution or procedure work for multiple problems.	The student will be able to find simplified versions of rational expressions.	

4	EXPLORING ALGEBRAIC IDENTITIES		EOC EXERCISE	DAY 14 DAY 15 DAY 16 DAY 17		Quick Draw: Draw something, partner guesses.	**Real-life Applications** and Use of I- board for explanation.	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms.	C-9.4 Engages in algorithmic problem-solving to design such solutions.	The student will be able to use computational thinking strategies, such as decomposition and step-by step procedures to visualise algebraic identities, factor expressions, and simplify rational expressions.	
5	I'AM UP AND DOWN . AND ROUND AND ROUND	INTRODUCTION AND PARTS OF CIRCLE	INTRODUCTION AND BASIC CONCEPT	AUGUST DAY 1	AUGUST	5 Jumps and sit	**Hands-on Verification:** Before proving, students should verify theorems like "perpendicular from the centre bisects the chord" or "angles in the same segment are equal" using paper cutting, folding, or GeoGebra.	CG-4: Analyses characteristics and properties of two-dimensional geometric shapes, and develops mathematical arguments to explain geometric relationships.	C-4.3 Proves theorems about the geometry of a circle, including its chords, subtended angles, inscribed polygons, and area in terms of pi.	The student will be able to state the definition of a circle and explain the meanings of the terms 'chord', 'diameter', 'radius', 'arc', 'segment', and 'sector'.	ASSESSMENT FOR LEARNING
5	I'AM UP AND DOWN . AND ROUND AND ROUND	CONSTRUCTION	CIRCLE THROUGH 3 NON-COLLINIER POINT	DAY 2		Do any 1 yoga pose and sit	**Visualizing Definitions:** Utilize dynamic diagrams to define circle components: centre, radius, diameter, chord, sector, segment, and arc.	CG-4: Analyses characteristics and properties of two-dimensional geometric shapes, and develops mathematical arguments to explain geometric relationships.	C-4.3 Proves theorems about the geometry of a circle, including its chords, subtended angles, inscribed polygons, and area in terms of pi.	The student will be able to explain why there exists a unique circle through three non-collinear points.	

5	I’AM UP AND DOWN . AND ROUND AND ROUND		CIRCUMCIRCLE	DAY 3		Do 1 dance pose and sit	**Sequential Learning:** Move from basic definitions to complex theorems. Start with chords and their properties, move to angles subtended by arcs, and finally tackle cyclic quadrilaterals.	CG-4: Analyses characteristics and properties of two-dimensional geometric shapes, and develops mathematical arguments to explain geometric relationships.	C-4.3 Proves theorems about the geometry of a circle, including its chords, subtended angles, inscribed polygons, and area in terms of pi.	The student will be able to construct the circumcircle and circumcentre of a triangle. .	
5	I’AM UP AND DOWN . AND ROUND AND ROUND		EXERCISE 5.1	DAY 4		Make monkey face.	**Logical Deductions:** Focus on the "why" behind the theorems rather than just memorizing them. For example, prove how a perpendicular from the centre divides a chord into two equal parts.	CG-4: Analyses characteristics and properties of two-dimensional geometric shapes, and develops mathematical arguments to explain geometric relationships.	C-4.3 Proves theorems about the geometry of a circle, including its chords, subtended angles, inscribed polygons, and area in terms of pi.	The student will be able to describe the location of the circumcentre for acute, obtuse, and right-angled triangles.	
5	I’AM UP AND DOWN . AND ROUND AND ROUND	THEOREMS	THEOREM 1 THEOREM 2 THEOREM 3	DAY 5		Clap according to squaring pattern.	**Real-life Examples:** Connect the concept of circles to real objects like wheels, bangles, and clocks to make abstract concepts concrete.	CG-4: Analyses characteristics and properties of two-dimensional geometric shapes, and develops mathematical arguments to explain geometric relationships.	C-4.3 Proves theorems about the geometry of a circle, including its chords, subtended angles, inscribed polygons, and area in terms of pi.	The student will be able to explain what angle subtended by an arc at the centre’ means, explain why ‘equal chords subtend equal angles at the centre’, explain why ‘chords that subtend equal angles at the centre are equal’.	

5	I’AM UP AND DOWN . AND ROUND AND ROUND		EXERCISE 5.2	DAY 6		Drawing objects (sun , moon , tree , water & mountains) making pair of 3.	**Real-life Applications** and Use of I- board for explanation.	CG-4: Analyses characteristics and properties of two-dimensional geometric shapes, and develops mathematical arguments to explain geometric relationships.	C-4.3 Proves theorems about the geometry of a circle, including its chords, subtended angles, inscribed polygons, and area in terms of pi.	The student will be able to solve que regarding given theorems.	
5	I’AM UP AND DOWN . AND ROUND AND ROUND	PERPENDICULAR TO THE CHORD BISECT THE CHORD	THEOREM 4 EXERCISE 5.3	DAY 7		Finger tap ,finger hop &finger bend.	**Real-life Applications** and Use of I- board for explanation.	CG-4: Analyses characteristics and properties of two-dimensional geometric shapes, and develops mathematical arguments to explain geometric relationships.	C-4.3 Proves theorems about the geometry of a circle, including its chords, subtended angles, inscribed polygons, and area in terms of pi.	The student will be able to explain why ‘the line from the centre of a circle to the midpoint of a chord is perpendicular to the chord’.	
5	I’AM UP AND DOWN . AND ROUND AND ROUND	EQUAL CHORD EQUI DISTANT FROM CENTRE	THEOREM 5 THEOREM 6	DAY 8		Emoji Introductions: Use emojis to describe yourself.	**Real-life Applications** and Use of I- board for explanation.	CG-4: Analyses characteristics and properties of two-dimensional geometric shapes, and develops mathematical arguments to explain geometric relationships.	C-4.3 Proves theorems about the geometry of a circle, including its chords, subtended angles, inscribed polygons, and area in terms of pi.	The student will be able to explain why ‘a perpendicular from the centre to a chord bisects the chord’ ,state the relationship between length of a chord and its distance from the centre of the circle.	

5	I’AM UP AND DOWN . AND ROUND AND ROUND		EXERCISE 5.4	DAY 9 DAY 10		First to complete a row/column shouts "Bingo!"	**Real-life Applications** and Use of I- board for explanation.	CG-7: Begins to perceive and appreciate the axiomatic and deductive structure of Mathematics.	C-7.3 Proves theorems using Euclid’s axioms and postulates for angles, triangles, quadrilaterals, circles, area-related theorems for triangles, and parallelograms.	The student will be able to solve que regarding given theorems	
5	I’AM UP AND DOWN . AND ROUND AND ROUND	EQUAL CHORD EQUI DISTANT FROM CENTRE	THEOREM 7 THEOREM 8 EXERCISE 5.5	DAY 11		Stand Up/Sit Down: Act on statements	**Real-life Applications** and Use of I- board for explanation.	CG-7: Begins to perceive and appreciate the axiomatic and deductive structure of Mathematics.	C-7.3 Proves theorems using Euclid’s axioms and postulates for angles, triangles, quadrilaterals, circles, area-related theorems for triangles, and parallelograms.	The student will be able to explain why ‘the line from the centre of a circle to the midpoint of a chord is perpendicular to the chord’, explain why ‘a perpendicular from the centre to a chord bisects the chord’, state the relationship between length of a chord and its distance from the centre of the circle. , explain why ‘equal chords are equidistant from the centre (and conversely)’.	

5	I’AM UP AND DOWN . AND ROUND AND ROUND	CENTRAL ANGLE THEOREM	THEOREM 9	DAY 12		Clap according to squaring pattern.	**Real-life Applications** and Use of I- board for explanation.	CG-7: Begins to perceive and appreciate the axiomatic and deductive structure of Mathematics.	C-7.3 Proves theorems using Euclid’s axioms and postulates for angles, triangles, quadrilaterals, circles, area-related theorems for triangles, and parallelograms.	The student will be able to explain why ‘the diameter is the longest chord’, explain why ‘the angle subtended by an arc at the centre is double the angle subtended by the arc at any point on the remaining part of the circle’.	
5	I’AM UP AND DOWN . AND ROUND AND ROUND					Drawing objects (sun , moon , tree , water & mountains) making pair of 3.	**Real-life Applications** and Use of I- board for explanation.			The student will be able to solve que regarding given theorems.	
5	I’AM UP AND DOWN . AND ROUND AND ROUND		EXERCISE 5.6	DAY 13		Finger tap ,finger hop &finger bend.	**Real-life Applications** and Use of I- board for explanation.	CG-7: Begins to perceive and appreciate the axiomatic and deductive structure of Mathematics.	C-7.3 Proves theorems using Euclid’s axioms and postulates for angles, triangles, quadrilaterals, circles, area-related theorems for triangles, and parallelograms.	The student will be able to solve que regarding given theorems.	

5	I’AM UP AND DOWN . AND ROUND AND ROUND	Concyclic figure and cyclic quadrilateral	THEOREM 10 THEOREM 11 THEOREM 12	DAY 14		Emoji Introductions: Use emojis to describe yourself.	**Real-life Applications** and Use of I- board for explanation.	CG-7: Begins to perceive and appreciate the axiomatic and deductive structure of Mathematics.	C-7.3 Proves theorems using Euclid’s axioms and postulates for angles, triangles, quadrilaterals, circles, area-related theorems for triangles, and parallelograms.	The student will be able to explain why ‘angles in the same segment of a circle are equal’, explain why ‘the angle in a semicircle is a right angle’, determine when four given points are concyclic , explain why ‘a quadrilateral with supplementary opposite angles is cyclic, and conversely’.	

5	I’AM UP AND DOWN . AND ROUND AND ROUND		EOC EXERCISE	DAY 15 DAY 16 DAY 17 DAY 18		First to complete a row/column shouts "Bingo!"	**Real-life Applications** and Use of I- board for explanation.	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms.	C-9.1 Decomposes a problem into sub-problems. C-9.2 Describes and analyses a sequence of instructions being followed. C-9.3 Analyses similarities and differences among problems to make one solution or procedure work for multiple problems. C-9.4 Engages in algorithmic problem-solving to design such solutions.	The student will be able to solve que regarding given theorems and explain how circular wheels have influenced transport, farming, building, and technology, identify cultural motifs involving circles, for example, the Dharmachakra, Ashoka Chakra, Sudarshan Chakra, use computational thinking to break down circle-related problems, apply geometric rules step-by-step, and verify properties of figures, such as chords, angles, and cyclic quadrilaterals through systematic reasoning.	Project-Based: Real-world problems, group/case studies

6	MEASURING SPACE : PERIMETER AND AREA	perimeter	Perimeter of shapes	SEPTEMBER DAY 1	SEPTEMBER	Stand Up/Sit Down: Act on statements	**Activity-Based Learning:** Use physical objects (desks, blackboards) for measuring perimeter (boundary length) and area (surface coverage) to build conceptual understanding.	CG-5: Derives and uses formulae to calculate areas of plane figures, surface area, and volumes of solid objects.	C-5.1 Visualises, represents, and calculates the area of a triangle using Heron's formula and its generalisation to cyclic quadrilaterals given by Brahmagupta's formula.	The student will be able to define perimeter as the length around the boundary of any shape.	
6	MEASURING SPACE : PERIMETER AND AREA		Perimeter of a circle: Introduction to Pi and its irrationality	DAY 2		Word Association: Quick word chains with themes	**Visual & Conceptual Aids:** Utilize graph paper or grid papers to introduce area estimation by counting squares, enhancing spatial understanding.	CG-4: Analyses characteristics and properties of two-dimensional geometric shapes, and develops mathematical arguments to explain geometric relationships.	C-4.4 Understands the irrationality of pi, the best approximations to be discovered over human history, and the first exact formula (infinite series) for pi given by Madhava.	The student will be able to explain that the circumference-to diameter ratio is constant for all circles and . list historical approximations to π (from Archimedes, Aryabhata, and Zu Chongzhi)..	
6	MEASURING SPACE : PERIMETER AND AREA	Length of arc	Length of an arc	DAY 3		Statue game.	**Real-Life Contextualization:** Apply concepts to practical scenarios, such as calculating the cost of fencing a garden (perimeter) or carpeting a room (area).	CG-4: Analyses characteristics and properties of two-dimensional geometric shapes, and develops mathematical arguments to explain geometric relationships.	C-4.3 Proves theorems about the geometry of a circle, including its chords, subtended angles, inscribed polygons, and area in terms of pi.	The student will be able to compute the circumference of a circle and the length of an arc.	

6	MEASURING SPACE : PERIMETER AND AREA		Exercise 6.1	DAY 4 DAY 5		Rose & Thorn: Share one good/bad thing today.	**Collaborative Group Work:** Engage students in activities like making shapes with toothpicks or using tangrams to explore how different shapes can have the same area but different perimeters.	CG-4: Analyses characteristics and properties of two-dimensional geometric shapes, and develops mathematical arguments to explain geometric relationships.	C-4.4 Understands the irrationality of pi, the best approximations to be discovered over human history, and the first exact formula (infinite series) for pi given by Madhava.	The student will be able to solve the questions of given exercise.	
6	MEASURING SPACE : PERIMETER AND AREA	area	Area of shapes: rectangles, parallelograms, and triangles	DAY 6		If I Were...": Partner says "If I were [thing], I'd be...	**Deductive Reasoning:** Encourage students to derive area formulas for triangles, parallelograms, and trapeziums from rectangles rather than just memorizing them.	CG-5: Derives and uses formulae to calculate areas of plane figures, surface area, and volumes of solid objects.	C-5.1 Visualises, represents, and calculates the area of a triangle using Heron’s formula and its generalisation to cyclic quadrilaterals given by Brahmagupta’s formula.	The student will be able to explain why a median of a triangle divides it into two triangles of equal area.	
6	MEASURING SPACE : PERIMETER AND AREA	Area of triangle	Heron’s formula	DAY 7		Quick Draw: Draw something, partner guesses.	**Themed Learning:** Utilize meaningful context, such as historical or fantasy themes, to create engaging, memorable lessons.	CG-5: Derives and uses formulae to calculate areas of plane figures, surface area, and volumes of solid objects.	C-5.1 Visualises, represents, and calculates the area of a triangle using Heron’s formula and its generalisation to cyclic quadrilaterals given by Brahmagupta’s formula.	The student will be able to use Heron’s formula to compute the area of a triangle from its sides.	

6	MEASURING SPACE : PERIMETER AND AREA	Puzzle and problem on perimeter	Squaring a rectangle: Proof from Baudhayana's Sulbasutras	DAY 8		5 Jumps and sit	**Error Analysis & Correction:** Actively identify common misconceptions, such as confusing perimeter with area, by debating scenarios like fencing versus flooring	CG-5: Derives and uses formulae to calculate areas of plane figures, surface area, and volumes of solid objects.	C-5.1 Visualises, represents, and calculates the area of a triangle using Heron's formula and its generalisation to cyclic quadrilaterals given by Brahmagupta's formula.	The student will be able to explain the classical problem of 'squaring' a given shape.	
6	MEASURING SPACE : PERIMETER AND AREA		Exercise 6.2	DAY 9 DAY 10 DAY 11		Do any 1 yoga pose and sit	**Real-life Applications** and Use of I- board for explanation.	CG-4: Analyses characteristics and properties of two-dimensional geometric shapes, and develops mathematical arguments to explain geometric relationships.	C-4.4 Understands the irrationality of pi, the best approximations to be discovered over human history, and the first exact formula (infinite series) for pi given by Madhava.	The student will be able to compute the area of a circle using the formula	
6	MEASURING SPACE : PERIMETER AND AREA	area	Area of a circle: derivation	DAY 12		Do 1 dance pose and sit	**Real-life Applications** and Use of I- board for explanation.	CG-5: Derives and uses formulae to calculate areas of plane figures, surface area, and volumes of solid objects.	C-5.1 Visualises, represents, and calculates the area of a triangle using Heron's formula and its generalisation to cyclic quadrilaterals given by Brahmagupta's formula.	The student will be able to	

6	MEASURING SPACE : PERIMETER AND AREA		Area of the sector of a circle	DAY 13		Make monkey face.	**Real-life Applications** and Use of I- board for explanation.	CG-5: Derives and uses formulae to calculate areas of plane figures, surface area, and volumes of solid objects.	C-5.1 Visualises, represents, and calculates the area of a triangle using Heron's formula and its generalisation to cyclic quadrilaterals given by Brahmagupta's formula.	The student will be able to solve problems on areas of sectors and segments of circles.	
6	MEASURING SPACE : PERIMETER AND AREA		Exercise 6.3	DAY 14 DAY 15		Clap according to squaring pattern.	**Real-life Applications** and Use of I- board for explanation.	CG-5: Derives and uses formulae to calculate areas of plane figures, surface area, and volumes of solid objects.	C-5.1 Visualises, represents, and calculates the area of a triangle using Heron's formula and its generalisation to cyclic quadrilaterals given by Brahmagupta's formula.	The student will be able to solve the question of related exercise.	
6	MEASURING SPACE : PERIMETER AND AREA	Brahmagupta's formula	Brahmagupta's formula for area of a cyclic 4-gon	DAY 16		Drawing objects (sun , moon , tree , water & mountains) making pair of 3.	**Real-life Applications** and Use of I- board for explanation.	CG-5: Derives and uses formulae to calculate areas of plane figures, surface area, and volumes of solid objects.	C-5.1 Visualises, represents, and calculates the area of a triangle using Heron's formula and its generalisation to cyclic quadrilaterals given by Brahmagupta's formula.	The student will be able to explain why Heron's formula is a 'special case' of Brahmagupta's formula.	

6	MEASURING SPACE : PERIMETER AND AREA		Heron’s formula as a special case of Brahmagupta’s formula	DAY 16		Finger tap ,finger hop &finger bend.	**Real-life Applications** and Use of I- board for explanation.	CG-5: Derives and uses formulae to calculate areas of plane figures, surface area, and volumes of solid objects.	C-5.1 Visualises, represents, and calculates the area of a triangle using Heron’s formula and its generalisation to cyclic quadrilaterals given by Brahmagupta’s formula.	The student will be able to explain why Heron’s formula is a ‘special case’ of Brahmagupta’s formula.	
6	MEASURING SPACE : PERIMETER AND AREA		EOC EXERCISE	DAY 17 DAY 18 DAY 19 DAY 20		Emoji Introductions: Use emojis to describe yourself.	**Real-life Applications** and Use of I- board for explanation.	CG-5: Derives and uses formulae to calculate areas of plane figures, surface area, and volumes of solid objects.	C-5.1 Visualises, represents, and calculates the area of a triangle using Heron’s formula and its generalisation to cyclic quadrilaterals given by Brahmagupta’s formula.	The student will be able to use computational thinking to break down shapes, apply step-by-step methods to calculate perimeter and area, recognise patterns across formulae, and understand generalisation and special cases in geometry.	Project-Based: Real-world problems, group/case studies
7	THE MATHEMATICS OF MAY BE : INTRODUCTION TO PROBABILITY	PROBABLITY	INTROCTION TO THE BASIC CONCEPT AND RANDOMNESS	SEPTEMBER DAY 1	SEPTEMBER	First to complete a row/column shouts "Bingo!"	**Bridging Intuition & Vocabulary:** Start with everyday phrases like "it will probably rain" or "chances are high" to define **uncertainty**. Introduce key terms such as *Random Experiment*, *Trial*, and *Outcome*.	CG-6: Analyses and interprets data using statistical concepts (such as measures of central tendency, standard deviations) and probability.	C-6.2 Applies concepts from probability to solve problems on the likelihood of everyday events.	The student will be able to understand the concept of randomness.	

7	THE MATHEMATICS OF MAY BE : INTRODUCTION TO PROBABILITY	Probability scale	The probability scale EXERCISE 7.1	DAY 2		Stand Up/Sit Down: Act on statements	**Experimental Approach (Empirical):** Focus on hands-on activities. Have students toss coins 10, 20, or 50 times and record the relative frequency. Use this to introduce the formula:	CG-6: Analyses and interprets data using statistical concepts (such as measures of central tendency, standard deviations) and probability.	C-6.2 Applies concepts from probability to solve problems on the likelihood of everyday events.	The student will be able to differentiate the types of events.	
7	THE MATHEMATICS OF MAY BE : INTRODUCTION TO PROBABILITY		Empirical probability: analysing statistical data and performing experiments	DAY 3		Word Association: Quick word chains with themes	**Theoretical Approach (Classical):** Shift to "ideal" scenarios where outcomes are **equally likely**. Teach the use of **Sample Spaces** and **Tree Diagrams** to list all possible outcomes.	CG-6: Analyses and interprets data using statistical concepts (such as measures of central tendency, standard deviations) and probability.	C-6.2 Applies concepts from probability to solve problems on the likelihood of everyday events.	The student will be able to describe the likelihood of an event using the probability scale.	
7	THE MATHEMATICS OF MAY BE : INTRODUCTION TO PROBABILITY	Probability objective	Theoretical probability: sample space and events	DAY 4		Statue game.	**Synthesis & The Law of Large Numbers:** Demonstrate that as trials increase, experimental probability approaches theoretical probability.	CG-6: Analyses and interprets data using statistical concepts (such as measures of central tendency, standard deviations) and probability.	C-6.2 Applies concepts from probability to solve problems on the likelihood of everyday events.	The student will be able to estimate the empirical probability of the occurrence of an event by analysing statistical data.	
7	THE MATHEMATICS OF MAY BE : INTRODUCTION TO PROBABILITY	Experimenting probability	EXERCISE 7.2 EXERCISE 7.3	DAY 5 DAY 6 DAY 7		Rose & Thorn: Share one good/bad thing today.	**Real-life Applications** and Use of I- board for explanation.	CG-6: Analyses and interprets data using statistical concepts (such as measures of central tendency, standard deviations) and probability.	C-6.2 Applies concepts from probability to solve problems on the likelihood of everyday events.	The student will be able to calculate the probability of different event.	

7	THE MATHEMATICS OF MAY BE : INTRODUCTION TO PROBABILITY	Sample space and events	Representing probability through tree diagrams and tables	DAY 8		If I Were...": Partner says "If I were [thing], I'd be...	**Real-life Applications** and Use of I- board for explanation.	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms.	C-9.1 Decomposes a problem into sub-problems. C-9.2 Describes and analyses a sequence of instructions being followed.	The student will be able to define theoretical probability of an event.	
7	**THE MATHEMATICS OF MAY BE : INTRODUCTION TO PROBABILITY**	Tree diagram	EXERCISE 7.4 EOC EXERCISE	DAY 9 DAY 10 DAY 11 DAY 12		Quick Draw: Draw something, partner guesses.	**Real-life Applications** and Use of I- board for explanation.	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms.	C-9.3 Analyses similarities and differences among problems to make one solution or procedure work for multiple problems. C-9.4 Engages in algorithmic problem-solving to design such solutions.	The student will be able to compute probability of events with the help of tree diagrams and tables and use computational thinking strategies, such as pattern recognition and simulation, to model random experiments and estimate probabilities.	
8	Predicting What Comes Next: Exploring Sequences and Progression	sequence	Introduction to sequences	OCTOBER DAY 1	OCTOBER	5 Jumps and sit	**Inquiry-Based Learning (IBL):** Instead of defining Arithmetic Progressions (AP) immediately, present patterns (e.g., \(2, 4, 6, 8, \dots\) or \(1, 4, 9, 16, \dots\)) and ask students to "predict the next three terms" and explain the rule they found.	CG-8: Builds skills, such as visualisation, optimisation, representation, and mathematical modelling along with their application in daily life.	C-8.1 Models daily-life phenomena and uses representations, such as graphs, tables, and equations to draw conclusions.	The student will be able to understand the concept of a sequence of numbers.	

8	Predicting What Comes Next: Exploring Sequences and Progression		Explicit or general rule of a sequence	DAY 2		Do any 1 yoga pose and sit	**Experiential Learning (Hands-on):** Use physical objects like matchsticks, coins, or stacking cups to create sequences visually. For example, have students build triangles to find the triangular number sequence (\(1, 3, 6, 10, \dots\)).	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms.	C-9.1 Decomposes a problem into sub-problems...	The student will be able to identify the pattern in a sequence and predict the next few terms.	
8	Predicting What Comes Next: Exploring Sequences and Progression		Recursive rule of a sequence	DAY 2		Do 1 dance pose and sit	**Visual Representation:** Plot sequence terms (\(n\) vs. \(a_{n}\)) on a graph to show that arithmetic progressions represent linear growth, helping them visualize the constant difference.	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms.	. C-9.2 Describes and analyses a sequence of instructions being followed.	The student will be able to determine the recursive and explicit rules for different sequences.	
8	Predicting What Comes Next: Exploring Sequences and Progression		Exercise 8.1	DAY 3 DAY 4		Make monkey face.	**Connecting to Real Life:** Introduce the topic via scenarios like theatre seating (rows increasing by 2), interest accumulation, or Fibonacci patterns found in nature (sunflowers, pinecones).	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms.	C-9.3 Analyses similarities and differences among problems to make one solution or procedure work for multiple problems.	The student will be able to obtain the terms of sequence given its recursive and explicit rule.	
8	Predicting What Comes Next: Exploring Sequences and Progression	Arithmetic Progressions	Arithmetic Progressions	DAY 5		Clap according to squaring pattern.	**Real-life Applications** and Use of I- board for explanation.	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms.	C-9.3 Analyses similarities and differences among problems to make one solution or procedure work for multiple problems.	The student will be able to identify Arithmetic Progressions (AP).	

8	Predicting What Comes Next: Exploring Sequences and Progression		(AP): nth term, visualising an AP, and practical contexts leading to Aps	DAY 5		Drawing objects (sun , moon , tree , water & mountains) making pair of 3.	**Real-life Applications** and Use of I- board for explanation.	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms	C-9.3 Analyses similarities and differences among problems to make one solution or procedure work for multiple problems.	The student will be able to	
8	Predicting What Comes Next: Exploring Sequences and Progression	Sum of series	Sum of the first n natural numbers	DAY 6		Finger tap ,finger hop &finger bend.	**Real-life Applications** and Use of I- board for explanation.	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms	C-9.3 Analyses similarities and differences among problems to make one solution or procedure work for multiple problems.	The student will be able to determine the nth term of an AP.	
			Exercise 8.2	DAY 6 DAY 7		Emoji Introductions: Use emojis to describe yourself.	**Real-life Applications** and Use of I- board for explanation.	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms	C-9.4 Engages in algorithmic problem-solving to design such solutions		
8	Predicting What Comes Next: Exploring Sequences and Progression	Geometric Progressions	Geometric Progressions (GP): nth term, visualising a GP, and practical contexts leading to GPs	DAY 8		First to complete a row/column shouts "Bingo!"	**Real-life Applications** and Use of I- board for explanation.	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms	C-9.4 Engages in algorithmic problem-solving to design such solutions	The student will be able to visualise an AP graphically.	

8	Predicting What Comes Next: Exploring Sequences and Progression		Applications of GP in fractals	DAY 9		Stand Up/Sit Down: Act on statements	**Real-life Applications** and Use of I- board for explanation.	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms	C-9.4 Engages in algorithmic problem-solving to design such solutions	The student will be able to identify Geometric Progressions (GP) and determine the nth term of a GP.	
8	Predicting What Comes Next: Exploring Sequences and Progression	Visualizing Geometric Progressions	Tower of Hanoi puzzle	DAY 9		Word Association: Quick word chains with themes	**Real-life Applications** and Use of I- board for explanation.	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms	C-9.4 Engages in algorithmic problem-solving to design such solutions	The student will be able to analyse attributes of fractals using GP	
8	Predicting What Comes Next: Exploring Sequences and Progression		Exercise 8.3	DAY 10 DAY 11		Statue game.	**Real-life Applications** and Use of I- board for explanation.	CG-9: Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/algorithms	C-9.4 Engages in algorithmic problem-solving to design such solutions	The student will be able to solve the Tower of Hanoi puzzle.	
8	Predicting What Comes Next: Exploring Sequences and Progression		Eoc exercise	DAY 12 DAY 13 DAY 14		Rose & Thorn: Share one good/bad thing today.	**Real-life Applications** and Use of I- board for explanation.	CG-11: Explores connections of Mathematics with other subjects	C-11.1 Applies mathematical knowledge and tools to analyse problems or situations in multiple subjects across Science, Social Science, Visual Arts, Music, Vocational Education, and Sports.	The student will be able to use computational thinking to identify patterns, write step-by-step rules, and model patterns in sequences and progressions.	ASSESSMENT OF LEARNING