

**KIDS WORLD SCHOOL, NAGPUR**

**SESSION – 2026-27**

**CLASS – K.G.II**

**SUBJECT – Maths**

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	One For ALL	Introduction Shapes	July Day 1	July	Hands up, hands down and follow the line like a train.	Use different objects (ball, box)	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers	Students will Stand in a line, match shapes with real-life objects (sun - circle)	
2	Mathematics Book Worksheet	One For ALL	Standing line Pg. no. 9	Day 2		Follow the path	Learn while playing (walking like a train)	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers	Students will match shapes with real-life objects.	

3	Mathematics Book	Big, Bigger, Biggest	Introduction Big	July Day 1	July	Stretch your arms.	Use different size objects, like ball.	CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms	C-4.5 Understands and responds positively to social norms in the classroom and school	Students will arrange objects from big to biggest. able to sort objects by size (big, bigger, biggest).	
4	Mathematics Book  Worksheet	Big, Bigger, Biggest	Bigger  Pg. no. 10	Day 2		Arms open and close,	body movement.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Students will Develop mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	
5	Mathematics Book	Small, Smaller, Smallest	Introduction Small	July Day 1	July	Body action game	Use real objects (ball, toy)	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 and identify differences in size.	

<b>6</b>	<b>Mathematics Book</b> Worksheet	Small, Smaller, Smallest	Introduction Smaller Pg.no. 11	<b>Day 2</b>		Box game( Show 3 boxes)	Box game( Show 3 boxes) object sorting	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers	Students will understand and use the terms small, smaller, and smallest.	
<b>7</b>	<b>Mathematics Book</b>  <b>Activity Book</b>	Long, Longer, Longest  (Find the Path)	Introduction Length  Pg.no.22	<b>July</b>  <b>Day 1</b>	<b>July</b>	Line Making Activity	Classroom objects of different sizes (books, bottles, blocks, pencils, erasers, boxes)	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 the biggest and smallest object in a given group.	
<b>8</b>	<b>Mathematics Book</b>  Worksheet	Long, Longer, Longest	Long and Short  Pg.no.12	<b>Day 2</b>		Clap Game	Play based Draw 3 lines on floor (short, medium, long) Children walk and compare lengths	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	Understand and identify differences in Length.	

<b>9</b>	<b>Mathematics Book</b>	<b>Tallest and Shortest</b>	<b>Introduction</b>	<b>July Day 1</b>	<b>July</b>	<b>Compare height game (who is tall, taller)</b>	<b>Comparative learning (show 2-3 children or objects)</b>	<b>CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms</b>	<b>C-4.4 Shows cooperative behaviour with other children</b>	<b>Students will identify tall objects in their surroundings like trees, doors, and people.</b>	
<b>10</b>	<b>Mathematics Book</b>  <b>Worksheet</b>	<b>Tallest and Shortest</b>	<b>Height Pg.no.13</b>	<b>Day 2</b>		<b>Arrange objects in order of height.</b>	<b>Classroom objects of different sizes. (Crayons, Pencil, Bottle)</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures.</b>	<b>C-8.9 Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment</b>	<b>Differentiate between tall, taller, and tallest by comparing two or more objects or persons.</b>	
<b>11</b>	<b>Mathematics Book</b>  <b>Activity Book</b>	<b>Heaviest and Lightest</b>  <b>Fruit Juice</b>	<b>Introduction Pg.no.5</b>	<b>July Day 1</b>	<b>July</b>	<b>Lift and Feel (bag and books) (lift them one by one)</b>	<b>Use Real Objects (Book, bag, water bottle)</b>	<b>CG-3 Develops a fit and flexible body</b>	<b>C-3.3 Shows precision and control in working with hands and fingers</b>	<b>Students will develop observation and thinking skills by comparing weight.</b>	

<b>12</b>	<b>Mathematics Book</b>  Worksheet	<b>Heaviest and Lightest</b>	<b>Weight</b>  <b>Pg.no. 14</b>	<b>Day 2</b>		<b>Blow and Fly</b>	<b>Show light objects like paper, feather, leaf.</b>	<b>CG-8</b> <b>Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures</b>	<b>C-8.1</b> Sorts objects into groups and sub-groups based on more than one property	<b>Students will Identify heavy and light objects.</b>	<b>Assessment for Learning</b>
<b>13</b>	<b>Mathematics Book</b>	<b>Empty, Full, Half-Full</b>	<b>Empty</b>	<b>July</b> <b>Day 1</b>	<b>July</b>	<b>Fill or Empty game.</b>	<b>Daily life ex: empty water bottle and lunch box.</b>	<b>CG-4</b> <b>Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms</b>	<b>C-4.5</b> <b>Understands and responds positively to social norms in the classroom and school.</b>	<b>Students will identify empty and full objects.</b>	
<b>14</b>	<b>Mathematics Book</b>  Worksheet	<b>Empty, Full, Half-Full</b>	<b>Full</b>  <b>Pg.no.15</b>	<b>Day 2</b>		<b>Bag Check Activity.</b>	<b>Questioning Method</b> <b>Ask simple questions:</b> <b>Which one is empty?</b> <b>Is this glass empty or full?</b>	<b>CG-8</b> <b>Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures</b>	<b>C-8.1</b> Sorts objects into groups and sub-groups based on more than one property	<b>Students will understand the meaning of full or empty.</b>	

<b>15</b>	Mathematics Book  Activity Book	Patterns	Colour and Shape Patterns Pg.no.6 & 7	<b>August Day 1</b>	<b>August</b>	Clap Patterns	Start with clapping or action pattern to make it fun.	CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers	Students will use beads, blocks, colours, and claps to make patterns.	
<b>16</b>	Mathematics Book Worksheet  Activity Book	Patterns	Growing Pattern Pg.no.16 & 17  Pg.no.19	<b>Day 2</b>		Action Patterns Jump-clap- jump-clap	Demonstration Method Show objects (blocks, beads) Red-Blue- Red-Blue	CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers	Students will improve thinking and observation skills.	
<b>17</b>	Mathematics Book  Activity Book	Shapes	Circle and square  Pg.no.8 & 9	<b>August Day 1</b>	<b>August</b>	Draw in Air	fun activity like shape hunt.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers	Students will match shapes with real-life objects	

<b>18</b>	<b>Mathematics Book Worksheet</b>	<b>Shapes</b>	<b>Triangle and rectangle Pg.no.18&amp;19</b>	<b>Day 2</b>		<b>Floor Activity (Make shape on floor)</b>	<b>Show real objects: ball (circle), book (rectangle), box (square).</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures</b>	<b>C-8.2 Identifies and implements simple patterns in their surroundings, shapes, and numbers</b>	<b>Students will sort shapes by size and shape.</b>	
<b>19</b>	<b>Mathematics Book Worksheet</b>	<b>Read and Colour</b>	<b>Shapes (Circle, Square and rectangle)</b>	<b>August Day 1</b>	<b>August</b>	<b>Find and Touch (find something red)</b>	<b>Comparison (Oval &amp; Semicircle)</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure</b>	<b>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</b>	<b>Match shapes with real-life objects Circle → clock, chapati Square → window, tile Rectangle → door, book</b>	

<b>20</b>	<b>Mathematics Book Worksheet</b>	<b>Read and Colour</b>	<b>Shapes (Square and rectangle) Pg.no.20</b>	<b>Day 2</b>		<b>Pass the ball</b>	<b>Match the objects with shapes</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure</b>	<b>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</b>	<b>Students will Develop observation and comparison skills. Improve fine motor skills through drawing shapes.</b>	
<b>21</b>	<b>Mathematics Book Activity Book</b>	<b>More Shapes</b>	<b>Oval &amp; Semicircle Pg.no.21  Pg.no.33</b>	<b>August Day 1</b>	<b>August</b>	<b>Floor Activity In or Out game</b>	<b>Rhyme Method Oval like an egg so long, Semicircle half and strong.</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure</b>	<b>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</b>	<b>Improve fine motor skills through drawing shapes.</b>	

22	Mathematics Book Worksheet	More Shapes	Star & Heart Pg.no.22	Day 2		Action Show me a star with your fingers. Make a heart with your hands	Creative activity colour star and heart worksheets	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.8 Recognises, makes, and classifies basic geometric shapes, and their observable properties, and understands and explains the relative relation of objects in space	Students will Create pictures using shapes ( house from rectangles + squares, sun from circle).	
23	Mathematics Book Worksheet  Activity Book	Fun with Shapes	Similar shapes Pg.no.23  Pg.no.28& 29	August Day 1	August	Mystery Bag Put shape cut out in a bag	Match the objects that have similar shapes.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	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	Classify objects based on shape.	

<b>24</b>	Mathematics Book  Activity Book	Shape Cutouts	Different shapes Pg.no.24  Pg.no.10&11	August Day 1	August	Clap and Say Circle- clap once Square-clap twice	Shape Walking Game (Draw shapes on the floor)	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	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	Develop observation and comparison skills.	
<b>25</b>	Mathematics Book worksheet	Colour by Number	Numbers Pg.no.25	August Day 1	August	Clap and Jump	Number Call & Colour Number 1 – Red Number 2 – Blue	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	Recognize and name basic colours (red, blue, yellow, green, etc.).	
<b>26</b>	Mathematics Book  Activity Book	Number 0 to 10	Number Names  Pg.no.13	August Day 1	August	Make Number Name Train	Show and say show number-say name 1-one,2-two	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	Identify and match numbers with correct colors.	

<b>27</b>	<b>Mathematics Book</b>	<b>Number 0 to 10</b>	<b>Number Names Pg.no.26</b>	<b>Day 2</b>		<b>Match Activity 1-one to 10-ten</b>	<b>Show number cards.</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure</b>	<b>C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system</b>	<b>Understand that numbers can be shown in digits and words.</b>	
<b>28</b>	<b>Mathematics Book</b>	<b>Count and Write</b>	<b>Number</b>	<b>August Day 1</b>	<b>August</b>	<b>Warm-Up Start with counting aloud (1-10) with claps.</b>	<b>Show objects (toys, pencils, blocks) Example: Show 3 balls How many balls? Children say Three</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure</b>	<b>C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s</b>	<b>Write numbers correctly after counting objects.</b>	
<b>29</b>	<b>Mathematics Book worksheet</b>	<b>Count and Write</b>	<b>Number Pg.no.27</b>	<b>August Day 1</b>	<b>August</b>	<b>Number Train</b>	<b>Play Based Method Jump &amp; Say,</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure</b>	<b>C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s</b>	<b>Identify groups of objects and count them carefully.</b>	

<b>30</b>	<b>Mathematics Book</b>	<b>Missing Numbers 0 to 10</b>	<b>Introduction</b>	<b>August Day 1</b>	<b>August</b>	<b>Number line fun on board 1---3,4---6</b>	<b>Oral Counting</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure</b>	<b>C-3.3 Shows precision and control in working with hands and fingers</b>	<b>Recognize and complete number sequences (1, 2, __, 4).</b>	<b>Assessment for Learning</b>
<b>31</b>	<b>Mathematics Book Worksheet</b>	<b>Missing Numbers 0 to 10</b>	<b>Numbers Pg.no.28</b>	<b>Day 2</b>		<b>Say the missing number 1,2---4 5,6---8</b>	<b>Flash card</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure</b>	<b>C-3.3 Shows precision and control in working with hands and fingers</b>	<b>Develop problem-solving skills through simple puzzles.</b>	
<b>32</b>	<b>Mathematics Book</b>	<b>Make the Number</b>	<b>Number Recognition</b>	<b>September Day 1</b>	<b>September</b>	<b>Find the Number</b>	<b>Use blocks or beads to make the number</b>	<b>CG-3 Develops a fit and flexible body</b>	<b>C-3.3 Shows precision and control in working with hands and fingers</b>	<b>Create number art: Make numbers using stickers, clay, or drawing.</b>	

33	Mathematics Book Worksheet  Activity Book	Make the Number	Number Recognition  Pg.no.29  Pg.no.24	Day 2		Clap using Fingers	Arrange leaves to make a number.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	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	Explore that one number can be made in many ways: $6 = 3 + 3$ $6 = 4 + 2$	
34	Mathematics Book	Before, After and Between	Before Numbers	September Day 1	September	Number line game (Jump one step back)	Start with Forward counting.	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	Use number lines to see which number comes before.	
35	Mathematics Book Worksheet	Before, After and Between	After Numbers Pg.no.30	Day 2		Pass a ball while counting	Flash card	CG-3 Develops a fit and flexible body.	C-3.3 Shows precision and control in working with hands and fingers	Identify what comes after a number (after 6 is 7)	

<b>36</b>	Mathematics Book  Activity Book	Comparing Quantities	More & Less Pg.no.31  Pg.no.14	September <b>Day 1</b>	September	Clap and Freeze Game	Visual Method: Draw objects (3 apples vs 6 apples) Ask which group is bigger	CG-3 Develops a fit and flexible body.	C-3.3 Shows precision and control in working with hands and fingers	Understand the meaning of “more” and “less” using real-life objects.	
<b>37</b>	Mathematics Book Worksheet	Comparing Quantities	Equal Number Pg.no.32	<b>Day 2</b>		Floor activity (Jump to bigger number)	Crocodile: Draw a crocodile mouth on board Crocodile eats bigger number.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	Recognize that two sets can have different-looking objects but still be equal in quantity.	
<b>38</b>	Mathematics Book  Activity Book	Count and Draw	Numbers Pg.no.33  Pg.no.17	September <b>Day 1</b>	September	Count objects around	Draw and count objects like: 2 apples 4 stars 5 flowers	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	Draw the correct number of objects based on a given number.	

<b>39</b>	<b>Mathematics Book</b>	Simmi and the ladoos	<b>Tens &amp; Ones Pg.no.34 &amp; 35</b>	<b>September Day 1</b>	September	<b>Make a Group Game Call 10 children to stand together = ONE TEN Call 2 children separately = ONES</b>	<b>Coins and Beads Make a group of 10 coins: TEN Add 3 beads :ONES</b>	<b>CG-9 Develops effective communication skills for day-to day interactions in two languages1</b>	<b>C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say</b>	<b>Break numbers into tens and ones correctly.</b>	
<b>40</b>	<b>Mathematics Book</b>	Numbers 11 to 20	<b>Tens &amp; Ones Pg.no.36 &amp; 37</b>	<b>September Day 1</b>	September	<b>Jump and Count Jump 10 times together → ONE TEN Then jump 2 more times → ONES</b>	<b>Draw and Learn Draw: 3 bundles + 2 sticks Answer: 32</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures</b>	<b>C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s</b>	<b>Identify tens and ones in simple two-digit numbers( 23 = 2 tens and 3 ones).</b>	
<b>41</b>	<b>Mathematics Book</b>	Number Name 11 to 20	<b>Spellings</b>	<b>September Day 1</b>	September	<b>Number Name Hunt Hide number cards in class Child finds: Says number Tells its name</b>	<b>Match the Cards Number card → Name card 11 - Eleven</b>	<b>CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms</b>	<b>C-4.5 Understands and responds positively to social norms in the classroom and school</b>	<b>Match each number with its correct number name</b>	

<b>42</b>	<b>Mathematics Book</b> Worksheet	Number Name 11 to 20	<b>Spellings</b> Pg.no.38 & 37	<b>Day 2</b>		<b>Activity : Role Play</b> Give number cards They say: I am 13, my name is Thirteen	<b>Trace &amp; Colour Worksheet:</b> Trace – Twelve Colour - 12 objects	<b>CG-8</b> Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	<b>C-8.3</b> Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Read number names from eleven to twenty fluently.	<b>Assessment of Learning</b>
<b>43</b>	<b>Mathematics Book</b> Worksheet  Activity Book	Numbers 21 to 30	<b>Tens and Ones</b>  Pg.no.30	<b>September Day 1</b>	September	<b>Draw and count objects like:</b> 2 balls 1 ball 21 balls	<b>Trace and Write Worksheet</b>	<b>CG-8</b> Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	<b>C-8.3</b> Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Understand that numbers from 21 to 30 are made using tens and ones.	
<b>44</b>	<b>Mathematics Book</b> Worksheet	Number Name 21 to 30	<b>Spellings</b> 21 to 30 Pg.no. 42 & 43	<b>September Day 1</b>	September	<b>Jump and Say</b> Place number cards 21–30 on the floor Teacher says: Twenty Four Child jumps on 24 and says Twenty Four.	<b>Match the Cards</b> One set: numbers (21–30) One set: number names Children match correctly	<b>CG-9</b> Develops effective communication skills for day-to day interactions in two languages1	<b>C-9.4</b> Understands oral instructions for a complex task and gives clear oral instructions for the same to others	Read number names from 21 to 30 fluently and correctly.	

45	Mathematics Book Worksheet  Activity Book	Comparing Numbers	Big/small/Equal Numbers  Pg.no.44  Pg.no.34	September Day 1	September	Floor activity (Jump to bigger number and clap)	Blackboard Method Write: 5_8 Ask children → fill: 5 < 8 9_3 Fill: 9 > 3 10_10 Fill: 10=10	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers	Compare two numbers and identify which is greater (big) and which is smaller.	
46	Mathematics Book Worksheet	Comparing Numbers	Sticks (<, >, =) Pg.no. 45	Day 2		Take 2 groups of sticks Group A → 4 sticks      Group B → 7 sticks       Ask: Which group has more? 7sticks Which has less? 4 sticks	Explain the concept with the help of sticks.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	Identify when two numbers are equal. Use symbols (greater than), < (less than), = (equal to)	
47	Mathematics Book Worksheet	Increasing Order	Small to Big Day-1 Pg.no.46	October	October	Line Up Game Call 3-4 children Ask them to stand from shortest to tallest Say: See we are standing from small to big	Show and Arrange Show 1 apple, 3 apples, 5 apples Mix them and ask children to arrange	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.4 Arranges numbers up to 99 in ascending and descending order	Understand the meaning of increasing order (arranging numbers from smallest to biggest).	

<b>48</b>	<b>Mathematics Book Worksheet</b>	Increasing Order	<b>Small to Big Pg.no.47</b>	<b>Day 2</b>		<b>Floor Activity Draw numbers on floor Children jump from small to big</b>	<b>Activity Method Give number cards to children Say: Stand in order from small to big Children arrange themselves</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure</b>	<b>C-8.4 Arranges numbers up to 99 in ascending and descending order</b>	<b>Arrange numbers correctly in ascending order 3, 5, 8</b>	
<b>49</b>	<b>Mathematics Book Worksheet</b>	Decreasing Order	<b>Big to Small Pg.no.48</b>	<b>October Day 1</b>	<b>October</b>	<b>Jump Back Game Numbers on floor (1–10) Child jumps backward from 10 to 1</b>	<b>Activity Method Stand and Arrange Give number cards Children stand in decreasing order</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure</b>	<b>C-8.4 Arranges numbers up to 99 in ascending and descending order</b>	<b>Understand the meaning of decreasing order (arranging numbers from biggest to smallest).</b>	
<b>50</b>	<b>Mathematics Book Worksheet</b>	Decreasing Order	<b>Big to Small Pg.no.49</b>	<b>Day 2</b>		<b>Floor Activity Draw numbers on floor Children jump from big to small</b>	<b>Activity Method Give number cards to children Say: Stand in order from big to small Children arrange themselves</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure</b>	<b>C-8.4 Arranges numbers up to 99 in ascending and descending order</b>	<b>Identify the largest and smallest numbers in a group.</b>	

51	Mathematics Book  Activity Book	Forward Counting	Count Numbers 1 to 20  Pg.no.35	October Day 1	October	Activity-Based Group Count and clap Count and jump Count and move	Start with Basic Counting Say: Children, let's count together Count with actions: 1, 2, 3 Use fingers	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Understand that each next number is one more than the previous number	
52	Mathematics Book Worksheet	Forward Counting	Count Numbers 1 to 20 Pg.no.50	Day 2		Activity-Based Count and move	Object Counting (ball, Pencil, Crayons)	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Arrange number cards or objects from biggest to smallest.	
53	Mathematics Book	Backward Counting	Small to Big Numbers Counting	October Day 1	October	Frog Jump Back Frog jumps backward Count: 8 → 7 → 6 → 5...	Demonstration Method Teacher counts backward slowly using fingers, flashcards, or objects. Example: 10 → 9 → 8 → 7 ...	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Count numbers correctly in backward order (10, 9, 8, 7)	

54	Mathematics Book Worksheet	Backward Counting	Sequencing Small to Big Pg.no.51	Day 2		Teacher claps slowly while children count backward. Example:5,4,3,2,1	Play-Based Learning Pass the ball backward.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Count backward while pointing to objects or number lines.	
55	Mathematics Book Activity Book	Numbers 31 to 40	Tens and Ones Pg.no.35	October Day 1	October	Variation Teacher says: 4 tens and 2 ones Children guess the number:42	Introduction Revise numbers 1-30 using flashcards or counting clap game.	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	Recognize place value in two-digit numbers correctly.	
56	Mathematics Book Worksheet	Numbers 31 to 40	Tens and Ones Pg.no.52 & 53	Day 2		Play-Based Learning "Jump and Count" game: 3 big jumps = 3 tens Small jumps = ones	Introduction Revise numbers 31-40 using flashcards or counting clap game.	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	Break numbers into tens and ones accurately.	

57	Mathematics Book	Numbers 41 to 50	Tens and Ones	October Day 1	October	Play-Based Learning Clap and Tap Clap for tens Tap for ones Example $46 = 4 \text{ claps} + 6 \text{ taps}$	Concrete Learning Use: Bundles of sticks Beads LEGO blocks Bottle caps	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Students will Identify tens and ones in numbers 41–50.	
58	Mathematics Book Worksheet	Numbers 41 to 50	Tens and Ones 54 & 55	Day 2		Play-Based Learning Clap and Tap Clap for tens Tap for ones Example $48 = 4 \text{ claps} + 8 \text{ taps}$	Concrete Learning Use: blocks and Bottle caps	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Students will Make numbers using objects.	
59	Mathematics Book Worksheet  Activity Book	Join the Dots	Number 1 to 50 Pg.no.56  Pg.no.20&21	October Day 1	October	Mystery Picture” Game Give children a worksheet with numbered dots.	Demonstration Method Draw dots on the board. Join slowly while counting: 1 to 2, 2 to 3...	CG-3 Develops a fit and flexible body.	C-3.3 Shows precision and control in working with hands and fingers	Recognize numbers in sequence. Improve hand-eye coordination.	

60	Mathematics Book Worksheet	Numbers 1 to 50	Missing Numbers Pg.no.57	October Day 1	October	Pass the Ball Number Game” Children sit in a circle. Pass a ball while counting numbers.	Revise forward counting with children. Write numbers on the board: 1, 2, __, 4, 5	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-3.3 Shows precision and control in working with hands and fingers	Improve counting skills. Recognize number order correctly.	
61	Mathematics Book Worksheet	Count and Colour	Colouring Pg.no.58	October Day 1	October	Magic Colour Box Put colour chits inside a box. Child picks one chit. Teacher shows objects: “Count 4 balloons and colour them blue.	Worksheet (Count and Colour )	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers	Count objects correctly. Recognize numbers and quantities.	
62	Mathematics Book	Before, After & Between	Before Number	October Day 1	October	Number Train Game Make children stand in a line holding number cards. Ask: “Who comes before 8.	Introduction Use daily life examples: Before lunch → wash hands After school → go home	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	Identify before, after and between numbers.	

63	Mathematics Book	Before, After & Between	After Number	Day 2		Find My Neighbor One child holds a number card. Two children stand as: Before number After number	Play-Based Learning Catch the Number” Throw a soft ball to a child. Say: Tell the number after 12. Child answers:13 Continue with before and between numbers	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	Improve counting and observation skills.	
64	Mathematics Book Worksheet	Before, After & Between	Between Number Pg.no.59	Day 3		Number Hopscotch” Draw numbers on the floor. Teacher says: “Jump on the number before 9	Demonstration Method Draw a number line on the board. Example: 1 2 3 4 5 6 7 Ask: Before 5 = ? After 5 = ? Between 4 and 6 = ?	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	Participate confidently in number activities	
65	Mathematics Book Worksheet	Smallest Number	Small Number Pg.no.60	November Day 1	November	Clap for the Smallest Teacher shows: 7, 3, 9 Children clap when they see the smallest number:3	Introduction Start with daily life objects: Small ball and big ball Short pencil and long pencil	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	Compare quantities correctly. Improve observation and thinking skills.	Assessment for Learning

66	Mathematics Book Worksheet	Biggest Number	Big Number Pg.no.61	November Day 1	November	Jump for the Biggest Teacher says: 4, 9, 6 Children jump when they hear the biggest number:9	Use classroom objects: Big ball and small ball Big box and small 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	Arrange numbers in order. Participate actively in fun learning activities.	
67	Mathematics Book Worksheet	Numbers 51 to 60	51 to 60 Pg.no.62	November Day 1	November	Clap and Count Children count from 51 to 60 loudly. Clap once for each number.	Play-Based Learning Jump on the Number” Place numbers 51–60 on floor Teacher says: Jump on 57 Children jump on the correct number.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Read and write numbers 51–60	
68	Mathematics Book Worksheet	Missing Numbers 51 to 60	51 to 60 Pg.no.63	Day 2		Missing Train Coach Make a number train with one missing coach. Example: 31, 32, __, 34 Children find the missing coach and complete the train	Introduction Revise forward counting. Write: 1, 2, __, 4, 5	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-3.3 Shows precision and control in working with hands and fingers	Improve counting skills. Develop observation and thinking ability.	

<b>69</b>	<b>Mathematics Book Worksheet</b>	<b>Numbers 61 to 70</b>	<b>61 to 70 Pg.no.64</b>	<b>November Day 1</b>	<b>November</b>	<b>Pass the Ball Number Game Children sit in a circle. Pass a ball while counting numbers.</b>	<b>Revise forward counting with children. Write numbers on the board: 61,62, __, 64, 65</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures</b>	<b>C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s</b>	<b>Compare numbers and identify bigger and smaller numbers.</b>	<b>Assessment for Learning</b>
<b>70</b>	<b>Mathematics Book Worksheet</b>	<b>Missing Numbers 61 to 70</b>	<b>61 to 70 Pg.no.65</b>	<b>Day 2</b>		<b>Hop to the Missing Number” Draw number boxes on floor. Leave one box empty. Children jump and say the missing number.</b>	<b>Magic Number Box Put number cards in a box. Teacher arranges numbers:11, 12, __, 14 Child picks the correct missing number from the box.</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure</b>	<b>C-3.3 Shows precision and control in working with hands and fingers</b>	<b>Identify missing numbers in a sequence.</b>	
<b>71</b>	<b>Mathematics Book Worksheet</b>	<b>Numbers 71 to 80</b>	<b>71 to 80 Pg.no.66</b>	<b>November Day 1</b>	<b>November</b>	<b>Warm-Up Start with counting aloud (1-70) with claps.</b>	<b>Oral Counting</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures</b>	<b>C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s</b>	<b>Participate actively in number games and fun activities.</b>	

<b>72</b>	<b>Mathematics Book Worksheet</b>	<b>Numbers 71 to 80</b>	<b>71 to 80 Pg.no.67</b>	<b>Day 2</b>		<b>Clap and Jump</b>	<b>Trace and Write Worksheet</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures</b>	<b>C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s</b>	<b>Count objects confidently up to 80.</b>	
<b>73</b>	<b>Mathematics Book Worksheet</b>	<b>Numbers 81 to 90</b>	<b>81 to 90 Pg.no.68</b>	<b>November Day 1</b>	<b>November</b>	<b>Clap and Count Children count from 81 to 90 loudly. Clap once for each number.</b>	<b>Revise forward counting with children. Write numbers on the board: 81,82, __, 84, 85</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures</b>	<b>C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s</b>	<b>Read and recognize numbers 81 to 90.</b>	
<b>74</b>	<b>Mathematics Book Worksheet</b>	<b>Missing Numbers 81 to 90</b>	<b>81 to 90 Pg.no.69</b>	<b>Day 2</b>		<b>Number line fun on board 81---83,84---86</b>	<b>Oral Counting</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure</b>	<b>C-3.3 Shows precision and control in working with hands and fingers</b>	<b>Fill missing numbers accurately.</b>	

<b>75</b>	<b>Mathematics Book Worksheet</b>	<b>Numbers 91 to 100</b>	<b>90 to 100 Pg.no.70</b>	<b>November Day 1</b>	<b>November</b>	<b>Number Hunt Stick number cards 91-100 around the classroom. Teacher says: Find number 96 Children search and point to the correct number.</b>	<b>Play-Based Learning Jump on the Number” Place number cards on floor. Teacher says: Jump on 99!” Children jump on the correct number.</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures</b>	<b>C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s</b>	<b>Compare numbers and identify bigger and smaller numbers. Arrange numbers in correct order from 91 to 100</b>	
<b>76</b>	<b>Mathematics Book Worksheet</b>	<b>Missing Numbers 91 to 100</b>	<b>90 to 100 Pg.no.71</b>	<b>Day 2</b>		<b>Hop to the Missing Number” Draw number boxes on floor. Leave one box empty. Children jump and say the missing number.</b>	<b>Revise forward counting with children. Write numbers on the board: 91, 92, __,94, 95</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure</b>	<b>C-3.3 Shows precision and control in working with hands and fingers</b>	<b>Count confidently from 91 to 100 with actions, claps and games.</b>	
<b>77</b>	<b>Mathematics Book Worksheet</b>	<b>Numbers 0 to 100</b>	<b>1 to 50 Pg.no.72</b>	<b>December Day 1</b>	<b>December</b>	<b>Warm-Up Start with counting aloud (1-50) with claps.</b>	<b>Trace and Write Worksheet</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures</b>	<b>C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s</b>	<b>Complete number sequences quickly and correctly.</b>	

<b>78</b>	<b>Mathematics Book Worksheet</b>	<b>Numbers 0 to 100</b>	<b>51 to 100 Pg.no.73</b>	<b>December Day 1</b>	<b>December</b>	<b>Clap and Jump</b>	<b>Trace and Write Worksheet</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures</b>	<b>C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s</b>	<b>Work happily in pairs and groups during number activities</b>	
<b>79</b>	<b>Mathematics Book Worksheet</b>  <b>Activity Book</b>	<b>Counting up to 100</b>	<b>Missing Numbers</b>  <b>Pg.no.18</b>	<b>December Day 1</b>	<b>December</b>	<b>Number Jump Warm-Up” Teacher calls numbers randomly. Students jump and say the next number.</b>	<b>Activity-Based Learning Use number charts (1–100) for hands-on exploration.</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures</b>	<b>C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s</b>	<b>Count numbers correctly up to 100 in forward order</b>	

80	Mathematics Book Worksheet	Counting up to 100	Missing Numbers Pg.no.74	Day 2		"Find My Number" Teacher shows a number chart with blanks.	Play Method Number games like: Missing Number Hunt	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	Develop awareness of what comes before, after, and between numbers.	
81	Mathematics Book Worksheet	Before, After & Between Numbers	Numbers Pg.no.75	December Day 1	December	Number Train Game Make children stand in a line holding number cards. Ask: "Who comes before 8.	Introduction Use daily life examples: Before lunch → wash hands After school → go home	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	Identify what comes after a number (after 6 is 7)	

82	Mathematics Book Worksheet	Comparing Numbers	Numbers Pg.no.76	December Day 1	December	Floor activity (Jump to bigger number and clap)	Blackboard Method Write: 51 _ 58 Ask children → fill: 72 < 88 9 _ 3 Fill: 9 > 3 10 _ 10 Fill: 10 = 10	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers	Identify when two numbers are equal. Use symbols (greater than), < (less than), = (equal to)	
83	Mathematics Book	Leena Busy a Teddy	Money Pg.no.77 to 78	December Day 1	December	Pretend Shop Game Set up a small “classroom shop” (toys, pencils, fruits) Give fake coins to children Let them “buy” items	Play-Based Method Use pretend money (coins/notes made of paper)	CG-9 Develops effective communication skills for day-to day interactions in two languages	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Students will Recognizes coins and money	
84	Mathematics Book	Leena Busy a Teddy	Money Pg.no.79	Day 2		Piggy Bank Talk Show a piggy bank and ask: “Who has a piggy bank at home What do you save inside it	Set up a “classroom shop” Children act as buyers and sellers	CG-9 Develops effective communication skills for day-to day interactions in two languages	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Students will Understands basic use of money	

85	Mathematics Book	Money	Coins Pg.no.80	December Day 1	December	What Can We Buy? Show pictures: apple, toy, book	Demonstration Method Teacher shows real or toy coins/notes Explains simply: "This is money. We use it to buy things."	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.11 Performs simple transactions using money up to INR 100	Students will Develops communication skills	
86	Mathematics Book Worksheet	Money	Coins and Notes Pg.no.81	Day 2		Show Me the Coin Show play coins or pictures of money Ask: "Who has seen this before?" Let children hold or touch toy money	Role Play Method Assign roles: shopkeeper and customer Children act out buying and selling Builds communication and confidence.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.11 Performs simple transactions using money up to INR 100	Participate in role-play activities like pretend shopping	
87	Mathematics Book	What Can Leena Buy?	Notes Pg.no.88	December Day 1	December	Pretend Shop Game Set up a small "classroom shop" (toys, pencils, fruits) Give fake coins to children Let them "buy" items	Question-Answer Method Ask simple questions like: What do we use to buy toys? Have you seen money at home?	CG-9 Develops effective communication skills for day-to day interactions in two languages	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Recognize money (coins and notes) through pictures and real objects, Understand basic idea of money as something used to buy things	

88	Mathematics Book  Activity Book	Adding I	Add 1 Pg.no.27	December Day 1	December	Object Method Use real objects: 1 ball + 1 ball = 2 balls 3 toys + 1 toy = 4 toys	Teaching Method Use fingers (show 1 finger, then add 1 more)	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Understands the concept of “one more”	
89	Mathematics Book Worksheet	Adding I	Add 1 Pg.no.83 & 84	Day 2		Finger Method Show a number using fingers Add 1 more finger Count aloud together Example: 2 fingers + 1 finger = 3	Activity: Ask children: “If you have 2 toys and I give you 1 more, how many now?”	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Student will Learns simple addition Develops counting skills	
90	Mathematics Book	Counting by 2s	Numbers	December Day 1	December	Jumping Game Children jump and say: “2, 4, 6, 8...”	Finger Pair Method Show fingers in pairs (2 fingers at a time) Count: “2, 4, 6 Helps children see numbers in pairs	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Student will Learns skip counting by 2 Recognizes even numbers	

<b>91</b>	<b>Mathematics Book Worksheet</b>	<b>Counting by 2s</b>	<b>Numbers Pg.no.85</b>	<b>Day 2</b>		<b>Counting Song Sing rhythmically: "2, 4, 6, 8, counting</b>	<b>Concept: Counting by 2s means we skip one number and count the next even number. We count like: 2, 4, 6, 8, 10...</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure</b>	<b>C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s</b>	<b>Student will Improves counting speed, Develops number patterns understanding</b>	
<b>92</b>	<b>Mathematics Book Worksheet</b>	<b>Counting by 2s</b>	<b>Numbers Pg.no.86</b>	<b>Day 3</b>		<b>Count and clap</b>	<b>Simple Example: 2, 4, 6, 8, 10 (We are adding 2 each time)</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure</b>	<b>C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s</b>	<b>Student will Develops number patterns understanding</b>	
<b>93</b>	<b>Mathematics Book</b>	<b>Adding 2</b>	<b>Introduction</b>	<b>January Day 1</b>	<b>January</b>		<b>Play-Based Pedagogy Use games like "Give me 2" Children pick or give 2 objects at a time</b>	<b>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure</b>	<b>C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems</b>	<b>Student will Understands addition of 2, Learns counting in groups</b>	<b>Assessment for Learning</b>

94	Mathematics Book Worksheet	Adding 2	Add Numbers Pg.no.87	Day 2		Jump in 2s Game Children jump and count: "2... 4... 6..."	Interactive Questioning Ask: How many fingers in $2 + 2$ ? If I give you 2 more, what happens?"	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Develops number sense Participates actively in class	
95	Mathematics Book Worksheet	Adding 2	Add Numbers Pg.no.88	Day 3		Clap and Jump	Role Play Pedagogy Children act as shopkeepers/customers Give or take 2 items	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Recognize simple addition patterns like $1+2$ , $2+2$ , $3+2$	

96	Mathematics Book	Count and Add	Numbers	January Day 1	January	Clap and Count Teacher claps: Clap 2 times Clap 1 more time Ask: "How many claps in total"	Activity-Based Learning Give children objects (toys, blocks, fruits) Ask them to count first, then add more Example: 2 blocks + 1 block → count total	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Develops counting skills.	
97	Mathematics Book Worksheet	Count and Add	Numbers Pg.no.89	Day 2		Toy Joining Game Show 2 toys + 1 toy Ask children to count all together Example: 2 balls + 1 ball = 3 balls	Play based Jump and Add Children jump 2 times, then 1 more jump Count aloud: "1, 2... 3!"	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Expresses learning through drawing.	

98	Mathematics Book	Count, Add and Draw	Drawing	January Day 1	January	Count with Fingers Teacher shows 2 fingers Adds 1 more finger Ask: "How many now?" Children count: 3	Draw What You Count Teacher says: "Draw 2 balls and 1 more ball Children draw and then count: $2 + 1 = 3$	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers	Understands simple addition.	
99	Mathematics Book Worksheet	Count, Add and Draw	Numbers Pg no.90	Day 2		Jump, Count and Show Jump 2 times + 1 more jump Children count and then draw circles on board/notebook	Action Rhyme "Count and add, then draw it too, Learning maths is fun for you!"	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers	Improves observation and thinking Builds interest and participation	
100	Mathematics Book	Adding 0	Numbers 0	January Day 1	January	Step and Stop Game Children take 2 steps forward Teacher says: "Add 0 steps" Children don't move → number stays same	Object Method $2 \text{ toys} + 0 \text{ toys} = 2 \text{ toys}$ $4 \text{ balls} + 0 = 4$ Nothing changes	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Understand the concept of zero as "nothing"	

101	Mathematics Book Worksheet	Adding 0	Numbers Pg.no.91	Day 2		Draw and Think Ask children: “Draw 3 stars and add 0 more” They draw nothing extra and count again	Finger Method Show 3 fingers Add 0 fingers (no extra) Count: still 3	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Recognize that adding 0 does not change a number	
102	Mathematics Book	Count and Add	Numbers Adding	January Day 1	January	Toy Joining Game Show 2 toys + 1 toy Ask children to count all together Example: 2 balls + 1 ball = 3 balls	Play based Jump and Add Children jump 2 times, then 1 more jump Count aloud: “1, 2... 3!”	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Expresses learning through drawing.	
103	Mathematics Book Worksheet	Count and Add	Counting Pg.no.92	Day 2		Pass the Ball Number Game” Children sit in a circle. Pass a ball while counting numbers.	Action Rhyme “Count and add, then draw it too, Learning maths is fun for you!”	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Understands simple addition.	

104	Mathematics Book	Ria and Rasgullas	Subtraction Pg.no.93	January Day 1	January	Toy Take Away Game Show 3 toys Remove 1 toy Ask: How many now?" Answer: 2	Finger Take Away Show 5 fingers Hide 1 finger Ask: "How many left?" Children count: 4	CG-9 Develops effective communication skills for day-to day interactions in two languages	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Understand the concept of subtraction as "taking away"	
105	Mathematics Book	Take I Away	Numbers Pg.no.94	January Day 1	January	Freeze Game Play music Children move/dance When music stops: FREEZE like ice When teacher says "break!" → they move again	Finger Game Show 5 fingers Children count together Fold 1 finger down Ask: "How many now?"	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Improve listening and reaction skills Develop motor coordination through movement	
106	Mathematics Book Worksheet	Take I Away	Numbers Pg.no.95	Day 2		Activity-Based Group Count and clap Count and jump Count and move	Object Magic Show 3 or 5 objects (blocks, erasers, toys) Ask: "How many?" → children count Say: "Take 1 away!" Remove one object together Ask: "How many are left?"	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Encourage group participation and fun learning	

107	Mathematics Book	Take 2 Away	Numbers Pg.no.96	January Day 1	January	Action Game Children stand up Teacher says: "Jump 5 times! Then: "Take away 2 jumps!" Kids do only 3 jumps	Game Method Dice game or flashcards	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems	Build listening and following instructions Enhance hands-on learning and participation	
108	Mathematics Book Worksheet	Count and Write	Counting Pg.no.97	February Day 1	February	Activity-Based Group Count and clap Count and jump Count and move	Start with Basic Counting Say: Children, let's count together Count with actions: 1, 2, 3 Use fingers	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Develop counting backward skills Improve thinking and problem-solving	
109	Mathematics Book Worksheet	Ramu's Restaurant	Story Pg.no.98	February Day 1	February	Count the Food Show food items (drawings or flashcards)	Role Play One child becomes Chef, one become customers	CG-3 Develops a fit and flexible body	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities	Develop speaking skills through role play Build social interaction and confidence	Assessment for Learning

110	Mathematics Book	Count and Write	Counting Pg.no.99	February Day 1	February	Clap and Jump	Fun Counting Game Roll a dice Children count dots Write the number quickly	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Improve fine motor skills through writing practice.	
111	Mathematics Book Worksheet	Count and Write	Counting Pg.no.99	Day 2		Warm-Up Start with counting aloud (1-10) with claps.	Play Based Method Jump & Say,	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s, 10s, and 20s	Count objects correctly (using real items like beads, toys, or pictures).	
112	Mathematics Book	Lily and Tom's Vacation	Days of the week Pg.no.100 to 103	February Day 1	February	Clap Jump Turn around	Real-Life Connection Link days to children's life: Monday = school starts Sunday = holiday	CG-9 Develops effective communication skills for day-to-day interactions in two languages	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary	Recognize and name the days of the week (Monday to Sunday).	

113	Mathematics Book Worksheet	Lily and Tom's Vacation	Story Pg.no. 104	February	February	Days Song with Actions Sing together:	Creative Expression Draw "My Favorite Day" Share with class	CG-9 Develops effective communication skills for day-to day interactions in two languages	C-9.5 Comprehends narrated or read-out stories and identifies characters, storyline, and what the author wants to say	Develop listening and speaking skills through songs, games, and activities.	
114	Mathematics Book	Months in a year	Introduction	February Day 1	February	Activity 2: Make a "Months Train" Give each child one month card Ask them to stand in order (Jan → Dec) Say: "Let's make a train!"	Introduce (Show-Say Method) Show month flashcards Say each month clearly Children repeat with actions (clap/jump)	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.10 Performs simple measurements of time in minutes, hours, days, weeks, and months	Improve speaking & listening skills.	
115	Mathematics Book Worksheet	Months in a year	Years Name Pg.no.105	Day 2		Warm-up (Ice Breaker) Start with a question: Who knows their birthday month?	Reinforcement (Repeat in Fun Ways)	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.10 Performs simple measurements of time in minutes, hours, days, weeks, and months	Develop sequencing ability Build confidence in group activities	

116	Mathematics Book	More Number Names	31 to 50 Pg.no.107	March Day 1	March	Make it fun for kids Clap while saying: "One, Two, Three!"	Action & Movement Include body movement to keep them engaged. Example: Jump 3 times → say "Three Clap 5 times → say "Five"	CG-9 Develops effective communication skills for day-to day interactions in two languages1	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	Recognize numbers and their names	
117	Mathematics Book Worksheet	I Can Draw	Drawing	March Day 2	March	Colouring Ice = light blue Cracks = dark blue/black Inside character = bright colors	Fun Drawing Steps	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers	Fine Motor Skills: Draw basic shapes (circle) and zig-zag lines to show cracks. Creativity & Imagination	Assessment of Learning