

UNIT		Topic	Sub-Topic	Month		Suggested Ice- Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
1.	Mathematics Book	Big and Small	Introduction Big and Small Pg.no.09	July Day1	July	Jump Big- Jump Small	Story Telling The Lion and the Mouse from Book of Rhymes and Stories.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C- 8.1 Sorts objects into groups and sub-groups based on more than one property.	Identify and sort objects based on size.	
2.	Mathematics Book	Big and Small	Big and Small Pg.no.09	Day 2		Teacher will say, "Touch something BIG."	Story Telling The Lion and the Mouse from Book of Rhymes and Stories.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C- 8.1 Sorts objects into groups and sub-groups based on more than one property.	Identify and sort objects based on size.	
3.	Mathematics Book	Big and Small	Big and Small Pg.no.09	Day 3		Sing a simple rhyme with actions (like clapping, jumping, touching head). Example: Clap your hands Touch your toes Jump 3 times.	Worksheet Activity Teacher will demonstrate first. Then the students will solve the worksheet with teacher's guidance.	CG-3 Develops a fit and flexible body.	C-3.3 Shows precision and control in working with hands and fingers	Learn and Identify big and small objects.	
4	Activity Book	Big And Small	Big and Small Pg.no.07	Day 4		Students will jump when Teacher say Big -Big jump Teacher say Small- Tiny jump.	Worksheet Activity Teacher will demonstrate first. Then the students will solve the worksheet with teacher's guidance	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C- 8.1 Sorts objects into groups and sub-groups based on more than one property.	Identify and sort objects based on size.	
5	Mathematics Book	Bigger and smaller	Introduction Bigger and Smaller Pg.no.10	July Day 1	July	Animal fun game	Toy Base Learning Show a big toy and small toy to compare bigger and smaller.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities and shapes.	Identify and compare bigger and smaller objects.	

6	Mathematics Book	Bigger and smaller	Bigger and Smaller Pg.no.10	Day 2		Teacher will say touch something BIG in the classroom! (table, board) Then: "Touch something SMALL!" (pencil, eraser) Let students run and explore.	Demonstration Use real objects (big book vs small book, big toy vs small toy) Teacher will show and say: "This is bigger/smaller than the other." Let students repeat.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities and shapes.	Identify and compare bigger and smaller objects.	
7	Mathematics Book	Bigger and smaller	Worksheet Pg.no.10	Day 2		Put big and small objects in a box ask Students to pick one without seeing They guess: "Big or Small?"	Worksheet Activity Teacher will demonstrate first. Then the students will solve the worksheet with teacher's guidance.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities and shapes.	Identify and compare bigger and smaller objects.	
8	Mathematics Book	Long And Short	Introduction Pg.no.11	July Day 1	July	Tell students to make a train.	Play-Way Teacher will ask students to find long and short objects around the classroom.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.1 Sorts objects into groups and sub-groups based on more than one property.	Students are able to identify long and short objects, compare objects using the words long and short.	
9	Mathematics Book	Long And Short	Long And Short Pg.no.11	Day 2		Teacher will show a long pencil and a short crayon Ask: "Which is LONG? Which is SHORT?" Let's students come and hold or compare.	Worksheet Activity Teacher will demonstrate first. Then the students will solve the worksheet with teacher's guidance	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.1 Sorts objects into groups and sub-groups based on more than one property.	Students are able to compare objects based on length and identify longer and shorter objects correctly.	
10	Mathematics Book	Long And Short	Worksheet Pg.no.12	Day 3		Echo Game Teacher says "Hello" Students repeat like an echo.	Worksheet Activity Teacher will demonstrate first. Then the students will solve the worksheet with teacher's guidance.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.1 Sorts objects into groups and sub-groups based on more than one property.	Students are able to identify long and short objects, compare objects using the words long and short and follow worksheet instructions correctly.	

11	Mathematics Book	Tall And Taller	Introduction Tall/Taller Pg.no.13	July Day 1	July	Tall Tree-Short Plant Teacher will say "Be a Tall tree Teacher will say Be a SHORT	Rhyme I am tall, you are tall, But he is taller than us all! Stretch up high, let me see, Who is taller you or me?	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.8 Recognises, makes, and classifies basic geometric shapes, and their observable properties, and understands and explains the relative relation of objects in space.	Identifies tall and taller objects, compares heights, uses the words tall and taller, and completes simple activities correctly.	
12	Mathematics Book	Tall And Taller	Tall/Taller Pg.no.13	Day 2		Magic Teacher Game	ICT Method Teacher will show Picture/Video of Tree vs taller tree Boy vs taller boy And ask "Which one is taller?"	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.8 Recognises, makes, and classifies basic geometric shapes, and their observable properties, and understands and explains the relative relation of objects in space.	Identifies tall and taller objects, compares heights, uses the words tall and taller, and completes simple activities correctly.	
13	Mathematics Book	Tall And Taller	Tall/Taller Worksheet Pg.no.13	Day 3		Clap Pattern Game Clap a pattern (Clap-tap-clap)	Worksheet Activity Teacher will demonstrate first. Then the students will solve the worksheet with teacher's guidance.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.8 Recognises, makes, and classifies basic geometric shapes, and their observable properties, and understands and explains the relative relation of objects in space.	Understands the concept of tall and taller, compares objects based on height, uses the words tall and taller while speaking, and completes simple comparing and drawing activities correctly.	
14	Mathematics Book	Heavy And Light	Things Around Us Pg.no.14	August Day 1	August	Lift and Guess "Heavy!" or "Light!"	Demonstration Step 1: Real Objects Show a heavy object (book/water bottle) Show a light object (feather/paper) Students repeat after teacher "This is heavy" "This is light"	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.9 Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment.	Identifies heavier and lighter objects through pictures and activities.	
15	Mathematics Book	Heavy And Light	Things Around Us Pg.no.14	Day 2		Teacher will say Carry something heavy	Play -Way "Sort the Objects" Give mixed items Ask students to put them in: heavy group and light group.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.9 Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment.	Identifies heavier and lighter objects through pictures and activities.	

18	Mathematics Book	Heavy And Light	Let Us compare Pg.no.15	Day 3		Warm-up	Worksheet Activity Teacher will demonstrate first. Then the students will compare heavy and light objects.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.9 Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment.	Identifies heavy and light objects, recognizes heavier and lighter objects from pictures, follows simple instructions like coloring and circling, and completes worksheet activities correctly.	
19	Mathematics Book	Same And Different	Find The Different One Pg.no.16	August Day 1	August	Clap if Same, Jump if Different” Teacher will show two objects/pictures (e.g., two same pencils or Book & crayon) Give instructions: “If same clap” “If different jump”	Demonstration Teacher will show Show two same objects and say “These are same” Show two different objects and say “These are different” Repeat clearly with actions (pointing, nodding)	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.9 Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment.	Identifies objects that are same and different.	Assessment for Learning
22	Mathematics Book	Same And Different	Worksheet Pg.no.16	Day 2		Teacher shows actions: Clap-clap (same) students repeat same action Clap-stomp (different) students say “different!”	Demonstration Teacher will show real objects, Same: two pencils Different: pencil and eraser Repeat: “Same Different”.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.9 Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment.	Follows and responds to simple oral instructions. Completes same and different activities with understanding.	
23	Mathematics Book	Circle	Shapes Around Us /worksheet Pg.no.17	September Day 1	September	Stretch Up High Teacher will give instructions, and students will follow and do the actions.” “Reach up to the sky!” “Touch your toes!”	Play -way “Round and round the circle goes, No corners, no ends, as everyone knows!” students move in a circle, spin slowly Make big circles using hands.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.2 Shows balance, coordination, and flexibility in various physical activities. C-3.3 Shows precision and control in working with hands and fingers. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Identifies the circle shape correctly.	
24	Mathematics Book	Circle	Shapes Around Us Pg.no.17	Day 2		Warm-up Teacher will give step-by-step instructions for the exercise, and the students will follow and copy the steps.	Rhyme Round and round, a circle goes, Like the sun up in the sky, Like a ball that rolls nearby, Round and round, big and small, Circle shape is loved by all!	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Identifies the circle shape correctly. Recognizes the difference between big and small circles	

25	Mathematics Book	Circle	Shapes Around Us /worksheet Pg.no.17	Day 3		Ask students to stand in a Circle holding hands Teacher will say "This is a circle!" Helps students understand shape through action	Worksheet Activity Teacher will demonstrate first. Then the students will solve and colour the circle in worksheet with teacher's guidance.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Recognizes and traces the circle shape correctly	
26	Activity Book	Dot Fruit Tree Draw And Colour	Dot Pg.no.05 Colour The Octoberopus Pg.no.10	September Day 1,	September	Dab the dots on the table and clap 1, 2, 3.	Demonstration Teacher demonstrates how to join dots step by step.	CG-3 Develops a fit and flexible body.	C-3.3 Shows precision and control in working with hands and fingers.	Develops fine motor skills through dot activities.	
27	Mathematics Book	Square	Shapes Around Us Pg.no.18	September Day 1	September	Teacher ask students to draw a big square in the air. Step-by-step actions: Start from the top middle (center) Go right (straight line) Go down Go left Go up and close the square.	Play -Way Pass the Square Box Use a small box or cube, pass the box while music plays When music stops, student holding box says "Square has 4 sides!"	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.8 Recognises, makes, and classifies basic geometric shapes, understands and explains the relative relation of objects in space.	Recognises and identifies a square shape.	
28	Mathematics Book	Square	Shapes Around Us /Worksheet Pg.no.18	Day 2		Teacher Says Go Students run and move When teacher says Stop students Freeze	Worksheet Activity Teacher will demonstrate first. Then the students will make a square and colour it.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.8 Recognises, makes, and classifies basic geometric shapes, understands and explains the relative relation of objects in space.	Identifies objects that are square in shape. Distinguishes a square from other shapes.	
29	Mathematics Book	Shapes And Object	Match The Shapes Pg.no.19	September Day 1	September	Jump Game Teacher will say jump if you hear shape square, stop if you hear circle.	Match the shapes with the objects (pencil, crayon)	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.8 Recognises, makes, and classifies basic geometric shapes, understands and explains the relative relation of objects in space.	Describes a square as having 4 equal sides and 4 corners. Describes a circle as a round shape with no corners.	
30	Mathematics Book	Triangle	Shapes Around Us /worksheet Pg.no.20	September Day 1	September	Teacher will ask students to show three corners with your fingers.	Teacher will introduce the triangle shape using flashcards, real objects, and classroom materials.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.8 Recognises, makes, and classifies basic geometric shapes, understands and explains the relative relation of objects in space.	Students are able to recognize and identify the triangle shape.	
31	Mathematics Book	Triangle	Worksheet Pg.no.20	Day 2		Jump on Triangle Teacher will draw a triangle on the floor. students jump inside the triangle when the teacher says "Triangle!"	Worksheet Activity Teacher will demonstrate first. Then the students will solve and circle all the triangles.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.8 Recognises, makes, and classifies basic geometric shapes, understands and explains the relative relation of objects in space.	Students are able to explore the triangle through hands-on activities.	

32	Mathematics Book	Rectangle	Shapes Around Us Pg.no.21 Day 1	September Day 1	September	Teacher will say "Wake up like the sun!" Students stretch their hands up high Open fingers like sun rays Smile bright.	Play-Way Method Teacher will show real objects of rectangle shape. Let students touch and observe the objects. Ask simple questions: "What shape is the book?" "Can you find a rectangular?"	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.8 Recognises, makes, and classifies basic geometric shapes, understands and explains the relative relation of objects in space.	Students are able to identify and recognize the rectangle shape	
33	Mathematics Book	Rectangle	Shapes Around Us /worksheet Pg.no.21	Day 2		Warm-up Teacher will give step-by-step instructions for the exercise, and the students will follow and copy the steps.	Teacher will ask to find something rectangle in the classroom, Students can point to: Door, Book, Blackboard, Window "Rectangle has 4 sides."	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.8 Recognises, makes, and classifies basic geometric shapes, understands and explains the relative relation of objects in space.	Students are able to color the rectangle shape as per instruction.	
34	Activity Book	Fun With Play Dough	Shapes Pg.no 24	September Day 1	September	Teacher makes a simple shape using Play-Dough Students will guess the shape. Circle, Triangle Rectangle, Flower.	Demonstration Teacher will pretend and demonstrate rolling, pressing, flattening, and pinching the dough, and encourage students to imitate the actions.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students are able to name and color rectangle, square and triangle shapes correctly.	
35	Mathematics Book	Shapes Around Us	Draw Shapes Pg.no.22	September Day 1	September	Make children stand in a circle Now add actions: Clap hands Tap shoulders Stomp feet Jump once.	Worksheet Activity Teacher will demonstrate first. Then the students will solve and draw triangle and rectangle.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.8 Recognises, makes, and classifies basic geometric shapes, understands and explains the relative relation of objects in space.	Identifies objects that are triangle and rectangle in shape.	
36	Activity Book	Shape Your Home My Straw Friend Play With Shadows	Shapes Pg.no.12,13 and 14 Day 1, Day 2, day 3	September Day 1,	September	Color Hunt Teacher Say: Find something Green/red/yellow Students will run and touch that color.	Worksheet Activity Teacher will demonstrate first. Then the students will make house using shapes.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students are able to build and create a house using different shapes and differentiate between rectangle, triangle, and circle shapes.	
37	Mathematics Book	Ben And The Ship	Colourful ship/ Worksheet Pg.no.23	October Day 1	October	Teacher will say Big ship- students stretch arms wide, Small boat- students make small shape with hands.	Play-way Students pretend to sail a ship in the classroom. Teacher creates "ocean sounds" for fun learning.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.8 Recognises, makes, and classifies basic geometric shapes, and their observable properties, and understands and explains the relative relation of objects in space.	Students are able to differentiate between various shapes.	
38	Mathematics Book	Patterns	Shapes Pg.no.24	October Day 1	October	Students make patterns using blocks, beads, shapes, or flashcards. Students learn through fun games and activities.	Demonstration Teacher will demonstrate simple shape and color patterns on the board and explain that patterns repeat in the same order. Example: Circle – Triangle – Circle – Triangle	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students are able to identify simple patterns using shapes and colors.	
39	Mathematics Book	Patterns	Worksheet Pg.no.24 Day 2	Day 2		Body Movement Pattern Teacher will do actions (jump, clap, jump, clap) Students follow the movement pattern.	Activity-based Learning Complete the missing pattern Color the next shape Arrange shapes in order and students practice observing and continuing patterns.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will improve observation and logical thinking skills.	Assessment for Learning

40	Activity Book	Colour It Right	Worksheet Pg.no. 08	Day 3		Warmup Teacher will give commands to students "Sit!" - students will sit down "Stand!" - students will stand up.	Worksheet Students listen carefully to the sentence. Teacher helps students identify the object and colour. Students colour the correct object accordingly.	CG-2 Develops sharpness in sensorial perceptions. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-2.1 Differentiates between shapes, colours, and their shades. C-8.1 Sorts objects into groups and sub-groups based on more than one property.	Students will identify and name different colours correctly and follow simple colour instructions given in sentences.	
41	Activity Book	Remember And Colour	Worksheet Pg.no. 09	Day 4		Warm-up Teacher will give step-by-step instructions for the exercise, and the students will follow and copy the steps.	Play-Way Teacher will place different objects around the classroom, such as a book, pencil, and bag, in various places and ask the students to identify where each object is placed.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.1 Sorts objects into groups and sub-groups based on more than one property.	Students will observe and locate objects placed in different positions.	
42	Activity Book	Pattern	Colour the Square Pg.no. 16	Day 5		Teacher will draw on the floor. Students jump from one shape to another when teacher calls the name. "Jump to the circle!" "Stand on the square!"	Worksheet Students listen carefully and colour the square.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will improve observation and logical thinking skills.	
43	Activity Book	Do a Dance Pattern	Dance Pattern Pg.no. 32	Day 6		Teacher makes a simple movement pattern and students repeat it.	Activity-based Teacher will give instruction to create a pattern (clap, jump, spin and wiggle)	CG-3 Develops a fit and flexible body	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities. C-3.2 Shows balance, coordination, and flexibility in various physical activities. C-3.3 Shows precision and control in working with hands and fingers.	Students will identify and repeat simple movement patterns and improve listening, coordination, and rhythm skills.	
44	Mathematics Book	Part And Whole	Whole Pg.no.25	October Day 1	October	Wave Your Hands Ask students to Wave your hands, touch your nose, tap your head.	Demonstration Teacher will display a picture with one missing part. Example: Bird without wings Fish without tail Butterfly without antennae Teacher explains how each part completes the whole picture.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.1 Sorts objects into groups and sub-groups based on more than one property. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students are able to identify parts of different objects. And match parts to the correct whole object.	
45	Mathematics Book	Part And Whole	Worksheet Pg.no.25	Day 2		Clap and Move Teacher will clap slowly: clap... clap... Students will repeat Teacher will Clap fast: clap clap clap! Students will repeat.	Worksheet Activity Students will solve the worksheet with teacher guidance.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.1 Sorts objects into groups and sub-groups based on more than one property.	Identify missing parts of animals and insects and complete whole pictures by drawing missing parts.	
46	Mathematics Book	Zanele Sees Numbers	Story Pg.no.26,27,28,29,30 and 31	October Day 1	October	Warmup Teacher will ask students to stand tall like a tree. Stretch hands up and sway left-right.	Teacher will ask students to count objects present in the classroom such as books, tables, chairs, doors, windows.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will count objects correctly.	
47	Mathematics Book	Read And Count	Story Pg.no.32, 33	October Day 1	October	Teacher asks students to shake their hands, legs, and whole body for warm-up exercise.	Activity- based Teacher will read the story aloud and encourage students to point at and count all the insects and flowers.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students are able to point and count objects correctly.	

48	Mathematics Book	Number 0	Zero Means Nothing Pg.no. 34, 35	October Day 1	October	Teacher will say different numbers for jumping. For example: "Jump 2 times!" "Jump 1 time!" "Jump 0 times!" Students will stand still to understand zero means no action.	Rhyme Zero, zero, round and neat, Nothing inside, it looks so sweet. Count the toys oh no, none! That is zero, number fun.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s.	Students will recognize and identify the number 0.	
49	Mathematics Book	Number 0	Zero Means Nothing Pg.no. 34, 35	Day 2		Clap 3 times!" "Clap 2 times!" "Clap 0 times!" (Students stop clapping and stay quiet)	Play- Way Teacher will place some objects and ask students to count them. Then teacher will remove all the objects and ask: "How many objects are left?" Students will answer: "Zero."	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s.	Students will recognize and identify the number 0.	
50	Mathematics Book	Number 0	Worksheet Pg.no.34, 35	Day 3		Echo Game Teacher says "Zero" Students repeat like an echo.	Teacher will show an empty basket or empty box and ask students "Can you see any toys?" Students will answer: "No!" Teacher will say: "When there is nothing, we call it ZERO."	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s.	Identify and write number 0.	
51	Mathematics Book	Krishna Goes To School	Count And Trace Pg.no. 36,37 and 38	October Day 1	October	Zumba Fun: Teacher will play fast beats and say: "Dance like a happy monkey!" Slow music: "Move like a sleepy bear" Freeze the music students must freeze like a statue!	Activity- based Teacher will read the story aloud, and students will count and trace the numbers correctly.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will recognize numbers from 1 to 5.	
52	Mathematics Book	Count And Circle	Worksheet Pg.no. 39	October Day 1	October	Students will jump while saying numbers aloud: "1, 2, 3, 4, 5!"	Teacher will introduce numbers using ICT, flashcards and real objects.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s.	Students will recognize and count numbers from 1 to 5.	Assessment of Learning
53	Mathematics Book	Find-O-Count	Count The Fruits Pg.no.40	October Day 1	October	Warm-up Teacher will give step-by-step instructions for the exercise, and the students will follow and copy the steps.	Teacher will show (ICT) pictures or real fruits and ask students to name them aloud. Example: "What fruit is this?" "How many apples can you see?"	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.1 Sorts objects into groups and sub-groups based on more than one property. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will be able to match quantity with the correct number of boxes and improve fine motor skills through coloring activity.	

54	Mathematics Book	Number 1 To 5	Number Pg.no. 41	October Day 1	October	Freeze & Move Teacher will play music and students will move and dance. When the music stops, students will freeze like statues.	Play-Way Teacher will ask students to jump while counting numbers aloud. 1 jump – “ONE!” 2 jumps – “TWO!” 3 claps – “THREE!” 4 taps – “FOUR!” 5 hops – “FIVE!”	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 5 with the understanding of Decimal place value system. C-8.7 Recognises multiplication as repeated addition and division as equal sharing.	Students will recognize numbers 1 to 5.	
55	Mathematics Book	Number 1 To 5	Worksheet Pg.no. 41	Day 2		Teacher will play a “Pick and Count” game. Students will pick objects and count them loudly.	Teacher will demonstrate first. Then the students will solve the worksheet with teacher’s guidance.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 5 with the understanding of Decimal place value system. C-8.7 Recognises multiplication as repeated addition and division as equal sharing.	Identify and write number 1 to 5.	
56	Mathematics Book	One To One Match	Matching Pg.no. 42	November Day 1	November	Students will bend slowly and try to touch their toes while counting 1 to 5.	Teacher will revise numbers and counting with students using flashcards or classroom objects(1 to 5).	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities. C-3.2 Shows balance, coordination, and flexibility in various physical activities. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will be able to match and count numbers.	
57	Mathematics Book	One To One Match	Matching/ Worksheet Pg.no. 42	Day 2		Students will move like animals: Hop like a rabbit Walk like a duck Stretch like a cat.	Teacher will demonstrate first. Then the students will match the animal with one food item with teacher’s guidance.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities. C-3.2 Shows balance, coordination, and flexibility in various physical activities. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will be able to match and count numbers.	

58	Activity Book	Join The Car	Sequence Pg.no. 30	November Day 1	November	Warmup Teacher will give commands to students "Sit!"-students will sit down "Stand!"-students will stand up.	Activity- based Teacher will ask students to identify which car comes next in the sequence. Students will say the answers aloud before drawing lines.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities. C-8.1 Sorts objects into groups and sub-groups based on more than one property.	Students will identify and follow simple sequences correctly.	
59	Mathematics Book	Meena Visits Grandma	Trace the Number Pg.no. 43,44 and 45	November Day 1	November	Stretch Up High Teacher will give instructions, and students will follow and do the actions." "Reach up to the sky!" "Touch your toes!"	Activity- based Teacher will read the story aloud, and students will count and trace the numbers correctly.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will recognize numbers from 6 to 10.	
60	Mathematics Book	Meena Visits Grandma	Trace the Number/ Worksheet Pg.no. 43,44 and 45	Day 2		Students will clap 4 times, then stretch their arms side to side.	Activity- based Teacher will read the story aloud, and students will count and trace the numbers correctly.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will recognize numbers from 6 to 10.	
61	Mathematics Book	Count and Write	Number/ Worksheet Pg.no. 46	November Day 1	November	Teacher will make funny expressions and students will copy them (Happy face, Angry face, Sleepy face and Surprised face)	Teacher will count the pictures aloud with students using TLT for exp: "1, 2, 3 apples -so we write number 3 in the box."	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Identify and write numbers.	
62	Mathematics Book	Number 1 To 10	Number/ Worksheet Pg.no.47	November Day 1	November	Teacher performs simple actions: Jump, Clap, Spin Students copy the actions quickly.	Teacher will show colorful flashcards of numbers 1 to 10 one by one and encourage students to identify and speak the numbers aloud.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will write and recognize numbers from 1 to 10.	
63	Activity Book	Brush, Rinse, Smile	Arrange Pg.no. 18	November Day 1	November	Students pretend to blow a big balloon: Breathe in slowly Stretch arms wide Breathe out slowly.	Rhyme Teacher will ask "When do you brush your teeth?" Students will show brushing actions using their fingers. Teacher and students sing a short rhyme "Brush, brush, brush your teeth, Morning, night, keep them clean!"	CG-1 Develops habits that keep them healthy and safe. CG-3 Develops a fit and flexible body.	C-1.2 Practises basic self-care and hygiene. C-3.3 Shows precision and control in working with hands and fingers.	Identify the correct steps of brushing teeth in sequence.	
64	Activity Book	Magic With Half-Circle	Half-Circle Shape Pg.no. 19	November Day 1	November	Warm-up Teacher will ask students to bounce up and down Jump side to side Jump high and spin around	Using ICT Teacher may show pictures or slides of objects made from half-circle shapes. Students will identify the half-circle in different objects.	CG-3 Develops a fit and flexible body.	C-3.3 Shows precision and control in working with hands and fingers.	Identify the half-circle shape and create pictures using imagination and creativity. Develop fine motor and drawing skills.	

65	Mathematics Book	Draw And Colour	Colouring Pg.no.48	December Day 1	December	Teacher calls out numbers randomly. Students trace the number (1 to 10) quickly in the air.	Play-Way Students will search for classroom objects. Students choose any ten objects to draw. Teacher encourages students to identify shapes before drawing.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Identify classroom objects and numbers. Draw simple objects using basic shapes. Develop creativity and fine motor skills.	
66	Mathematics Book	Number Names	Trace 0 To 10 number name Pg.no. 49	December Day 1	December	One, two, touch your shoe, Three, four, jump on the floor. Five, six, clap some tricks, Seven, eight, stand up straight!	Teacher use ICT videos and flashcards for number names. Students listen and repeat pronunciation correctly.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.7 Recognises multiplication as repeated addition and division as equal sharing.	Recognize number names from 0 to 10	
67	Mathematics Book	Number Names	Trace 0 To 10 number name Pg.no. 49	Day 2		Teacher will show a number flashcard, and students will clap according to the number shown.	Teacher use ICT videos and flashcards for number names. Students listen and repeat pronunciation correctly.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.7 Recognises multiplication as repeated addition and division as equal sharing.	Recognize number names from 0 to 10.	
68	Mathematics Book	Number Names	Worksheet Pg.no. 49 and 50	Day 3		Students will bend slowly and try to touch their toes while counting 1 to 10.	Students will trace and read number names in the worksheet with teacher guidance.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.7 Recognises multiplication as repeated addition and division as equal sharing.	Students will trace and read number names 0 to 10 neatly.	

69	Mathematics Book	More And Less	Introduction Pg.no. 51, 52	December Day 1	December	Clap More, Clap Less Teacher will say: "Clap 2 times" "Now clap MORE!" (4 times) "Now clap LESS!" (1 time)	Introduction Teacher will introduce the concept of more and less using classroom objects, toys, blocks, or flashcards. Students will compare two groups of shapes.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system. C-8.7 Recognises multiplication as repeated addition and division as equal sharing.	Identify the concept of more and less.	
70	Mathematics Book	More And Less	More/Less Pg.no. 51, 52	Day 2		Students stretch hands up high. Take deep breaths together, breath in breath out.	ICT Teacher will show videos or digital pictures showing more and less concepts with shapes. Students identify the larger and smaller groups.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system. C-8.7 Recognises multiplication as repeated addition and division as equal sharing.	Identify the concept of more and less.	
71	Mathematics Book	More And Less	Worksheet Pg.no. 51, 52	Day 3		Emoji Face One student will make an emoji expression and others guess it.	Teacher will demonstrate first. Then the students will solve the worksheet with teacher's guidance.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system. C-8.7 Recognises multiplication as repeated addition and division as equal sharing.	Identify the concept of more and less. Compare quantities by counting shapes. Color the correct group according to instructions	Assessment for Learning
72	Activity Book	Make The Beads	Fingerprint Pg.no. 15	December Day 1	December	Teacher says a number and students tap their fingers on the desk that many times. while counting aloud together.	Teacher will show flashcards and explain that each number tells how many beads to make. Students will look at the number and use their fingerprints to make the correct number of beads.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will be able to identify numbers and count correctly.	

73	Mathematics Book	Near And Far	Introduction Pg.no. 53	December Day 1	December	Teacher will say “near” and students take one step forward. Teacher will say “far” and students take one step backward.	Play- Way Students touch an object near them like a pencil or book. Then point to something far in the classroom.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will be able to identify and differentiate between near and far objects correctly.	
74	Mathematics Book	Near And Far	Worksheet Pg.no. 53	Day 2		Teacher will ask to sit near a friend, then move far away.	Teacher will use classroom objects and pictures to explain near and far. Students will identify which house is near and far from the school and colour them correctly.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will improve observation skills through near and far activities.	
75	Mathematics Book	Before And After	Introduction Pg.no. 54	December Day 1	December	Students will stand in a line. Teacher asks, “Who is before Kabir?” and “Who is after Riya?” Students answer by observing their positions.	Teacher will explain the concept of before and after using real objects, flashcards, and pictures.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.1 Sorts objects into groups and sub-groups based on more than one property.	Understand the concept of before and after.	
76	Mathematics Book	Before And After	Worksheet Pg.no. 54	Day 2		Warm-up Teacher will give step-by-step instructions for the exercise, and the students will follow and copy the steps.	Play- Way Teacher will say ‘before’ and students will clap. Teacher will say ‘after’ and students will jump.”	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.1 Sorts objects into groups and sub-groups based on more than one property. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will improve observation and logical thinking skills.	
77	Mathematics Book	Between	Introduction Pg.no. 55	December Day 1	December	Three students stand in a line acting like animals. Teacher asks, “Who is standing between the others?” Students identify the child in the middle.	Teacher will place different objects in a row pencil – crayon– book Teacher will explain “The crayon is between the pencil and the book.”	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.1 Sorts objects into groups and sub-groups based on more than one property. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers	Students will identify objects placed between two objects.	
78	Mathematics Book	Between	Worksheet Pg.no. 55	Day 2		Teacher will play music and let students dance. When music stops, students freeze like statues.	Students will say the names of all the animals and identify the animal that is between the others.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.1 Sorts objects into groups and sub-groups based on more than one property. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers	Understand the concept of “between,” identify objects placed between two objects	

79	Mathematics Book	After, Before And Between	Introduction Pg.no. 56	December Day 1	December	Teacher draws a train on the floor with missing numbers. Example: 2 _ 4 _ 6 Students guess the missing number and complete the train.	Demonstration Teacher will introduce numbers using a number line from 1 to 10. Teacher will explain: The number before comes first. The number after comes next. The number between comes in the middle.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.1 Sorts objects into groups and sub-groups based on more than one property. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers	Students will identify numbers that come before, after, and between.	
80	Mathematics Book	After, Before And Between	After, Before And Between Pg.no. 56	Day 2		Stretch up high, touch the sky, Wave your hands and say "Hi!" Tap your knees, stomp your feet, Learning time is fun and sweet!	Teacher will write numbers on the board (TLT) Examples _ 5 students say 4 7 _ students say 8 3 _ 5 students say 4.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.1 Sorts objects into groups and sub-groups based on more than one property. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers	Students will improve counting and number recognition skills	
81	Mathematics Book	After, Before And Between	Worksheet Pg.no. 56	Day 3		Teacher will play music and let students dance. When music stops, students freeze like statues.	Activity- Based Teacher will show number flashcards. Students will identify: the missing number before, after, and between.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.1 Sorts objects into groups and sub-groups based on more than one property. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers	Students will identify numbers that come before, after, and between.	
82	Mathematics Book	Left And Right	Introduction Pg.no. 57	January Day 1	January	Teacher will conduct a movement game: Students move right or left according to teacher instructions. This helps students understand directions through action.	Demonstration Teacher will introduce the concept of left and right using body movements and classroom directions.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.1 Sorts objects into groups and sub-groups based on more than one property.	Students will identify left and right directions correctly.	
83	Mathematics Book	Left And Right	Worksheet Pg.no. 57	Day 2		Students stretch hands up high. Take deep breaths together, breathe in breathe out.	Students will observe the birds carefully, identify birds facing right, color the correct birds.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.1 Sorts objects into groups and sub-groups based on more than one property. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers	Students will recognize objects facing right and improve observation skills.	Assessment for Learning
84	Activity Book	How Many?	Left And Right Pg.no. 31	Day 3		Teacher will give instructions, "Show your left hand." "Show your right hand." "Turn left." "Turn right."	Students will identify, count, and write the number of aeroplanes facing left and right in the worksheet with teacher guidance.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.1 Sorts objects into groups and sub-groups based on more than one property. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers	Students will identify left and right directions, count aeroplanes correctly, and write the correct numbers independently.	
85	Mathematics Book	Number 11	Number Pg.no. 58	January Day 1	January	Students pretend to blow a big balloon: Breathe in slowly Stretch arms wide Breathe out slowly.	Demonstration Teacher will introduce number 11 using flashcards, counting objects, and number tracing activities	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will identify and recognize number 11 correctly.	

86	Mathematics Book	Number 11	Number 11/ Worksheet Pg.no. 58	Day 2		Jump to 11: Students jump 11 times together and say the numbers loudly.	Demonstration Teacher will use ICT videos, and worksheets to help students recognize, trace, and write number 11 correctly.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will trace and write number 11 neatly and confidently.	
87	Mathematics Book	Number 12	Number Pg.no. 59	January Day 1	January	12 Claps Game: Students clap their hands 12 times while counting aloud.	Demonstration Teacher will introduce number 12 using flashcards, objects, and counting activities.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will identify and recognize number 12 correctly	
88	Mathematics Book	Number 12	Worksheet Pg.no. 59	Day 2		Students walk 12 steps around the classroom while counting aloud.	Activity- Based Counting objects and tracing worksheets to teach number 12.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will trace and write number 12 neatly and confidently	
89	Mathematics Book	Number 13	Number Pg.no. 60	January Day 1	January	Teacher taps the desk 13 times and students count the beats together.	Play-Way Students stand in a line like a train and say numbers from 1 to 13 while moving around the classroom.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will count up to 13 objects accurately.	
90	Mathematics Book	Number 13	Worksheet Pg.no. 60	Day 2		Students move around the class and freeze when the teacher says "13."	Teacher keeps number cards in a box and students pick one card and say the number aloud.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will trace and write number 13 neatly and confidently.	
91	Mathematics Book	Number 14	Number Pg.no. 61	January Day 1	January	Students jump high for "sky" and sit low for "ground" as a fun listening game.	Play-Way Teacher will use beads for counting to help students count and identify number 14 through fun activities.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Identify and count numbers 1 to 14.	

92	Mathematics Book	Number 14	Worksheet Pg.no. 61	Day 2		Warm-up Teacher will give step-by-step instructions for the exercise, and the students will follow and copy the steps.	Demonstration Teacher will demonstrate 10+4 using flower pictures and help students count to make 14, then trace number 14 in the worksheet.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will trace and write number 14 neatly and confidently.	
93	Mathematics Book	Number 15	Number Pg.no. 62	January Day 1	January	Teacher will ask students to color 10 beads green and draw 6 more beads to make 16 through a fun counting activity.	Rhyme Fifteen, fifteen, count and play, Jump and clap all day today (with action)	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will be able to trace and write number 15 correctly	
94	Mathematics Book	Number 15	Worksheet Pg.no. 62	Day 2		Teacher will show a number flashcard, and students will clap according to the number shown.	Demonstration Teacher will demonstrate 10+5 using flower pictures and help students count to make 15, then trace number 15 in the worksheet.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will trace and write number 15 neatly and confidently.	
95	Mathematics Book	Number 16	Number Pg.no. 63	January Day 1	January	Students move around the class and freeze when the teacher says "16."	Play-Way Teacher will use hop-and-count games for students to jump 16 times while counting.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will identify and recognize number 16 correctly	
96	Mathematics Book	Number 16	Worksheet Pg.no. 63	Day 2		Students hop like a rabbit, flap like a bird, and march like an elephant on teacher's instructions.	Teacher will ask students to color 10 beads green and draw 6 more beads to make 16 through a fun counting activity.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will trace and write number 16 neatly and confidently.	

97	Mathematics Book	Number 17	Number Pg.no. 64	January Day 1	January	Teacher will write the numbers 17, 15, and 16 on the floor with chalk. Teacher will call out 'Jump on 17 and students will jump on the correct number.'	Play-Way Teacher will make a small path in the classroom. Students will walk 17 steps while counting loudly from 1 to 17 numbers.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will identify and recognize number 17 correctly	
98	Mathematics Book	Number 17	Worksheet Pg.no. 64	Day 2		Students dance and wiggle their hands and legs, then freeze like a statue when the teacher says "Stop!"	Teacher will guide students to count, color, and complete the bead activity to learn number 17 creatively.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will trace and write number 17 neatly and confidently	
99	Mathematics Book	Number 18	Number Pg.no. 65	January Day 1	January	Teacher will give instructions: Hands up! (stretch high) Hands down! (touch knees) Hands side! (stretch like airplane wings)	Play- Way Teacher will say "Draw in the air like a magician!" Students will trace number 1 to 18 in air.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Identify and count number 1 to 18.	
100	Mathematics Book	Number 18	Worksheet Pg.no. 65	Day 2		Clap Rhythm -Teacher starts a clap pattern like: Clap–Clap–Pause Students listen and repeat the same rhythm.	Teacher will ask students to color 10 beads green and draw 8 more beads to make 18 through a fun counting activity.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will trace and write number 18 neatly and confidently	
101	Mathematics Book	Number 19	Number Pg.no. 66	January Day 1	January	Teacher will show a number flashcard, and students will clap according to the number shown.	Teacher will demonstrate how to write number 19 on the board step by step: First write 1 Then write 9 Teacher will say: "First draw one line, then draw a circle with a tail, then a circle with a tail that makes 19!"	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will identify and recognize number 19 correctly	
102	Mathematics Book	Number 19	Worksheet Pg.no. 66	Day 2		Teacher will write the numbers 17, 18, and 19 on the floor with chalk. Teacher will call out 'Jump on 19 and students will jump on the correct number.'	Teacher will ask students to color 10 beads green and draw 9 more beads to make 19 through a fun counting activity.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will trace and write number 19 neatly and confidently	

103	Mathematics Book	Number 20	Number Pg.no. 67	January Day 1	January	Students dance and wiggle their hands and legs, then freeze like a statue when the teacher says "Stop!"	Play- Way Teacher will give beads to students. Students will collect 20 beads one by one and count aloud together from 1 to 20."	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will identify and recognize number 20 correctly	
104	Mathematics Book	Number 20	Worksheet Pg.no. 67	Day 2		Students move around the class and freeze when the teacher says "20."	Rhyme One, two, three, four, count the numbers more and more. Up we go, don't be plenty, Here comes the number twenty!	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Students will trace and write number 20 neatly and confidently.	
105	Mathematics Book	Count And Write	Write The Numbers/ Worksheet Pg.no. 68	January Day 1	January	Teacher performs simple actions: Jump, Clap, Spin Students copy the actions quickly.	Students will: point at each bird and count using fingers and say numbers aloud in sequence. Write the correct number in the box.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students are able to count and write numbers confidently.	
106	Mathematics Book	Number 1 To 20	Missing Numbers Pg.no. 69	January Day 1	January	Warm-up Teacher will give step-by-step instructions for the exercise, and the students will follow and copy the steps.	Play-Way Teacher will make a small path in the classroom. Students will walk 20(small steps) while counting loudly from 1 to 20 numbers.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students are able to count and write numbers 1 to 20.	
107	Mathematics Book	Number 11 To 20	Circle The Numbers Pg.no. 70	February Day 1	February	Teacher will show a number flashcard, and students will clap according to the number shown.	Teacher will show number flashcards (11–20 one by one). Students will: look at the card say the number aloud.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will be able to: recognize numbers from 11 to 20,	Assessment for Learning
108	Mathematics Book	Number 21 To 30	Introduction Pg.no. 71	February Day 1	February	Students tap their shoulders, knees, head, and toes quickly during counting.	Teacher will first write numbers 21 to 30 on the board and demonstrate how to trace them correctly.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will recognize and write numbers from 21 to 30.	
109	Mathematics Book	Number 21 To 30	Trace Numbers Pg.no. 71	Day 2		"Act and Guess" Teacher/student acts (crying, shouting, running) Others guess the action.	Teacher will first demonstrate and count balls aloud 1 to 30 and trace and write the numbers.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will be able to recognize read and write numbers from 21 to 30.	

110	Mathematics Book	Birthday Party	Count The Number Pg.no. 72	February Day 1	February	Freeze & Move Teacher will play music and students will move and dance. When the music stops, students will freeze like statues.	Teacher will show flashcards of numbers 1–30 one by one. Students will identify and repeat the numbers aloud.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will develop number recognition skills	
111	Mathematics Book	Birthday Party	Write The Number Pg.no. 72	Day 2		Students jump high for “sky” and sit low for “ground” as a fun listening game.	Students will count the balloons and write correct numbers from 1–30.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will develop fine motor skills through writing Confidence in classroom participation.	
112	Mathematics Book	What Is Next?	Next Number/ Worksheet Pg.no. 73	February Day 1	February	Teacher will give instruction Play – pretend to play Jump – jump and say “yay!” Pray – fold hands.	Teacher will introduce numbers using flashcards. and write simple sequences on the board (TLT) 11, 12, __ 15, 16, __ Students will say the next number aloud.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will be able to recognize number order and sequence and identify the next number correctly.	
113	Activity Book	What Comes Next?	Worksheet Pg.no.20	Day 2		Teacher will call out animal actions: “Jump like a frog!” “Stretch like a tall giraffe!” “Shake like a happy monkey!”	Teacher will show picture sequences to the students. Gift wrap, wearing tie painting the flower sequence. Students will paste the correct sticker in the empty box.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Develop observation and thinking skills.	
114	Activity Book	Find The Way	Colour The Correct Path Pg.no.21	Day 3		One child does an action, others copy make it fun and fast.	Teacher makes simple paths on the classroom floor using chalk. Students walk by following the correct path. Teacher will give directions: “Go straight.” “Turn left.” “Turn right.”	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.1 Sorts objects into groups and sub-groups based on more than one property.	Students will improve observation and concentration skills.	
115	Mathematics Book	Numbers 31 To 40	Introduction Pg.no. 74	February Day 1	February	Teacher will show a number flashcard, and students will clap according to the number shown.	Teacher calls out numbers from 31–40. Students jump once while saying each number aloud. Students clap and count together rhythmically.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Identify and read numbers 31–40.	
116	Mathematics Book	Numbers 31 To 40	Worksheet Pg.no. 74	Day 2		Teacher will play number rhyme and let students dance. When music stops, students freeze like statues.	Students will count the balls carefully. Teacher will demonstrate how to trace the numbers correctly on the board and students will trace the dotted numbers on the worksheet.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers. C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decimal place value system.	Recognize and identify numbers from 31 to 40. Trace and write numbers correctly and neatly.	
117	Mathematics Book	Numbers 0 To 40	Missing Number/ worksheet Pg.no. 75	February Day 1	February	Students stretch hands up high. Take deep breaths together, breathe in breathe out.	Teacher will show flashcards of numbers 0 to 40 and help students count aloud. Some number cards will be missing, and students will find and place the correct numbers.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will be able to count, recognize, and write missing numbers from 0 to 40.	

118	Mathematics Book	Numbers 41 To 50	Numbers Pg.no.76	February Day 1	February	Students hop like a rabbit, flap like a bird, and march like an elephant on teacher's instructions.	Teacher calls out numbers from 41–50 using flashcards. Students clap and count together rhythmically.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Recognize and name numbers from 0 to 50.	
119	Mathematics Book	Numbers 41 To 50	Trace The Number/ Worksheet Pg.no.76	Day 2		Teacher will write random numbers from 41 to 50 on the floor. Then the teacher will call out a number and students will listen carefully and jump on the correct number.	Students will count the balls carefully. Teacher will demonstrate how to trace the numbers correctly on the board and students will trace the dotted numbers on the worksheet.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Trace and write numbers correctly in sequence 41 to 50.	
120	Mathematics Book	Numbers 0 To 50	Trace the Number Pg.no. 77	February Day 1	February	Teacher keeps number(0 to 50) cards in a box and students pick one card and say the number aloud.	Teacher will demonstrate numbers 0 to 50 on the board and guide students to carefully observe, read aloud, trace, and write each number on their worksheet with correct formation and neat handwriting.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Recognize and name numbers from 0 to 50	
121	Mathematics Book	Missing Number	Number 1 to 50 Worksheet Pg.no.78	February Day 1	February	Action Sound Game: Show actions and let students do with you: Clap,clap! (students clap hands) Sleep (students pretend to sleep)	Students will carefully observe the fruits and their colors, identify the correct sequence, and write the missing numbers in the worksheet.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.1 Sorts objects into groups and sub-groups based on more than one property. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Develop observation skills through picture-based learning and identify and write missing numbers in a sequence correctly.	
122	Activity Book	Tangram House	Missing Shapes/ Worksheet Pg.no. 26	March Day 1	March	Students pretend to blow a big balloon: Breathe in slowly Stretch arms wide Breathe out slowly.	Teacher will show a tangram house picture to the students. Students will look at it carefully. The teacher will help them to find different shapes like square, triangle, and rectangle.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will be able to identify shapes in a tangram house and colour the missing shapes correctly.	
123	Mathematics Book	1 More	1 More Pg.no.79	March Day 1	March	Students do actions: 1 clap, 2 jumps, 3 stomps Students learn with movement and fun.	Teacher will show real objects like beads, or pencils. Students will first count a small group (example: 3 beads). Then the teacher will add one more object and ask: "Now how many are there?"	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will be able to understand the concept of one more and find the correct total by counting objects.	
124	Mathematics Book	1 More	1 More /story Pg.no.80	Day 2		Wave your hands and say "Hi!" Tap your knees, stomp your feet, Learning time is fun and sweet!	Teacher will show a simple number using fingers, for example 5 fingers, and ask students to show the same. Then the teacher will add one more finger and say, "Now we added one more. Let's count again."	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Improve thinking and reasoning skills through counting activities.	
125	Mathematics Book	Adding 1	Add Number Pg.no.81	March Day 1	March	Clap 2 times Then the teacher will say: "Add one more clap!" Students will clap one extra time and count together: 2... 3.	Teacher will use real objects like pencils or fingers. First, students will count a small group (example: 4 pencil). Then the teacher will add 1 more pencil and ask "How many now?" Students will count again.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Build confidence in simple addition using play way methods.	

126	Mathematics Book	Adding 1	Add Number 1 Pg.no.81	Day 2		Teacher will play music and let students dance. When music stops, students freeze like statues.	Teacher will guide students to count the fruits using fingers. For example, if there are 2 mangoes, students will show 2 fingers and count together. Then they will add more fruits if shown and count again using fingers to find the total.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will be able to identify fruits, count them using fingers, and write the correct number in the box	
128	Mathematics Book	Adding 2	Add Number 2 Pg.no. 82	Day 2		Students spread their hands like airplanes. Teacher calls: "Fly high!" (jump up gently) "Fly low!" (squat slightly) "Land!" (sit down)	Teacher will show a simple number using fingers, for example 5 fingers, and ask students to show the same. Then the teacher will add 2 more finger and say, "Now we added 2 more and count $5+2=7$."	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.3 Shows precision and control in working with hands and fingers. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Build confidence in basic addition through playful and practical learning experiences	
129	Mathematics Book	Adding With Dots	Count And Add The Dots Pg.no. 83	March Day 1	March	Teacher gives commands: Hands up Hands down (fast / slow)	Students will be shown dot patterns on the board (TLT) and encouraged to observe carefully. The teacher will first demonstrate how to count dots one by one and identify dots in each set and write in the box.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.1 Sorts objects into groups and sub-groups based on more than one property. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Improve observation, concentration, and mathematical thinking through hands-on learning.	
131	Activity Book	Dot Line Puzzle	Puzzle Worksheet Pg.no. 17	March Day 1	March	Flap arms like butterfly wings Slow up-down movement Add light dance steps.	Teacher will demonstrate a dot-line pattern and guide students to observe it carefully. Students will then join the dots on the left to match the same pattern on the right using step-by-step instructions.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.1 Sorts objects into groups and sub-groups based on more than one property. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will develop visual skills by identifying and comparing patterns.	
132	Activity Book	Sequins Butterfly	Butterfly Shape Pg.no. 23	Day 2		Teacher mixes commands quickly: Clap, hands up, clap down, hands down. Keeps students highly alert and focused	Teacher will use ICT to show a colorful butterfly and explain the shape. Students will observe and then complete the butterfly outline by placing sequins on the dotted pattern with teacher guidance.	CG-3 Develops a fit and flexible body.	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities. C-3.2 Shows balance, coordination, and flexibility in various physical activities.	Develop fine motor skills and hand-eye coordination.	
133	Mathematics Book	Make The Number	Count The Object/ Worksheet Pg.no. 84	March Day 1	March	Warm-up Teacher will ask students to bounce up and down Jump side to side Jump high and spin around.	Play- Way Teacher will show a flashcard of a given number, and students will stick object stickers to match the given number through a play-based activity."	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.1 Sorts objects into groups and sub-groups based on more than one property. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will recognize and represent numbers using objects.	
134	Mathematics Book	Make The Number	Count The Object/ Worksheet Pg.no. 85	Day 2		Students slowly "wake up like the sun": Stretch hands up (sun rising) Stretch sideways (sun spreading light) Bend down (sun setting)	Play- Way Teacher will show a flashcard of a given number, and students will stick object stickers to match the given number through a play-based activity."	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities. C-3.2 Shows balance, coordination, and flexibility in various physical activities. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Identify and match quantities correctly with the given number through hands-on play.	

135	Mathematics Book	Jalebi	Story Pg.no.86,87	March Day 1	March	Teacher performs simple actions: Jump, Clap, Spin Students copy the actions quickly.	Teacher will use ICT (images/animation) to narrate the story "Jalebi", showing how the halwai lights the stove and prepares jalebi. Students will observe colorful visuals from the worksheet and listen to the story attentively.	CG-9 Develops effective communication skills for day-to-day interactions in two languages1.	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say. C-9.6 Narrates short stories with clear plot and characters.	Students will develop listening and observation skills through ICT-based learning.	
136	Mathematics Book	Money	Introductions Coins And Notes Pg.no.88	March Day 1	March	Teacher shows movement, students copy like a mirror.	Play- Way Teacher will set up a small pretend shop in class: Pencils, erasers, toys (use play money) Students will: Buy and sell items Give and receive play money.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.11 Performs simple transactions using money up to INR 100.	Identify common Indian coins and currency notes using ICT visuals.	
137	Mathematics Book	Money	Coins And Notes Pg.no.88,89	Day 2		Students stretch hands up high. Take deep breaths together, breathe in breathe out.	The teacher will use ICT to show different Indian coins and currency notes to the students for example ₹1, ₹2, ₹5, ₹10 coins and ₹10, ₹20, ₹50, ₹100 notes.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.11 Performs simple transactions using money up to INR 100.	Identify common Indian coins and currency notes using ICT visuals.	
138	Mathematics Book	Move Like Explorers	Forward/ Backward Numbers Pg.no.90,91	March Day 1	March	Teacher will say "Look up / look down / turn right / turn left" and students follow quickly.(fast/ slow)	Play- Way Teacher will draw a number line from 1 to 10 on the floor. Students will move forward while counting 1–10 and backward from 10–1.	CG-3 Develops a fit and flexible body. CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities. C-3.2 Shows balance, coordination, and flexibility in various physical activities. C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	learn and use words like forward and backward correctly.	
139	Mathematics Book	Move Like Explorers	Forward/ Backward Numbers Worksheet Pg.no.90,91	Day 2		Students jump high for "sky" and sit low for "ground" as a fun listening game.	Teacher will show number flashcards from 1 to 10 and 10 to 1. Students will read aloud in forward and backward order.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Students will learn the order of numbers in a simple way.	
140	Mathematics Book	Take 1 Away	One Less Pg.no.92	March Day 1	March	Teacher will give instructions: Hands up! (stretch high) Hands down! (touch knees)	Teacher will give an example using objects like pencils. For example, Rahul has two pencils. One pencil is taken away, so how many are left?"	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Develops logical thinking by understanding simple take-away (subtraction) situations	
141	Mathematics Book	Take 1 Away	One Less Worksheet	Day 2		Crouch down (rocket base) Count 5–4–3–2–1 Jump up (rocket launch) Stretch arms in sky	Teacher will show objects from the classroom and demonstrate counting. Students will count the objects, cross out one, and then count how many are left."	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers.	Improves fine motor skills through handling objects and crossing out items in worksheets.	Assessment of Learning