KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS – V
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.	Ch.1 We the Travellers - I	Reading and Writing large numbers		July Day : 1	July	***"Say Your Name with an Action"*** # Each student says their name with a fun action (clap, jump, spin). # Whole class repeats the name + action.	Activity-based learning using place value charts, group activities, oral practice.	**CG-1** Understands numbers , represents whole numbers using the Indian place value system 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	Students will read, write, compare, and represent large numbers up to ten thousand using place value and periods correctly. Students will apply their understanding of large numbers in solving real-life problems and mathematical activities.	
	Ch.1 We the Travellers - I	Number patterns		Day : 2		***"Stand or Sit Game"*** # Call out numbers randomly. # Students: **Stand** if even and **Sit** if odd	Activity-based learning through pattern games, observation, skip counting, and group activities.	**CG-1** Understands numbers , represents whole numbers using the Indian place value system and discovers and recognises patterns in number sequences	C-1.4 Recognises, describes, and extends simple number patterns	Students will identify, extend, and create number patterns using mathematical rules and sequences. Students will apply pattern concepts to solve problems and develop logical thinking skills.	

	Ch.1 We the Travellers - I	Nearest tens, Hundreds and Thousands		Day : 3		***"Who Am I?"*** # Call 4 students and say: # "I have 3 tens, 2 ones, 1 hundred." # Students act it out (3 claps, 2 fingers, 1 jump). # Class guesses the number.	Activity-based learning using number lines, place value activities, oral practice, and group activities.	**CG-1** Understands numbers , represents whole numbers using the Indian place value system 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	Students will round off numbers to the nearest tens, hundreds, and thousands accurately using place value understanding. Students will apply rounding skills in estimation and everyday mathematical calculations.	
	Ch.1 We the Travellers - I	Let Us Do		Day : 4		***"Pass the Smile"*** # One student smiles at the next person. # That student passes it on. # Add funny expressions to make it more engaging.	Practice-based learning through solving exercise questions, oral practice, and guided activities.	**CG-1** Understands numbers , represents whole numbers using the Indian place value system 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	Students will solve problems related to large numbers, number patterns, and rounding to the nearest tens, hundreds, and thousands with accuracy and confidence. Students will apply mathematical concepts and reasoning skills to answer real-life and practice-based questions.	
	Ch.1 We the Travellers - I	Fun Puzzle		Day : 5		***"Say Your Name with an Action"*** # Each student says their name with a fun action (clap, jump, spin). # Whole class repeats the name + action.	Fun-based learning through puzzles, observation activities, and number formation exercises.	**CG-1** Understands numbers , represents whole numbers using the Indian place value system 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	Students will find difference in digits and form a number.	

	Ch.1 We the Travellers - I	Let Us Do		Day : 6		***"Rapid Fire Questions"*** # Ask quick, simple questions: # "Favorite color?" # "Cat or dog?" # Students answer instantly (no thinking time!).	Practice-based learning through solving exercise questions, oral practice, and guided activities.	**CG-1** Understands numbers , represents whole numbers using the Indian place value system 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	Students will solve problems related to large numbers, number patterns, and rounding to the nearest tens, hundreds, and thousands with accuracy and confidence. Students will apply mathematical concepts and reasoning skills to answer real-life and practice-based questions.	
	Ch.1 We the Travellers - I	King's Horses		Day : 7		***"Follow the Leader"*** # Teacher (or a student) does simple actions (clap, stomp, snap). # Students must copy instantly. # Increase speed for fun.	Activity-based and fun learning through place value activities, pattern observation, puzzles, oral practice, and rounding exercises.	**CG-1** Understands numbers , represents whole numbers using the Indian place value system 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	Students will solve problems related to large numbers, number patterns, and rounding to the nearest tens, hundreds, and thousands with accuracy and confidence. Students will apply mathematical concepts and reasoning skills to answer real-life and practice-based questions.	

	Computational Thinking	Ch.1 We the Travellers - I		Day : 8		***"Change My Place"*** # Call 4 students as ones, tens, hundreds, thousands. # Give a number (like 2,345). # Then say "Change!" # Students swap places and show the new number.	Problem-solving based learning through step-by-step reasoning questions, pattern identification, and logical thinking activities.	**CG-1** Understands numbers , represents whole numbers using the Indian place value system and discovers and recognises patterns in number sequences **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-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 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 solve problems related to large numbers, number patterns, and rounding to the nearest tens, hundreds, and thousands with accuracy and confidence. Students will apply mathematical concepts and reasoning skills to answer real-life and practice-based questions.	
2	Ch. 2 Fractions	Playing with a Grid		July Day : 1	July	***"Make a Fraction Group"*** # Call out a fraction like **1/2 or 1/4**. # Students quickly form groups: 1/2 → pair up 1/4 → groups of 4 # Ask: "What part is one student in your group?"	Activity-based learning using grid paper, visual representation, shading parts of shapes, and hands-on fraction activities	**CG-1** Understands numbers (counting numbers and fractions)	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 understand the concept of fractions as parts of a whole and represent them using figures and numbers. Students will identify and compare basic fractions in everyday situations and mathematical activities.	

	Ch. 2 Fractions	Let Us Do		Day : 2		***"True or False Move"*** # Say statements: "1/2 is equal to 2/4" # Students: Step forward = True Step back = False	Practice-based learning through solving fraction problems using visual models, comparison activities, and guided step-by-step exercises.	**CG-1** Understands numbers (counting numbers and fractions)	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 solve questions related to basic fractions by identifying, comparing, and representing fractions correctly. Students will apply their understanding of fractions in simple mathematical and real-life situations.	
	Ch. 2 Fractions	Making Equivalent Fractions		Day : 3		**Clap the Fraction** Teacher says: # "Clap 1/2 of 8" → students clap 4 times # "Jump 1/4 of 12" → jump 3 times	Conceptual learning through visual models (fraction strips/grids), guided explanation, and practice-based activities for forming and solving equivalent fraction problems.	**CG-1** Understands numbers (counting numbers and fractions)	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 create and identify equivalent fractions using multiplication and division methods. Students will solve problems involving equivalent fractions and explain the relationship between them.	
	Ch. 2 Fractions	Comparing Fractions-Same Denominator		Day : 4		***"Quick Answer Jump"*** # Teacher asks: "Is 1/2 bigger or smaller than 1/4?" # Students: Jump = bigger Sit = smaller	Conceptual and activity-based learning using fraction models and number lines, with guided explanation and practice in comparing fractions with the same denominator.	**CG-1** Understands numbers (counting numbers and fractions)	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 compare fractions with the same denominator using numerators and represent them correctly using symbols and models. Students will solve problems involving comparison of fractions in mathematical and real-life contexts.	

	Ch. 2 Fractions	Fractions Greater Than 1		Day : 5		**Fraction Song or Chant** Example chant: “Half means two equal parts, Quarter means four smart starts!” Use claps and rhythm.	Concept-based learning using visual models (fractions on number line and shapes), guided explanation, and practice in identifying and solving fractions greater than 1.	**CG-1** Understands numbers (counting numbers and fractions)	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 identify and represent fractions greater than 1 using improper fractions and mixed numbers. Students will solve problems involving fractions greater than 1 in mathematical activities and real-life situations.	
	Ch. 2 Fractions	Comparing Fractions with Reference to 1		Day : 6		**Human Fraction** Ask: # “Can half the class stand?” # “Can one-fourth raise hands?” Students become the fraction.	Conceptual learning using visual models and number lines with guided explanation to compare fractions with reference to 1, followed by practice-based problem solving.	**CG-1** Understands numbers (counting numbers and fractions)	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 compare fractions with reference to 1 and determine whether they are less than, equal to, or greater than 1. Students will apply this understanding to solve fraction-based problems accurately.	

	Ch. 2 Fractions	Comparing Fractions with Reference to $\frac{1}{2}$		Day : 7		***“Quick Answer Jump”***
						# Teacher asks: “Is 1/2 bigger or smaller than 1/4?”
						# Students:
						Jump = bigger
						Sit = smaller
							Conceptual learning using visual models and number lines with guided explanation to compare fractions with reference to 1/2, followed by practice-based problem solving.	**CG-1**
								Understands numbers (counting numbers and fractions)
									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 compare fractions with reference to 1/2 and determine whether they are less than, equal to, or greater than 1/2. Students will use this understanding to solve and reason about fraction-based problems in different contexts.	

	Computational Thinking	Ch. 2 Fractions		Day : 8		**Fraction Chairs** Arrange chairs in groups. Say: # “Only 1/2 of the students may sit.” # “Now 1/4 stand.” # “3/4 clap.” Students physically experience fractions.	Problem-solving approach using computational thinking skills such as logical reasoning, pattern recognition, and step-by-step analysis to solve structured questions.	**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 develop problem-solving skills with procedural fluency to solve mathematical puzzles and daily-life problems. Students will also build computational thinking by applying logical steps and strategies in various mathematical situations.	
3	Ch. 3 Angles as Turns	Turns		August Day : 1	August	**Turn and Freeze** Teacher gives commands: # “Make a half turn!” # “Quarter turn right!” # “Full turn!” Students move and freeze. **Learning:** clockwise, anticlockwise, quarter/half/full turns.	Activity-based learning using real-life examples, hands-on movement activities, and observation of direction changes to understand turns (left, right, full and half turns).	**CG-2** Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships	C-2.3 Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes C-2.4 Discovers, recognises, describes, and extends patterns in 2D and 3D shapes	Students will understand and describe turns of an object as full, half, and quarter turns in clockwise and anticlockwise directions. Students will apply this concept to identify and demonstrate movements in real-life and mathematical contexts.	Assessment as Learning
	Ch. 3 Angles as Turns	Let Us Do		Day : 2		**Angle Dance** Play music. When music stops: # make a right angle using arms # make an acute angle # make an obtuse angle Fun body movement activity.	Activity-based learning using real-life examples, hands-on movement activities, and observation of direction changes to understand turns (left, right, full and half turns).	**CG-2** Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships	C-2.3 Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes C-2.4 Discovers, recognises, describes, and extends patterns in 2D and 3D shapes	Students will understand and describe turns of an object as full, half, and quarter turns in clockwise and anticlockwise directions. Students will apply this concept to identify and demonstrate movements in real-life and mathematical contexts.	

	Ch. 3 Angles as Turns	Angle Measuring Tool		Day : 3		**Make Angles with Arms** Students use arms to show: # straight angle # right angle # acute angle # obtuse angle Can be done in pairs too.	Hands-on learning using a protractor (angle measuring tool) with guided demonstration and practice in measuring and drawing angles accurately.	**CG-2** Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships	C-2.3 Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes C-2.4 Discovers, recognises, describes, and extends patterns in 2D and 3D shapes	Students will identify and use an angle measuring tool (protractor) to measure and draw angles accurately. Students will apply this skill to compare and construct angles in mathematical and real-life situations.	
	Ch. 3 Angles as Turns	Let Us Do		Day : 4		**Turn and Freeze** Teacher gives commands: # “Make a half turn!” # “Quarter turn right!” # “Full turn!” Students move and freeze. **Learning:** clockwise, anticlockwise, quarter/half/full turns.	Practice-based learning through measuring and drawing angles using a protractor with step-by-step problem-solving exercises.	**CG-2** Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships	C-2.3 Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes C-2.4 Discovers, recognises, describes, and extends patterns in 2D and 3D shapes	Students will identify and use an angle measuring tool (protractor) to measure and draw angles accurately. Students will apply this skill to compare and construct angles in mathematical and real-life situations.	
	Ch. 3 Angles as Turns	Fun with Turns		Day : 5		**Angle Dance** Play music. When music stops: # make a right angle using arms # make an acute angle # make an obtuse angle Fun body movement activity.	Activity-based learning through movement games, real-life direction examples, and hands-on turn activities (left, right, full, half turns).	**CG-2** Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships	C-2.3 Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes C-2.4 Discovers, recognises, describes, and extends patterns in 2D and 3D shapes	Students will explore and demonstrate turns of objects in different directions and angles in a fun and interactive way. Students will apply the concept of turns to understand movement, direction, and rotation in real-life contexts.	

	Computational Thinking	Ch. 3 Angles as Turns		Day : 6		**Turn and Freeze** Teacher gives commands: # “Make a half turn!” # “Quarter turn right!” # “Full turn!” Students move and freeze. **Learning:** clockwise, anticlockwise, quarter/half/full turns.	Problem-solving learning through logical reasoning, step-by-step thinking, and pattern-based questions to develop computational thinking skills.	**CG-2** Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships	C-2.3 Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes C-2.4 Discovers, recognises, describes, and extends patterns in 2D and 3D shapes	Students will apply computational thinking to solve questions on turns of objects by breaking movements into clear steps and identifying patterns in direction and rotation. Students will use logical reasoning and sequencing to predict, describe, and solve problems involving turns in different situations.	
4	Ch. 4 We the Travellers - II	Making Sums Equal		August Day : 1	August	Clap and Count Teacher claps 2 times, then 3 times. Children count total claps together. Helps with mental addition through movement.	Activity-based learning through number balancing, trial-and-error methods, and guided problem-solving to understand and make sums equal.	**CG-1** understands and carries out the basic operations with whole numbers, and discovers and recognises patterns in number sequences **understands and carries out the basic operations Addition and Subtraction**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition	Students will use logical reasoning and computational thinking to make sums equal by finding missing numbers and balancing both sides of an equation. Students will apply systematic strategies such as trial, error, and pattern recognition to solve such problems.	

	Ch. 4 We the Travellers - II	Relationship between Addition and Subtraction		Day : 2		Finger Friends Game Students show numbers on fingers. Pair up and combine fingers. Example: 4 fingers + 1 finger = 5	Conceptual learning through explanation of inverse operations with number examples, followed by guided practice in solving related addition and subtraction problems.	**CG-1** understands and carries out the basic operations with whole numbers, and discovers and recognises patterns in number sequences **understands and carries out the basic operations Addition and Subtraction**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and Subtraction.	Students will understand the relationship between addition and subtraction as inverse operations and use this understanding to form and solve related number sentences. Students will apply this concept to check answers and solve problems using logical reasoning and computational thinking.	
	Ch. 4 We the Travellers - II	Sums of Consecutive Numbers		Day : 3		Addition Song Use a simple rhyme: “One little duck went out to play, Two more joined — now three today!”	Conceptual learning through pattern observation and step-by-step explanation of consecutive numbers, followed by practice in forming and solving related sum problems.	**CG-1** understands and carries out the basic operations with whole numbers, and discovers and recognises patterns in number sequences **understands and carries out the basic operations Addition and Subtraction**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and Subtraction.	Students will identify and find sums of consecutive numbers using patterns and logical reasoning. Students will apply computational thinking to solve and predict results of consecutive number problems efficiently.	

	Ch. 4 We the Travellers - II	The Longest Land Route – Adding Large Numbers		Day : 4		Jump and Add One child jumps 2 times. Another jumps 4 times. Class counts total jumps together.	Context-based learning using real-life story problems and step-by-step explanation of addition of large numbers, followed by guided problem-solving practice.	**CG-1** understands and carries out the basic operations with whole numbers, and discovers and recognises patterns in number sequences **understands and carries out the basic operations Addition and Subtraction**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and Subtraction.	Students will add large numbers accurately using place value and standard algorithms in the context of real-life situations. Students will apply computational thinking and problem-solving skills to solve travel-based word problems involving long-distance routes.	
	Ch. 4 We the Travellers - II	Subtracting Large Numbers		Day : 5		Drum Beat Addition Beat drum 2 times, pause, then 3 times. Children count all beats.	Conceptual learning through step-by-step explanation of subtraction of large numbers with place value understanding, followed by guided problem-solving practice.	**CG-1** understands and carries out the basic operations with whole numbers, and discovers and recognises patterns in number sequences **understands and carries out the basic operations Addition and Subtraction**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and Subtraction.	Students will subtract large numbers accurately using place value and regrouping methods. Students will apply computational thinking to solve real-life problems involving comparison and difference of large quantities.	

	Ch. 4 We the Travellers - II	Quick Sums and Differences		Day : 6		Addition Action Song Sing: “Two little monkeys swinging on a tree, Three more came to play happily!”	Fluency-based learning through mental math strategies, estimation techniques, and step-by-step practice of quick addition and subtraction of large numbers.	**CG-1** understands and carries out the basic operations with whole numbers, and discovers and recognises patterns in number sequences **understands and carries out the basic operations Addition and Subtraction**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and Subtraction.	Students will use mental math strategies and estimation techniques to quickly find sums and differences of numbers. Students will apply computational thinking to solve problems efficiently and verify their answers.	
	Ch. 4 We the Travellers - II	Let Us Think and Solve		Day : 7		Handshake Addition Children shake hands in pairs. Count total pairs formed.	Problem-solving approach through logical reasoning and step-by-step strategies to solve mixed addition and subtraction questions.	**CG-1** understands and carries out the basic operations with whole numbers, and discovers and recognises patterns in number sequences **understands and carries out the basic operations Addition and Subtraction**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and Subtraction.	Students will think critically and apply multiple strategies to solve problems involving quick sums and differences. Students will develop computational thinking by analyzing, estimating, and verifying solutions in various mathematical situations.	

	Ch. 4 We the Travellers - II	Even and Odd Numbers		Day : 8		Jump Away Game 5 children stand in a line. 2 children jump away. Ask: “How many are left?”	Conceptual learning through number observation, grouping activities, and guided explanation of even and odd numbers, followed by practice-based problem solving.	**CG-1** understands and carries out the basic operations with whole numbers, and discovers and recognises patterns in number sequences **understands Even and Odd numbers**	C-1.4 Recognises, describes, and extends simple number patterns such as odd numbers, even numbers	Students will identify, classify, and differentiate between even and odd numbers using patterns and rules. Students will apply computational thinking to solve problems involving even and odd numbers in real-life and mathematical contexts.	
	Ch. 4 We the Travellers - II	Let Us Think		Day : 9		Clap and Stop Clap 7 times. Stop after removing 2 claps. Children count remaining beats.	Problem-solving and computational thinking-based learning through mental math strategies, estimation, and step-by-step reasoning to solve addition and subtraction problems.	**CG-1** understands and carries out the basic operations with whole numbers, and discovers and recognises patterns in number sequences **understands and carries out the basic operations Addition and Subtraction**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and Subtraction.	Students will think critically and apply multiple strategies to solve problems involving quick sums and differences. Students will develop computational thinking by analyzing, estimating, and verifying solutions in various mathematical situations.	

	Ch. 4 We the Travellers - II	Math Metric Mela		Day : 10		Subtraction Song Sing: “Five little birds sitting in a tree, Two flew away — now how many see?”	Activity-based and computational thinking approach using estimation, mental math, and step-by-step strategies to solve quick addition and subtraction problems.	**CG-1** understands and carries out the basic operations with whole numbers, and discovers and recognises patterns in number sequences **understands and carries out the basic operations Addition and Subtraction**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and Subtraction.	Students will think critically and apply multiple strategies to solve problems involving quick sums and differences. Students will develop computational thinking by analyzing, estimating, and verifying solutions in various mathematical situations.	
	Computational Thinking	Ch. 4 We the Travellers - II		Day : 11		Handshake Addition Children shake hands in pairs. Count total pairs formed.	Computational thinking-based learning through problem-solving tasks, mental math, estimation, and selection of appropriate strategies (mental or written) to solve addition and subtraction problems.	**CG-1** understands and carries out the basic operations with whole numbers, and discovers and recognises patterns in number sequences **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-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and Subtraction. 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 think critically and apply multiple strategies to solve problems involving quick sums and differences. Students will develop computational thinking by analyzing, estimating, and verifying solutions in various mathematical situations.	

5	Ch. 5 Far and Near	Different Units but Same Measure		September Day : 1	September	**Who Is Near Me?** Teacher asks: # “Who is sitting near me?” # “Who is sitting far from me?”	Conceptual and activity-based learning using real-life measurement examples, comparison of standard units, and reasoning-based activities to understand equivalent measures and apply computational thinking in problem-solving.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight 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 understand that different units can represent the same measure and learn to convert between standard units. Students will apply this concept to solve real-life measurement problems using reasoning and computational thinking.	Assessment for Learning
	Ch. 5 Far and Near	Measuring Long Distances		Day : 2		. **Friend Finder** Children stand around classroom. Teacher says: # “Stand near your friend.” # “Now stand far from your friend.”	Activity-based learning through real-life measurement examples, use of standard units (km), comparison and estimation tasks, and computational thinking-based problem-solving related to distance and travel	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight 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 measure and compare long distances using appropriate standard units like kilometre. Students will apply computational thinking to solve real-life problems involving distance, travel, and estimation.	
	Ch. 5 Far and Near	The World of Small Things		Day : 3		**Near and Far Song** Sing: “Near, near, come close to me, Far, far, as far as can be!”	Conceptual learning through explanation of small units of measurement with real-life examples, followed by guided practice in solving comparison and measurement-based questions.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight 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 understand and measure small lengths using appropriate units such as centimetres and millimetres. Students will apply computational thinking to estimate, compare, and solve real-life problems involving small measurements.	

	Ch. 5 Far and Near	Relationships between Different Units		Day : 4		**Who Is Near Me?** Teacher asks: # “Who is sitting near me?” # “Who is sitting far from me?”	Conceptual learning through explanation of relationships between standard units with visual aids and real-life examples, followed by guided practice in unit conversion and problem-solving.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight 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 understand the relationships between different units of measurement and convert between them accurately. Students will apply computational thinking to solve real-life problems involving unit conversion and comparison.	
	Ch. 5 Far and Near	Adding and Subtracting Lengths		Day : 5		**Teacher Says** Like “Simon Says”: # “Teacher says stand near the wall.” # “Teacher says go far from the table.”	Conceptual learning through step-by-step explanation of addition and subtraction of lengths using standard units, followed by guided problem-solving practice.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight 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 C-3.7 Evaluates the conservation of attributes like length and solves daily-life problems related to them	Students will add and subtract lengths using appropriate units and conversion where needed. Students will apply computational thinking to solve real-life problems involving measurement and comparison of lengths.	
	Ch. 5 Far and Near	Multiplying and Dividing Lengths		Day : 6		**Shake and Step** # Shake hands near friend. # Take giant steps far away.	Conceptual learning through step-by-step explanation of multiplication and division of lengths using standard units, followed by guided problem-solving practice.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight 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 multiply and divide lengths using appropriate units and conversions to solve mathematical problems. Students will apply computational thinking to handle real-life situations involving scaling, sharing, and comparing lengths.	

	Computational Thinking	Ch. 5 Far and Near		Day : 7		**Teacher Says** Like “Simon Says”: # “Teacher says stand near the wall.” # “Teacher says go far from the table.”	Computational thinking-based learning through logical reasoning, step-by-step strategies, and pattern-based questions involving measurement operations (addition, subtraction, multiplication, and division of lengths).	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight using non-standard and standard units	C-3.7 Evaluates the conservation of attributes like length and solves daily-life problems related to them	Students will solve computational thinking questions involving measurement of lengths by breaking problems into steps, using unit conversions, and applying logical strategies. Students will analyze, estimate, and verify solutions while working with adding, subtracting, multiplying, and dividing lengths in real-life contexts.	
6	Ch.6 The Dairy Farm	Multiplication facts		September Day :1	September	**Jump in Groups** Children jump in equal groups. # Example: # 2 jumps done 3 times. # Count total jumps: # 2 + 2 + 2 = 6	Activity-based learning using real-life dairy farm context, repeated addition, and grouping objects.	**CG-1** understands and carries out the four 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 multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will recall and use multiplication facts accurately to solve mathematical problems with speed and confidence. Students will apply computational thinking to recognize patterns and use strategies to improve multiplication fluency.	

	Ch.6 The Dairy Farm	Order of Numbers in Multiplication		Day :2		**Clap Multiplication** # Clap 4 times. # Repeat 3 rounds. Ask: “How many claps altogether?”	Oral drills, skip counting games, and pattern recognition activities.	**CG-1** understands and carries out the four 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 multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will understand that the order of numbers in multiplication does not change the product (commutative property). Students will apply this concept to solve multiplication problems efficiently and recognize patterns in number relationships.	
	Ch.6 The Dairy Farm	Doubling and Halving		Day :3		**Multiplication Song** Sing: “Two little birds on three tall trees, Two times three is six you see!”	Activity-based learning using real objects, repeated addition, and visual models to understand doubling. Hands-on activities using sharing and grouping objects equally to understand division into two equal parts.	**CG-1** understands and carries out the four 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 multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will use doubling and halving strategies to simplify multiplication and division problems. Students will apply computational thinking to solve calculations quickly by recognizing number patterns and relationships.	

	Ch.6 The Dairy Farm	Nearest Multiple		Day :4		**Frog Jump Multiplication** # Frogs jump 2 steps each. # 4 frogs jump. # Count total jumps.	Activity-based learning using number lines, estimation games, and rounding activities to identify nearest multiples.	**CG-1** understands and carries out the four 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 multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will find the nearest multiple of a given number using estimation and rounding strategies. Students will apply computational thinking to choose the most appropriate multiple in problem-solving situations.	
	Ch.6 The Dairy Farm	Waste and Composting		Day :5		**Clap Multiplication** # Clap 4 times. # Repeat 3 rounds. Ask: “How many claps altogether?”	Mental math practice, real-life estimation tasks, and guided discussion using rounding rules for simplification	**CG-1** understands and carries out the four 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 multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will find the nearest multiple of a given number using estimation and rounding strategies. Students will apply computational thinking to choose the most appropriate multiple in problem-solving situations.	

	Ch.6 The Dairy Farm	Let Us Do		Day :6		**Star Jump Groups** # Children do 3 star jumps for 2 rounds. # Count total jumps together.	Guided practice with word problems, logical reasoning, and stepwise computational thinking approach.	**CG-1** understands and carries out the four 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 multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will find the nearest multiple of a given number using estimation and rounding strategies. Students will apply computational thinking to choose the most appropriate multiple in problem-solving situations.	
	Ch.6 The Dairy Farm	Dairy Cooperative		Day :7		**Skip Count Circle** # Children say multiplication sequence around circle. **# Skip Counting Rhyme** # “2, 4, 6, 8, Multiplying makes us great!”	Context-based problems from dairy farm situations to apply estimation and multiplication skills.	**CG-1** understands and carries out the four 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 multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will find the nearest multiple of a given number using estimation and rounding strategies. Students will apply computational thinking to choose the most appropriate multiple in problem-solving situations.	

	Ch.6 The Dairy Farm	Let Us Solve		Day :8		**Jump in Groups** Children jump in equal groups. # Example: # 2 jumps done 3 times. # Count total jumps: # 2 + 2 + 2 = 6	Guided practice with word problems, logical reasoning, and stepwise computational thinking approach.	**CG-1** understands and carries out the four 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 multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will find the nearest multiple of a given number using estimation and rounding strategies. Students will apply computational thinking to choose the most appropriate multiple in problem-solving situations.	
	Ch.6 The Dairy Farm	Check ,Check! (multiply 3-digit numbers)		Day :9		**Star Jump Groups** # Children do 3 star jumps for 2 rounds. # Count total jumps together.	Step-by-step demonstration, place value understanding, and practice using standard algorithm and visual models.	**CG-1** understands and carries out the four 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 multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will multiply 3-digit numbers accurately using standard algorithms and place value understanding. Students will apply computational thinking to break down problems into steps and solve real-life multiplication situations efficiently.	

	Ch.6 The Dairy Farm	Let Us Do		Day :10		**Skip Count Circle** # Children say multiplication sequence around circle. **# Skip Counting Rhyme** # “2, 4, 6, 8, Multiplying makes us great!”	Step-by-step demonstration, place value understanding, and practice using standard algorithm and visual models.	**CG-1** understands and carries out the four 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 multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will multiply 3-digit numbers accurately using standard algorithms and place value understanding. Students will apply computational thinking to break down problems into steps and solve real-life multiplication situations efficiently	
	Ch.6 The Dairy Farm	Let Us Think		Day :11		**Clap Multiplication** # Clap 4 times. # Repeat 3 rounds. Ask: “How many claps altogether?”	Step-by-step demonstration, place value understanding, and practice using standard algorithm and visual models.	**CG-1** understands and carries out the four 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 multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will multiply 3-digit numbers accurately using standard algorithms and place value understanding. Students will apply computational thinking to break down problems into steps and solve real-life multiplication situations efficiently	

	Ch.6 The Dairy Farm	The king’s Reward (Multiplication Patterns)		Day :12		**Jump in Groups** Children jump in equal groups. # Example: # 2 jumps done 3 times. # Count total jumps: # 2 + 2 + 2 = 6	Oral drills, skip counting games, and pattern recognition activities.	**CG-1** understands and carries out the four 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 multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will identify and extend multiplication patterns using number facts, place value, and rules. Students will apply computational thinking to recognize relationships between numbers and solve pattern-based problems.	
	Ch.6 The Dairy Farm	Let Us Solve		Day :13		**Star Jump Groups** # Children do 3 star jumps for 2 rounds. # Count total jumps together.	Real-life word problems involving sharing, grouping, and scaling using step-by-step reasoning.	**CG-1** understands and carries out the four 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 multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will solve computational thinking questions based on multiplication facts, patterns, doubling and halving, nearest multiples, and multiplication of 3-digit numbers. Students will apply logical reasoning, estimation, and step-by-step strategies to solve real-life and problem-solving situations accurately.	

	Ch.6 The Dairy Farm	Let Us Solve		Day :14		**Frog Jump Multiplication** # Frogs jump 2 steps each. # 4 frogs jump. # Count total jumps.	Real-life word problems involving sharing, grouping, and scaling using step-by-step reasoning.	**CG-1** understands and carries out the four 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 multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will solve computational thinking questions based on multiplication facts, patterns, doubling and halving, nearest multiples, and multiplication of 3-digit numbers. Students will apply logical reasoning, estimation, and step-by-step strategies to solve real-life and problem-solving situations accurately.	
	Computational Thinking	Ch.6 The Dairy Farm		Day :15		**Multiplication Song** Sing: “Two little birds on three tall trees, Two times three is six you see!”	Guided practice with word problems, logical reasoning, and stepwise computational thinking approach.	**CG-1** understands and carries out the four 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 multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems	Students will solve computational thinking questions based on multiplication facts, patterns, doubling and halving, nearest multiples, and multiplication of 3-digit numbers. Students will apply logical reasoning, estimation, and step-by-step strategies to solve real-life and problem-solving situations accurately.	

7	Ch. 7 Shapes and Patterns	Weaving mats (Activity)		September Day :1	September	**Shape Walk** Teacher calls a shape: “Circle!” “Triangle!” # Children form that shape using their bodies.	Hands-on activity using paper strips to explore patterns, symmetry, and spatial understanding.	**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 2D and 3D shapes	Students will explore shapes and patterns through weaving mat activities by identifying, creating, and extending repeating designs. Students will apply computational thinking to recognize sequences, follow rules, and design their own patterned mats.	Assessment of Learning
	Ch. 7 Shapes and Patterns	Tiling and Tessellation		Day :2		**Clap Pattern Game** Teacher claps: # clap–clap–pause–clap–clap Children repeat pattern.	Activity-based learning using shapes to create repeating patterns without gaps or overlaps.	**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, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes or properties	Students will understand tiling and tessellation by identifying how shapes fit together without gaps or overlaps. Students will apply computational thinking to create and extend tessellation patterns using logical reasoning and spatial awareness.	

	Ch. 7 Shapes and Patterns	Try This (Parallelograms)		Day :3		**Action Song** “Clap, clap, stomp your feet, Patterns make learning sweet!”	Guided exploration using cut-outs and drawing to understand properties of parallelograms.	**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 2D and 3D shapes	Students will identify and describe parallelograms based on their properties such as opposite sides being parallel and equal. Students will apply computational thinking to classify shapes and solve problems involving quadrilaterals in real-life contexts.	
	Ch. 7 Shapes and Patterns	Tangram		Day :4		**Shape Walk** Teacher calls a shape: “Circle!” “Triangle!” # Children form that shape using their bodies.	Puzzle-based learning to form different shapes and develop spatial reasoning skills.	**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, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes or properties	Students will explore tangram puzzles by identifying and using geometric shapes to form different figures. Students will apply computational thinking to analyze, combine, and rearrange shapes to solve spatial puzzles creatively.	

	Ch. 7 Shapes and Patterns	Kites and Play with Circles		Day :5		**Clap Pattern Game** Teacher claps: # clap–clap–pause–clap–clap Children repeat pattern.	Activity-based exploration using drawing and folding to understand properties of kites and circles.	**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, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes or properties	Students will understand the basic concept of a circle by identifying its parts such as center, radius, and circumference. Students will apply computational thinking to recognize circles in real-life objects and relate them to geometric shapes.	
	Ch. 7 Shapes and Patterns	Circle Designs and Cube Connections		Day :6		**Action Song** “Clap, clap, stomp your feet, Patterns make learning sweet!”	Creative drawing and model-making to explore 2D and 3D shape relationships.	**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, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes or properties	Students will create and analyze circle-based designs and explore connections between circles and cube structures in geometry. Students will apply computational thinking to recognize patterns, visualize relationships, and design creative geometric models.	

	Ch. 7 Shapes and Patterns	Icosahedron and Dodecahedron		Day :7		**Shape Walk** Teacher calls a shape: “Circle!” “Triangle!” # Children form that shape using their bodies.	Hands-on construction using nets to understand 3D geometric solids.	**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, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes or properties	Students will identify and describe icosahedron and dodecahedron as special 3D shapes with faces, edges, and vertices. Students will apply computational thinking to analyze, compare, and relate these shapes to real-life structures and patterns.	
	Computational Thinking	Ch. 7 Shapes and Patterns		Day :8		**Clap Pattern Game** Teacher claps: # clap–clap–pause–clap–clap Children repeat pattern.	Problem-solving approach using logical reasoning, pattern recognition, and spatial visualization activities.	**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, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes or properties C-2.4 Discovers, recognises, describes, and extends patterns in 2D and 3D shapes	Students will solve computational thinking questions related to geometric shapes such as circles, cubes, icosahedrons, dodecahedrons, tessellations, and patterns by analyzing relationships, breaking problems into steps, and applying logical reasoning. Students will use spatial thinking to design, predict, and explain shape-based solutions in real-life and mathematical contexts.	

8	Ch. 8 Weight and Capacity	Check! Check!		November Day :1	November	**Jump Reaction Game** Teacher says: “Heavy!” → slow movement “Light!” → fast jumping	Activity-based learning using real objects to estimate and verify weight and capacity	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight 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 understand the concept of weight as a measure of how heavy or light an object is. Students will identify and use standard units of weight in real-life situations.	
	Ch. 8 Weight and Capacity	Different Units but Same Measure		Day :2		**Heavy Steps, Light Steps** Heavy object → stomp slowly Light object → tiptoe fast	Conceptual learning using conversion activities and visual comparison 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 using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like length, and weight) being measured C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will understand that kilograms and grams are different units used to measure the same quantity, weight. Students will convert between kilograms and grams and apply this understanding to solve real-life problems.	
	Ch. 8 Weight and Capacity	Comparison between Different Weights		Day :3		**Stand If True** Teacher says: “Stand if you like chocolate!” “Stand if you have a pet!”	Hands-on comparison using balance scale activities and real-life objects.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like length, and weight) being measured C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will compare different weights using appropriate units such as kilograms and grams to determine heavier, lighter, or equal masses. Students will apply computational thinking to solve real-life problems involving comparison and estimation of weights.	

	Ch. 8 Weight and Capacity	Milligram		Day :4		**Jump Reaction Game** Teacher says: “Heavy!” → slow movement “Light!” → fast jumping	Concept introduction through real-life examples (medicine, food items) and small unit estimation.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like length, and weight) being measured C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will understand the concept of milligram as a very small unit of weight used to measure light objects and medicines. Students will relate milligrams to grams and kilograms and apply this understanding in simple real-life contexts.	
	Ch. 8 Weight and Capacity	From Tiny to Big		Day :5		**Heavy Steps, Light Steps** Heavy object → stomp slowly Light object → tiptoe fast	Activity-based sequencing of units from smallest to largest using charts and models.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight using non-standard and standard units	C-3.5 Devises strategies for estimating the distance, length (for regular and irregular shapes), weight, and verifies the same using standard units	Students will understand the concept of a quintal and a tonne as larger units of weight used for measuring heavy objects. Students will relate these units to kilograms and apply them in simple real-life measurement situations.	
	Ch. 8 Weight and Capacity	Let Us Do		Day :6		**Act It Out** Give simple prompts: “Show how you brush your teeth” “Act like a happy bird”	Practice-based learning through measurement and comparison activities.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like length, and weight) being measured C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will solve questions related to weight by converting between milligrams, grams, kilograms, quintals, and tonnes accurately. Students will apply computational thinking to compare, estimate, and solve real-life problems involving different units of weight.	

	Ch. 8 Weight and Capacity	More Operations on Weight		Day :7		**Jump Reaction Game** Teacher says: “Heavy!” → slow movement “Light!” → fast jumping	Step-by-step problem solving involving addition and subtraction of weights.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like length, and weight) being measured C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will perform addition, subtraction, multiplication, and division of weights using appropriate units and conversions. Students will apply computational thinking to solve real-life problems involving measurement, comparison, and calculation of weight.	
	Ch. 8 Weight and Capacity	Let Us Do		Day :8		**Heavy Steps, Light Steps** Heavy object → stomp slowly Light object → tiptoe fast	Step-by-step problem solving involving addition and subtraction of weights.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like length, and weight) being measured C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will solve questions involving conversion between kilograms and grams, and use these units to compare and calculate weights in real-life situations. Students will apply computational thinking to add, subtract, and estimate weights accurately using appropriate unit conversions.	
	Ch. 8 Weight and Capacity	Measuring Capacity		Day :9		**Stand If True** Teacher says: “Stand if you like chocolate!” “Stand if you have a pet!”	Hands-on learning using containers to measure liquid capacity with 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 using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like length, and weight) being measured C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will understand the concept of capacity as the amount a container can hold and identify standard units like millilitres and litres. Students will apply computational thinking to measure, compare, and solve real-life problems involving capacity.	

	Ch. 8 Weight and Capacity	Big to Small, Small to Big		Day :10		**Jump Reaction Game** Teacher says: “Heavy!” → slow movement “Light!” → fast jumping	Unit conversion activities using charts, number lines, and real-life examples.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like length, and weight) being measured C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will convert units of capacity from litres to millilitres and millilitres to litres accurately. Students will apply computational thinking to compare and solve real-life problems involving different measures of capacity.	
	Ch. 8 Weight and Capacity	Different Units but Same Measure		Day :11		**Act It Out** Give simple prompts: “Show how you brush your teeth” “Act like a happy bird”	Conceptual learning using conversion activities and visual comparison 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 using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like length, and weight) being measured C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will understand that litres and millilitres are different units used to measure the same quantity, capacity. Students will apply computational thinking to convert between units and solve real-life measurement problems accurately.	
	Ch. 8 Weight and Capacity	Let Us Think		Day :12		**Finger Questions** “Show 1 finger if you like ice cream” “Show 5 fingers if you love games”	Critical thinking and reasoning-based questions for deeper understanding.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like length, and weight) being measured C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will convert units of capacity between litres and millilitres accurately using the relationship 1 litre = 1000 millilitres. Students will apply computational thinking to solve real-life problems involving addition, subtraction, and comparison of quantities in different capacity units.	

	Ch. 8 Weight and Capacity	Let Us Compare		Day :13		Follow the Leader One child leads simple actions: clap, jump, turn	Activity-based comparison of weight and capacity using estimation 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 using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like length, and weight) being measured C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will convert units of capacity between litres and millilitres accurately using the relationship 1 litre = 1000 millilitres. Students will apply computational thinking to solve real-life problems involving addition, subtraction, and comparison of quantities in different capacity units.	
	Ch. 8 Weight and Capacity	Let Us Solve		Day :14		**Act It Out** Give simple prompts: “Show how you brush your teeth” “Act like a happy bird”	Guided problem-solving using real-life word problems and step-by-step strategies.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like length, and weight) being measured C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will convert units of capacity between litres and millilitres accurately using the relationship 1 litre = 1000 millilitres. Students will apply computational thinking to solve real-life problems involving addition, subtraction, and comparison of quantities in different capacity units.	
	Ch. 8 Weight and Capacity	Let Us Solve		Day :15		**Stand If True** Teacher says: “Stand if you like chocolate!” “Stand if you have a pet!”	Guided problem-solving using real-life word problems and step-by-step strategies.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like length, and weight) being measured C-3.3 Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement	Students will convert units of capacity and weight .Students will apply computational thinking to solve real-life problems involving addition, subtraction, and comparison of quantities in different capacity units.	

	Computational Thinking	Ch. 8 Weight and Capacity		Day :16		**Finger Questions** “Show 1 finger if you like ice cream” “Show 5 fingers if you love games”	Logical reasoning, estimation, and step-by-step problem-solving using real-life measurement contexts.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight using non-standard and standard units	C-3.7 Evaluates the conservation of attributes like length and solves daily-life problems related to them	Students will convert units of capacity and weight .Students will apply computational thinking to solve real-life problems involving addition, subtraction, and comparison of quantities in different capacity units.	
	Computational Thinking	Ch. 8 Weight and Capacity		Day :17		**Act It Out** Give simple prompts: “Show how you brush your teeth” “Act like a happy bird”	Logical reasoning, estimation, and step-by-step problem-solving using real-life measurement contexts.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight using non-standard and standard units	C-3.7 Evaluates the conservation of attributes like length and solves daily-life problems related to them	Students will convert units of capacity and weight .Students will apply computational thinking to solve real-life problems involving addition, subtraction, and comparison of quantities in different capacity units.	

9	Ch.9 Coconut Farm	Division Facts		December Day :1	December	**Name and Action** Each person says their name with an action. Everyone repeats all previous names + actions.	Activity-based learning using grouping, sharing objects, and repeated subtraction.	**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, and discovers and recognises patterns in number sequences Understands Division	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 recall and understand basic division facts.	
	Ch.9 Coconut Farm	Division statements (Let Us Do)		Day :2		**Stand Up If…** Teacher says: “Stand up if you like ice cream!” “Stand up if you have a pet!”	Guided practice through formation and interpretation of division sentences.	**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, and discovers and recognises patterns in number sequences Understands Division	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 represent division in mathematical statements.	

	Ch.9 Coconut Farm	Patterns in Division and Place Value		Day :3		**Rhythm Clap Game** Clap–clap–pause patterns. Students repeat.	Pattern recognition using place value charts and number patterns.	**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, and discovers and recognises patterns in number sequences Understands Division	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 identify patterns in division related to place value.	
	Ch.9 Coconut Farm	Let Us Do		Day :4		**Name and Action** Each person says their name with an action. Everyone repeats all previous names + actions.	Practice-based learning with step-by-step guided division problems.	**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, and discovers and recognises patterns in number sequences Understands Division	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 apply division strategies accurately.	

	Ch.9 Coconut Farm	Let Us Do		Day :5		**Stand Up If…** Teacher says: “Stand up if you like ice cream!” “Stand up if you have a pet!”	Practice-based learning with step-by-step guided division problems.	**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, and discovers and recognises patterns in number sequences Understands Division	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 apply division strategies accurately.	
	Ch.9 Coconut Farm	Mental Strategies for Division		Day :6		**Rhythm Clap Game** Clap–clap–pause patterns. Students repeat.	Oral drills, estimation, and skip counting methods.	**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, and discovers and recognises patterns in number sequences Understands Division	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 develop quick mental division skills.	

	Ch.9 Coconut Farm	Let Us Solve		Day :7		**Name and Action** Each person says their name with an action. Everyone repeats all previous names + actions.	Structured problem-solving using real-life contexts.	**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, and discovers and recognises patterns in number sequences Understands Division	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 solve division problems using appropriate methods	
	Ch.9 Coconut Farm	Let Us Learn to Divide		Day :8		**Stand Up If…** Teacher says: “Stand up if you like ice cream!” “Stand up if you have a pet!”	Conceptual explanation with visual models (groups and arrays).	**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, and discovers and recognises patterns in number sequences Understands Division	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 understand division as equal sharing and grouping.	

	Ch.9 Coconut Farm	Let Us Solve		Day :9		**Rhythm Clap Game** Clap–clap–pause patterns. Students repeat.	Conceptual explanation with visual models (groups and arrays).	**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, and discovers and recognises patterns in number sequences Understands Division	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 understand division as equal sharing and grouping.	
	Ch.9 Coconut Farm	Division Using Place Value		Day :10		**Name and Action** Each person says their name with an action. Everyone repeats all previous names + actions.	Step-by-step method using place value decomposition.	**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, and discovers and recognises patterns in number sequences Understands Division	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 perform division using place value understanding.	

	Ch.9 Coconut Farm	Let Us Do		Day :11		**Stand Up If…** Teacher says: “Stand up if you like ice cream!” “Stand up if you have a pet!”	Step-by-step method using place value decomposition.	**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, and discovers and recognises patterns in number sequences Understands Division	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 perform division using place value understanding.	
	Ch.9 Coconut Farm	Let Us Solve		Day :12		**Rhythm Clap Game** Clap–clap–pause patterns. Students repeat.	Step-by-step method using place value decomposition.	**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, and discovers and recognises patterns in number sequences Understands Division	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 perform division using place value understanding.	

	Ch.9 Coconut Farm	Let Us Solve		Day :13		**Name and Action** Each person says their name with an action. Everyone repeats all previous names + actions.	Step-by-step method using place value decomposition.	**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, and discovers and recognises patterns in number sequences Understands Division	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 perform division using place value understanding.	
	Ch.9 Coconut Farm	Let Us Solve		Day :14		**Stand Up If…** Teacher says: “Stand up if you like ice cream!” “Stand up if you have a pet!”	Step-by-step method using place value decomposition.	**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, and discovers and recognises patterns in number sequences Understands Division	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 perform division using place value understanding.	

	Ch.9 Coconut Farm	Vegetable Market		Day :15		**Rhythm Clap Game** Clap–clap–pause patterns. Students repeat.	Real-life contextual learning using market-based word problems.	**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, and discovers and recognises patterns in number sequences Understands Division	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 apply division in real-life situations.	
	Ch.9 Coconut Farm	Let Us Solve		Day :16		**Funny Face Challenge** Make the funniest face possible. Everyone laughs and relaxes.	Step-by-step method using place value decomposition.	**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, and discovers and recognises patterns in number sequences Understands Division	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 apply division in real-life situations.	

	Ch.9 Coconut Farm	Mathematical Statements		Day :17		**Name and Action** Each person says their name with an action. Everyone repeats all previous names + actions.	Formation of division equations from word problems.	**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, and discovers and recognises patterns in number sequences Understands Division	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 translate situations into mathematical statements.	

	Computational Thinking	Ch.9 Coconut Farm		Day :18		**Rhythm Clap Game** Clap–clap–pause patterns. Students repeat.	Logical reasoning, stepwise problem solving, and pattern analysis in division tasks.	**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) 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 develop computational thinking through structured division problems.	

10	Ch. 10 Symmetrical Designs	Alphabet Cutout (Activity)		December Day :1	December	**Symmetry Freeze** # Teacher calls out a number (1–5). # Students make a **symmetrical pose** with arms/legs (like a star, butterfly, etc.) and freeze. # Those not symmetrical are “out” for that round, but everyone laughs and starts again.	Hands-on cutting and folding activity to explore line symmetry in letters.	**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, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes or properties C-2.2 Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (*Najri Naksha*)	Students will identify symmetry in alphabets using folding and observation.	
	Ch. 10 Symmetrical Designs	Let Us Make a Windmill Firki (Activity)		Day :2		**Mirror Dance Battle** Students pair up. # One is leader, one is mirror. Play fast music. # Leaders make **funny symmetrical dance moves** while mirrors copy perfectly. # Switch every 30–40 seconds.	Creative construction activity to explore symmetry and rotation using paper craft.	**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-2.2 Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (*Najri Naksha*) C-2.3 Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes	Students will understand symmetry through real-life craft models.	

	Ch. 10 Symmetrical Designs	Turn		Day :3		***"Emotion Copy Game"*** # Teacher shows an emotion (happy, sad, angry, surprised). # Students must **copy instantly**. # Then one student becomes the leader.	Movement-based activity to explore rotation and direction changes.	**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-2.2 Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (*Najri Naksha*) C-2.3 Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes	Students will understand turns (clockwise/anticlockwise) and rotational symmetry.	
	Ch. 10 Symmetrical Designs	Making Designs		Day :4		**Symmetry Freeze** # Teacher calls out a number (1–5). # Students make a **symmetrical pose** with arms/legs (like a star, butterfly, etc.) and freeze. # Those not symmetrical are "out" for that round, but everyone laughs and starts again.	Pattern creation using shapes, reflections, and repeated motifs.	**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 2D and 3D shapes	Students will create and recognize symmetrical designs.	

	Ch. 10 Symmetrical Designs	Let Us Explore		Day :5		**Mirror Dance Battle** Students pair up. # One is leader, one is mirror. Play fast music. # Leaders make **funny symmetrical dance moves** while mirrors copy perfectly. # Switch every 30–40 seconds.	Inquiry-based learning through observation, drawing, and exploration of symmetry in 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-2.3 Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes C-2.4 Discovers, recognises, describes, and extends patterns in 2D and 3D shapes	Students will develop spatial reasoning and identify symmetry in real-life objects.	

	Computational Thinking	Ch. 10 Symmetrical Designs		Day :6		***"Emotion Copy Game"*** # Teacher shows an emotion (happy, sad, angry, surprised). # Students must **copy instantly**. # Then one student becomes the leader.	Breaking design problems into steps and verifying symmetry using reflection rules.	**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 **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-2.3 Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes C-2.4 Discovers, recognises, describes, and extends patterns in 2D and 3D shapes 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 apply computational thinking to solve symmetry-based tasks.	

11	Ch. 11 Grandmother's Quilt	Perimeter		January Day :1	January	"Finger Shape Fun" Students will make shapes (circle, square and rectangle) using their fingers.	Hands-on measurement activities using squares/rectangles and real-life objects (quilt patterns)	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, **perimeter** and area using non-standard and standard units	C-3.1 Measures in non-standard and standard units and evaluates the need for standard units C-3.2 Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured	Students will understand perimeter as the total distance around a closed shape and calculate the perimeter of simple regular and irregular figures using addition and standard units of measurement.	Assessment as Learning
	Ch. 11 Grandmother's Quilt	Area		Day :2		"Shape Hunt" Ask students to look around the classroom and find objects shaped like: Circle (clock) Rectangle (board) Cube (chalk box) They can point, draw, or list them.	Visual and grid-based activities using square tiles to cover surfaces.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, **perimeter** and area using non-standard and standard units	C-3.1 Measures in non-standard and standard units and evaluates the need for standard units C-3.2 Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured	Students will understand area as the amount of surface covered inside a closed shape and calculate the area of simple shapes using square units and basic formulas.	

	Ch. 11 Grandmother's Quilt	Let Us Do		Day :3		***"Clap the Number"*** # Teacher calls out a number. # Students: **# Clap once** for odd **# Clap twice** for even # Keep the pace fast to build excitement.	Guided practice through step-by-step measurement and calculation tasks.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, **perimeter** and area using non-standard and standard units	C-3.1 Measures in non-standard and standard units and evaluates the need for standard units C-3.2 Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured	Students will understand the concepts of perimeter and area, calculate them for simple regular and irregular shapes using appropriate formulas and units, and apply these concepts to solve real-life problems.	
	Ch. 11 Grandmother's Quilt	Let Us Do		Day :4		"Finger Shape Fun" Students will make shapes (circle, square and rectangle) using their fingers.	Guided practice through step-by-step measurement and calculation tasks.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, **perimeter** and area using non-standard and standard units	C-3.1 Measures in non-standard and standard units and evaluates the need for standard units C-3.2 Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured	Students will understand the concepts of perimeter and area, calculate them for simple regular and irregular shapes using appropriate formulas and units, and apply these concepts to solve real-life problems.	

	Ch. 11 Grandmother's Quilt	Let Us Explore		Day :5		"Shape Hunt" Ask students to look around the classroom and find objects shaped like: Circle (clock) Rectangle (board) Cube (chalk box) They can point, draw, or list them.	Inquiry-based learning using quilt patterns to observe shape properties and measurements.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, **perimeter** and area using non-standard and standard units	C-3.1 Measures in non-standard and standard units and evaluates the need for standard units C-3.2 Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured	Students will understand the concepts of perimeter and area, calculate them for simple regular and irregular shapes using appropriate formulas and units, and apply these concepts to solve real-life problems.	
	Ch. 11 Grandmother's Quilt	Let Us Do (Find Area and Perimeter using formula)		Day :6		***"Clap the Number"*** # Teacher calls out a number. # Students: **# Clap once** for odd **# Clap twice** for even # Keep the pace fast to build excitement.	Introduction and application of formulas with practice problems.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, **perimeter** and area using non-standard and standard units	C-3.4 Understands the definition and formula for the area of a square or rectangle as length times breadth	Students will use appropriate formulas to calculate the area and perimeter of squares, rectangles, and other simple shapes accurately using standard units of measurement.	

	Ch. 11 Grandmother's Quilt	Let Us Do		Day :7		Opposite Action Teacher says an action (like "jump" or "sit"). Students: Do the opposite action (if "jump," they sit; if "clap," they stomp).	Guided practice through step-by-step measurement and calculation tasks.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, **perimeter** and area using non-standard and standard units	C-3.4 Understands the definition and formula for the area of a square or rectangle as length times breadth C-3.5 Devises strategies for estimating the distance, length, time, perimeter (for regular and irregular shapes), area (for regular and irregular shapes), weight, and volume and verifies the same using standard units	Students will apply formulas to find the area and perimeter of squares and rectangles and use them to solve simple mathematical and real-life problems.	
	Ch. 11 Grandmother's Quilt	Let Us Do		Day :8		Quick Freeze Teacher plays music or counts slowly. Students: Dance or move around until the teacher says "Freeze!" Freeze in the silliest position possible.	Guided practice through step-by-step measurement and calculation tasks.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, **perimeter** and area using non-standard and standard units	C-3.6 Deduces that shapes having equal areas can have different perimeters and shapes having equal perimeters can have different areas	Students will apply formulas to find the area and perimeter of squares and rectangles and use them to solve simple mathematical and real-life problems.	

	Ch. 11 Grandmother's Quilt	Let Us Play		Day :9		Opposite Action Teacher says an action (like "jump" or "sit"). Students: Do the opposite action (if "jump," they sit; if "clap," they stomp).	Game-based learning involving estimation and quick calculation tasks.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, **perimeter** and area using non-standard and standard units	C-3.6 Deduces that shapes having equal areas can have different perimeters and shapes having equal perimeters can have different areas	Students will roll a die, select the corresponding number of square tiles, and arrange them to create different shapes and figures. Students will find and compare the perimeters of the shapes formed, developing their understanding of perimeter through hands-on learning.	

	Computational Thinking	Ch. 11 Grandmother's Quilt		Day :10		Quick Freeze Teacher plays music or counts slowly. Students: Dance or move around until the teacher says "Freeze!" Freeze in the silliest position possible.	Problem decomposition, pattern recognition in quilt designs, and step-by-step calculation strategies.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, **perimeter** and area using non-standard and standard units **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-3.7 Evaluates the conservation of attributes like length and volume, and solves daily-life problems related to them 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 apply computational thinking to solve problems related to perimeter and area by following step-by-step logical methods and patterns. Students will analyse shapes, make predictions, and develop algorithms to calculate and compare perimeters and areas in real-life contexts.	
12	Ch. 12 Racing Seconds	Time Elapsed		January Day :1	January	**Time Freeze** Teacher counts down from 10. Students freeze in the funniest pose when time's up.	Activity-based learning using real-life situations (games, events) and number line representation of time.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, time using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like time) being Measured C-3.5 Devises strategies for estimating the time verifies the same using standard units	Students will learn to understand and calculate the time elapsed between two given points of time using clocks and basic units of time. Students will be able to solve simple real-life problems involving the duration of events in hours and minutes.	

	Ch. 12 Racing Seconds	Seconds		Day :2		**Speedy Introductions** Each student says their name + a silly action (like hopping or wiggling) in 3 seconds. Next person repeats all previous names/actions before adding theirs.	Hands-on demonstration using stopwatch and counting activities.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, time using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like time) being Measured C-3.5 Devises strategies for estimating the time verifies the same using standard units	Students will understand that a minute is made up of 60 seconds and will be able to convert minutes into seconds in simple situations.	
	Ch. 12 Racing Seconds	Let Us Find		Day :3		***"Rapid Fire Questions"*** # Ask quick, simple questions: # "Favorite color?" # "Cat or dog?" # Students answer instantly (no thinking time!).	Guided practice in solving time-based	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, time using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like time) being Measured C-3.5 Devises strategies for estimating the time verifies the same using standard units	Students will observe a clock to estimate and record how many seconds are taken to complete a given task and represent the time using numbers or drawings.	
	Ch. 12 Racing Seconds	Conversion of Hours to Minutes		Day :4		**Time Freeze** Teacher counts down from 10. Students freeze in the funniest pose when time's up.	Conceptual learning using charts, clocks, and repeated multiplication (×60).	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, time using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like time) being Measured C-3.5 Devises strategies for estimating the time verifies the same using standard units C-3.3 Carries out simple unit conversions	Students will learn to convert hours into minutes by using the relation that 1 hour equals 60 minutes and apply this conversion in simple problems.	

	Ch. 12 Racing Seconds	Conversion of Hours to Minutes		Day :5		**Speedy Introductions** Each student says their name + a silly action (like hopping or wiggling) in 3 seconds. Next person repeats all previous names/actions before adding theirs.	Conceptual learning using charts, clocks, and repeated multiplication (×60).	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, time using non-standard and standard units	C-3.2 Uses an appropriate unit and tool for the attribute (like time) being Measured C-3.5 Devises strategies for estimating the time verifies the same using standard units C-3.3 Carries out simple unit conversions	Students will learn to convert hours into minutes by using the relation that 1 hour equals 60 minutes and apply this conversion in simple problems.	
	Computational Thinking	Ch. 12 Racing Seconds		Day :6		**Time Freeze** Teacher counts down from 10. Students freeze in the funniest pose when time's up.	Step-by-step reasoning, pattern recognition in time conversions, and logical sequencing of events.	**CG-3** Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, time using non-standard and standard units **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-3.2 Uses an appropriate unit and tool for the attribute (like time) being Measured C-3.5 Devises strategies for estimating the time verifies the same using standard units C-4.1 Solves puzzles and daily-life problems involving one or more operations on whole numbers	Students will apply computational thinking skills to break down and convert time between seconds, minutes, and hours using logical step-by-step reasoning.	

13	Ch.13 Animal Jumps	Factors and Multiples		February Day :1	February	***"Jump the Multiple"*** # Choose a number (like 3). # Students count loudly: 1, 2, 3, 4… # Only when the number is a multiple of 3, they **jump instead of speaking** (3, 6, 9…).	Activity-based learning using grouping, jumping games, and number patterns.	**CG-1** Understands numbers, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences **Understands Factors and Multiples**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems C-1.4 Recognises, describes, and extends simple number patterns such as square numbers, cubes, powers of 2, powers of 10	Students will identify factors and multiples of numbers and apply this understanding to solve basic mathematical problems involving division and multiplication.	Assessment as Learning

	Ch.13 Animal Jumps	Common Multiples		Day :2		***"Monkey Skip Counting"*** # Students act like monkeys and skip count: # "1, 2, JUMP! 3, 4, JUMP!" (for multiples of 2 or 3) # Make silly monkey sounds.	Number line activities and skip counting games to identify shared multiples.	**CG-1** Understands numbers, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences **Understands Factors and Multiples**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems C-1.4 Recognises, describes, and extends simple number patterns such as square numbers, cubes, powers of 2, powers of 10	Students will identify common multiples of two or more numbers and use them to solve simple problems involving number patterns and relationships.	

	Ch.13 Animal Jumps	Common Factors		Day :3		***"Jump the Multiple"*** # Choose a number (like 3). # Students count loudly: 1, 2, 3, 4… # Only when the number is a multiple of 3, they **jump instead of speaking** (3, 6, 9…).	Hands-on grouping of objects to find numbers that divide equally.	**CG-1** Understands numbers, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences **Understands Factors and Multiples**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems C-1.4 Recognises, describes, and extends simple number patterns such as square numbers, cubes, powers of 2, powers of 10	Students will identify common factors of two or more numbers and use them to solve simple problems involving division and number relationships.	

	Ch.13 Animal Jumps	Common Factors		Day :4		***"Monkey Skip Counting"*** # Students act like monkeys and skip count: # "1, 2, JUMP! 3, 4, JUMP!" (for multiples of 2 or 3) # Make silly monkey sounds.	Hands-on grouping of objects to find numbers that divide equally.	**CG-1** Understands numbers, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences **Understands Factors and Multiples**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems C-1.4 Recognises, describes, and extends simple number patterns such as square numbers, cubes, powers of 2, powers of 10	Students will identify common factors of two or more numbers and use them to solve simple problems involving division and number relationships.	

	Ch.13 Animal Jumps	Divisible by 2,5,10		Day :5		***"Jump the Multiple"*** # Choose a number (like 3). # Students count loudly: 1, 2, 3, 4… # Only when the number is a multiple of 3, they **jump instead of speaking** (3, 6, 9…).	Pattern recognition activities using last digit rules and real-life examples.	**CG-1** Understands numbers, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences **Understands Factors and Multiples**	C-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems C-1.4 Recognises, describes, and extends simple number patterns such as square numbers, cubes, powers of 2, powers of 10	Students will identify numbers divisible by 2, 5, and 10 using divisibility rules and apply them to check and solve simple number problems.	

	Computational Thinking	Ch.13 Animal Jumps		Day :6		***"Monkey Skip Counting"*** # Students act like monkeys and skip count: # "1, 2, JUMP! 3, 4, JUMP!" (for multiples of 2 or 3) # Make silly monkey sounds.	Logical reasoning, pattern recognition, and step-by-step problem solving using number relationships.	**CG-1** Understands numbers, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences **Understands Factors and Multiples** **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-1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10 × 10 (*Pahade*) and applies the four basic operations on whole numbers to solve daily life problems C-1.4 Recognises, describes, and extends simple number patterns such as square numbers, cubes, powers of 2, powers of 10 C-4.2 Learns to systematically count and list all possible permutations or combination given a constraint, in simple situations	Students will apply computational thinking to identify patterns and use divisibility rules of 2, 5, and 10 to analyze, classify, and solve number-based problems logically.	

14	Ch. 14 Maps and Locations	Finding Directions		February Day :1	February	***"Catch My Mistake"*** # Teacher says: "4 + 3 = 10!" # Students react dramatically: "Nooooo!" and give correct answer.	Activity-based learning using real-life movement, compass directions, and classroom navigation.	**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-2.2 Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (*Najri Naksha*)	Students will identify and use cardinal and intermediate directions to describe locations and movements on a map and in real-life situations.	Assessment for Learning
	Ch. 14 Maps and Locations	Map of a Room		Day :2		***"Quick Action Answer"*** # Ask simple questions: "Show me something you do when you are happy!" # Students respond with actions (jump, clap, smile, dance).	Drawing and interpreting simple room layouts using symbols and scale understanding.	**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-2.2 Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (*Najri Naksha*)	Students will draw and interpret a simple map of a room using symbols and directions to represent and describe the position of objects.	

	Ch. 14 Maps and Locations	Bus Route		Day :3		***"Pass the Action"*** # One student starts an action (clap, spin, salute). # Next student copies and adds a new action. # Continue around the class.	Step-by-step route tracing activities using real-life transport examples.	**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-2.2 Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (*Najri Naksha*)	Students will interpret bus routes and directions to identify locations and movement paths using directional language and simple map-reading skills.	
	Ch. 14 Maps and Locations	Let Us Do		Day :4		***"Catch My Mistake"*** # Teacher says: "4 + 3 = 10!" # Students react dramatically: "Nooooo!" and give correct answer.	Guided practice in map reading and direction-based problem solving.	**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-2.2 Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (*Najri Naksha*)	Students will create and interpret a simple school map using symbols and a key, developing spatial understanding and map-reading skills.	

	Ch. 14 Maps and Locations	Locating the Animals in the Zoological Park (zoo)		Day :5		***"Quick Action Answer"*** # Ask simple questions: "Show me something you do when you are happy!" # Students respond with actions (jump, clap, smile, dance).	Zoo map exploration using coordinates, symbols, and spatial reasoning.	**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-2.2 Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (*Najri Naksha*)	Students will locate different animals on a zoo map using directions and symbols and describe their positions using appropriate spatial language.	
	Computational Thinking	Ch. 14 Maps and Locations		Day :6		***"Pass the Action"*** # One student starts an action (clap, spin, salute). # Next student copies and adds a new action. # Continue around the class.	Logical reasoning, step-by-step navigation, and pattern recognition in routes and spatial layouts.	**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-2.2 Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (*Najri Naksha*)	Students will apply computational thinking skills to interpret zoo maps, follow step-by-step directions, and logically locate animal enclosures using spatial reasoning and patterns.	

15	Ch. 15 Data Through Pictures	Child TV Reporter		March Day :1	March	***"Clap the Number"*** # Teacher calls out a number. # Students: **# Clap once** for odd **# Clap twice** for even # Keep the pace fast to build excitement.	Activity-based learning through data collection, interviews, and recording information from peers.	**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-4.2 Learns to systematically count and list all possible permutations or combination given a constraint, in simple situations	Students will interpret and create pictographs using appropriate symbols and keys to represent, compare, and analyse simple data sets.	Assessment of Learning
	Ch. 15 Data Through Pictures	Pictograph		Day :2		***"Pass the Action"*** # One student starts an action (clap, spin, salute). # Next student copies and adds a new action. # Continue around the class.	Visual learning using symbols/icons to represent data in simple forms.	**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-4.2 Learns to systematically count and list all possible permutations or combination given a constraint, in simple situations	Students will interpret and create pictographs using appropriate symbols and keys to represent, compare, and analyse simple data sets.	
	Ch. 15 Data Through Pictures	Bar Graph		Day :3		***"Clap the Number"*** # Teacher calls out a number. # Students: **# Clap once** for odd **# Clap twice** for even # Keep the pace fast to build excitement.	Hands-on drawing and comparison of data using bars on grids.	**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-4.2 Learns to systematically count and list all possible permutations or combination given a constraint, in simple situations	Students will interpret and construct simple bar graphs to represent, compare, and analyse data effectively using appropriate scaling and labelling.	

	Ch. 15 Data Through Pictures	Whose Index Finger is Longer? (ACTIVITY)		Day :4		***"Pass the Action"*** # One student starts an action (clap, spin, salute). # Next student copies and adds a new action. # Continue around the class.	Measurement-based activity using comparison and recording data.	**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-4.2 Learns to systematically count and list all possible permutations or combination given a constraint, in simple situations	Students will measure and compare lengths using standard units and organize data in order to develop observation, comparison, and basic data handling skills.	
	Computational Thinking	Ch. 15 Data Through Pictures		Day :5		***"Clap the Number"*** # Teacher calls out a number. # Students: **# Clap once** for odd **# Clap twice** for even # Keep the pace fast to build excitement.	Logical reasoning, pattern recognition, and step-by-step analysis of data representation.	**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-4.2 Learns to systematically count and list all possible permutations or combination given a constraint, in simple situations	Students will apply computational thinking skills to interpret, compare, and convert data between bar graphs and pictographs using logical reasoning, patterns, and step-by-step methods.	