





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

UNIT		Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No	Name			Starting	Closing						
	<b>Mathematics Book</b>	Action	Body Action	July (Day1)	July	Action Song  Sing with actions: Clap your hands Stamp your feet Turn around	Play-way Method Use games like “Simon Says”, “Action Circle” Learning happens through fun activities	CG-3 Develops a fit and flexible body.	C-3.2 Shows balance, coordination, and flexibility in various physical activities.	Learn to follow basic play rules.	
	Activity Book		Action Time PG NO:6	(Day2)		Action and Guess Game” One child performs an action (e.g., feeling cold, holding an umbrella)  Other children guess the action	<b>Play Way Method</b> Learning through fun activities, games, and actions to keep children engaged.	CG-4 Develops emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms.	C-4.3 Interacts comfortably with other children.	Children will learn through actions.	
	Activity Book	Pre-Writing Skills	Free Drawing (Lines and Loops) PG NO:15	(Day3)		Finger Warm-up Game  Ask children to: Open and close fists Wiggle fingers Tap fingers on desk.	Teacher shows how to hold a crayon using 3 fingers (tripod grip).	CG-2 Develops sharpness in sensorial perceptions	C-2.1 Differentiates between shapes, colours, and their shades.	Develop Confidence in using crayons.	
	Activity Book		Building Skills PG NO:5	(Day4)		Action Rhyme Clap your hands Tap your fingers Roll your hands  Prepares muscles for activity.	Play-way Method Use games and fun activities Learning through play.	CG-3 Develops a fit and flexible body.	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities.	Children will develop motor, cognitive, social, and creative skills through hands-on activities.	



	Activity Book	Building Skills (Block Play)  Building Block	Making Simple Shapes using Blocks PG NO:16	(Day5)		<p>“Let’s Build Together” ! Teacher says: “Let’s build together!” “Who likes blocks?”</p> <p>👉 Give 2–3 blocks to each child</p> <p>👉 Let them freely stack for 1–2 minutes.</p>	<p>Play-way Method Turn it into a game: 👉 “Who can build a tall tower?” 👉 “Make a shape with 3 blocks”</p>	CG-3 Develops a fit and flexible body.	C-3.3 Shows precision and control in working with hands and fingers.	Explore shape and structure through block play .	
	Activity Book	Shape Making	Joining and Connecting Colours. PG NO:14	July (Day1)	July	<p>“Find My Shape”</p> <p>Teacher shows flashcards of shapes (circle, square, triangle).</p> <p>Students look around the classroom and point to objects with the same shape.</p> <p>Example: Circle → clock Square → window Triangle → roof picture</p> <p>👉 This makes learning fun and connects shapes with real-life objects.</p>	<p><b>Activity-Based</b></p> <p>Students use clay, sticks, or paper strips to make shapes. Join lines to form shapes (e.g., 3 sticks → triangle).</p>	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.	Identify and play with connectors.	
		Shapes and Spatial Understanding  Activity Book	Cup Stacking for Balance and Structure PG.NO:7	(Day2)		<p>Teacher asks simple actions: “Clap your hands!” “Jump like a bunny!” “Spin slowly!”</p>	<p><b>Play-Based Learning:</b> Children learn concepts of balance and structure through playful stacking of paper cups.</p>	CG-1 Develops habits that keep them healthy and safe	C-1.4 Practises safe use of material and simple tools	Explore objects through hands-on -activity.	

	Activity Book	Daily Routine Activities (School Day Sequence)	Daily Routine Sequencing PG.NO:8	(Day3)		Simple actions are done:  Clap hands <b>S</b>  Say name: "I am ___"  Smile and wave <b>\$</b>	Songs, rhymes, and movement make routines enjoyable.	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.	Identify parts of daily routine.	
	Activity Book	Sorting Activities	Introduction of Math Tools  PG.NO:12	(Day4)		"Pass the Clap"	<b>Play Way Method:</b> Children learn mathematics through play using real objects.	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 set up math corner.	
	Activity Book	Lines (Tracing Activity)	Patterns PG.NO:13 and18	(Day5)		"Action Fun"  Teacher says simple actions.  Children repeat: clap, jump, smile.  Everyone does it together.	Teacher gives sand tray, finger tracing, or colorful worksheets.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers	Develop fine motor skills by tracing patterns in sand .	
	Mathematics Book	Big and Small	Introduction Big and Small	July (Day1)	July	Teacher says: <b>"Show me BIG!"</b> → children stretch arms up. Teacher says: <b>"Show me SMALL!"</b> → children make a small circle with hands or crouch down.	<b>Play-Based Learning:</b> Concept is taught through a fun action game.	CG-7 Makes sense of the world around through observation and logical thinking.	C-7.1 Observes and understands different categories of objects and the relationships between them.	Identify and compare big and small objects.	
	Mathematics Book		Story Big and Small PG.NO: 9 To11	(Day2)		<b>Body Size Game</b>  "Make yourself BIG!" → children stand tall. "Make yourself SMALL!" → children crouch down.	Teacher tells a simple story with characters.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measure	C-8.8 Recognises, makes, and classifies basic shapes, and their observable properties, and understands and explains the relative relation of objects in space	Identify big and small objects /Characters in the story .	

Mathematics Book		Story Big and Small PG.NO: 9 TO11	(Day3)			<b>Sing a rhyme</b> “This is BIG, BIG, BIG” (stretch arms) “This is small, small, small” (bring hands close)	Toys and Class room objects .	CG-7 Makes sense of the world around through observation and logical thinking.	C-7.1 Observes and understands different categories of objects and the relationships between them.	Differentiate between begin and small objects.	
Mathematics Book		Big and Small Colouring Activity Worksheet	(Day4)			<b>Jump Big- Jump Small</b> Students will jump when I say Big -Big jump I say Small- Tiny jump	<b>Toy-Based Learning</b> Show a big toy and small toy to compare bigger and smaller	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.8 Recognises, makes, and sorts basic shapes, and understands simple positions of objects..	Apply understanding through worksheet activities.	
Mathematics Book	Big and Small	Colouring Activity Worksheet PG.NO: 12	(Day5)			<b>“Colour Clap”</b>  Teacher says a colour.  Children clap and repeat the colour.	<b>Play Way Method:</b> Children colour big and small objects in a fun activity.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers	Identifies big and small objects while colouring.	
Mathematics Book Activity Book	Tall and Short	Introductio n of Tall and Short PG.NO: 13 PG.NO: 25	July (Day1)	July		<b>“Jump Tall, Sit Short”</b>  Teacher says: “TALL!” → children jump and stretch up.  Teacher says: “SHORT!” → children sit down.	<b>Play-Based Learning:</b> Children learn tall and short through fun games and actions.	CG-7 Makes sense of the world around through observation and logical thinking.	C-7.1 Observes and understands different categories of objects and the relationships between them.	Identify and colour the tall object.	

	<b>Mathematics Book</b> Activity Book	Long and Short PG.NO: 25	(Day2)		<p>“Stretch Long, Curl Short”</p> <p>Teacher says: “LONG!” → children stretch their arms wide/forward.</p> <p>Teacher says: “SHORT!” → children bring hands close or crouch down.</p> <p>Repeat quickly with fun actions.</p>	<b>Activity-Based Learning</b> Give children paper strips of different lengths Ask them to observe, compare, and sort Guide them to paste in correct columns: Long / Short	CG-7 Makes sense of the world around through observation and logical thinking.	C-7.1 Observes and understands different categories of objects and the relationships between them	Children will identify long and short objects.	
	Mathematics Book Activity Book	Colouring Activity Worksheet PG.NO: 13 PG.NO: 20	(Day2)		<p>“<b>Hands Up, Hands Down</b>”</p> <p>Teacher says: “TALL!” → hands up high.</p> <p>“SHORT!” → hands down low.</p>	<b>Play Way Method:</b> Children learn through a fun colouring activity.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers	Identifies tall and short objects correctly.	
	<b>Mathematics Book</b>	Circle the Short Objects Worksheet	(Day3)		<p>“<b>Clap for Tall</b>”</p> <p>Show two objects.</p> <p>If it is tall → children clap. If short → children stay quiet.</p>	<b>Play Way Method:</b> Learning happens through fun identification and circling activity.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Identify tall and short objects.	

Mathematics Book	Same and Different	Introduction of Same and Different Worksheet  PG.NO: 14	August (Day1)	August	Clap Same, Stand Different”  Teacher shows two objects.  If objects are the same → children clap <b>S</b>  If objects are different → children stand up  Repeat with different objects quickly.	<b>Play Way Method:</b> Children learn through fun activities using toys and objects.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Identify same and different objects.	
Activity Book	Same and Different	Spot the Differences  PG.NO: 17	(Day2)		Clap Same, Stand Different”  Teacher shows two objects.  If objects are the same → children clap <b>S</b>  If objects are different → children stand up  Repeat with different objects quickly	<b>Play Way Method:</b> Children learn through a fun “spot the difference” game.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Identifies differences between two pictures.	
Mathematics Book	Heavy and Light	Introduction of Heavy and Light	August (Day1)	August	“Pick and Show”  Place some objects (heavy and light) on a table.  Teacher says: “Pick something LIGHT!” → children pick a light object.  Teacher says: “Pick something HEAVY!” → children pick a heavy object.	<b>Activity-Based Learning:</b> Students handle real objects (book, feather, bottle).	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	Compare weights using real life objects .	

	Mathematics Book		Story Rosy Elephant and Tikki Mouse PG.NO: 15	(Day2)		Teacher says “Heavy” → children bend down  Teacher says “Light” → children jump up	<b>Story Method</b> Tell the story of Rose Elephant and Chikki Mouse with actions Use voice modulation (fun + engaging)	CG-7 Makes sense of the world around through observation and logical thinking	C-7.1 Observes and understands different categories of objects and the relationships between them	Children will identify heavy and light objects	
	Mathematics Book		Circle the heavy object Worksheet PG.NO: 16	(Day3)		Lift & Feel Game  Ask children to lift:  School bag   Pencil   Ask: “Which is heavy? Which is light?”	<b>Activity-Based Learning</b> Children circle the heavy object in each box Teacher gives guidance and support	CG-7 Makes sense of the world around through observation and logical thinking	C-7.1 Observes and understands different categories of objects and the relationships between them	identify and compare Heavy and Light objects .	
	<b>Mathematics Book</b>		Recall of Heavy and Light	(Day4)		Lift and Guess”  Teacher shows two objects (e.g., book and feather).  Children try to lift them.  Ask: “Which is heavy? Which is light?”  Children answer by showing or saying.	<b>Play Way Method:</b> Learning through fun comparison and drawing.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.4 Works collaboratively in the Arts	Reinforce understanding of heavy and light through drawing and discussion.	
	Mathematics Book Activity Book	Shapes	Creating Objects Using Shapes   PG.NO: 11	August (Day1)	August	“Guess the Shape”  Teacher shows a shape (circle, square, triangle).  Asks: “What shape is this?”  Children say the name and show with hands.  Repeat with 2–3 shapes.	<b>Play Way Method:</b> Learning through fun shape activities and games.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.8 Recognises and makes basic shapes and understands simple positions of objects	Identify and describe basic shapes.	

Mathematics Book	Circle	Identifying Circle Shape	(Day2)		<p><b>“Find the Circle”</b></p> <p>Teacher says: “Find something round!”</p> <p>Children look around the classroom and point.</p> <p>👉 Connects learning with real objects.</p>	<p><b>Activity-Based Learning:</b> Students touch and explore circular objects.</p>	<p>CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures</p>	<p>C-8.1 Sorts objects into groups based on colour, shape, and size.</p>	<p>Identify and describe circles using concrete shapes.</p>	
Mathematics Book		Circle Shape (Introduction through Poem)  PG.NO: 17	(Day3)		<p><b>Circle Walk”</b></p> <p>Children walk in a big circle.</p> <p>Teacher says: “We are making a circle!”</p> <p>👉 Movement + shape learning</p>	<p><b>Play Way Method:</b> Learning through poem, actions, and rhythm.</p>	<p>CG-7 Makes sense of the world around through observation and logical thinking</p>	<p>C-7.1 Observes and understands different categories of objects and the relationships between them</p>	<p>Recognise circles in real objects.</p>	
Mathematics Book Activity Book		Tracing Circle Shapes  PG.NO: 18  PG.NO: 11  Worksheet	(Day4)		<p>Teacher says: “Let’s make a round shape with hands!” Children make a circle using fingers.</p> <p>Teacher says: “Round and round like a ball!” Children repeat and smile.</p>	<p><b>Play Way Method:</b> Children learn through fun play and colouring.</p>	<p>CG-3 Develops a fit and flexible body</p>	<p>C-3.3 Shows precision and control in working with hands and fingers</p>	<p>Identify the shape circle through play.</p>	<p><b>Assessment for Learning.</b></p>
Mathematics Book Activity Book	Square	Identifying and Sorting Square Shape  PG.NO: 10	August (Day1)	August	<p><b>“Square Jump”</b></p> <p>Draw a square on the floor.</p> <p>Children jump inside the square.</p>	<p><b>Play Way Method:</b> Learning through fun activities and games.</p>	<p>CG-7 Makes sense of the world around through observation and logical thinking</p>	<p>C-7.1 Observes and understands different categories of objects and the relationships between them.</p>	<p>Identify the square shape and recognise its key features.</p>	

Mathematics Book		Introduction to Square Shape (Through Poem and Objects)  PG.NO: 19	(Day2)		<p>“Show Me Square”</p> <p>Teacher says: “Show me a square!”</p> <p>Children make a square using fingers or hands.</p> <p>Teacher shows a square object and children say: “Square!”</p>	<p><b>Play Way Method:</b></p> <p>Learning through poem, actions, and fun activities.</p>	<p>CG-7</p> <p>Makes sense of the world around through observation and logical thinking</p>	<p>C-7.1</p> <p>Observes and understands different categories of objects and the relationships between them.</p>	<p>Identify a square in pictures and real objects.</p>	
Mathematics Book		Recognising and Using Square Shapes (Cut-out Activity)  Worksheet  PG.NO: 20	(Day3)		<p>“Square Action Game”</p> <p>Teacher says: “SQUARE!” → children make a square using hands.</p> <p>Teacher shows different shapes.</p> <p>When it is a square → children clap <b>S</b></p> <p>When not → stay quiet</p>	<p><b>Activity-Based Learning:</b> Children use square cut-outs to fill shapes.</p>	<p>CG-3</p> <p>Develops a fit and flexible body</p>	<p>C-3.3</p> <p>Shows precision and control in working with hands and fingers.</p>	<p>Paste square shapes within a given outline</p>	

	Activity Book	Sandwich Activity	Sequencing steps /Healthy food PG.NO: 10	(Day4)		<p>“Pass the Sandwich”</p> <p>Learners sit in a circle.</p> <p>Teacher passes a toy/picture sandwich while music or clapping continues.</p> <p>When the music stops, the learner holding the sandwich answers a question:</p> <p>“What ingredient is this?”</p> <p>“Do you like sandwiches?”</p> <p>“What comes first in making a sandwich?”</p>	<p>Teacher shows the pictures one by one. Learners observe the sequence carefully. Teacher explains: First take bread. Then place cheese. Add tomato slices. Cover with another bread slice. Learners arrange the pictures in correct order.</p>	CG-5 Develops a positive attitude towards productive work and service or ‘Seva’	C-5.1 Engages in age-appropriate work at school and/or at home	Identify ingredients used in a sandwich.	
	Mathematics Book	Triangle	Making a Triangle with Clay	August (Day1)	August	Ask learners to make a triangle shape using their fingers.	Hands-on learning with clay.	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.	Identify the triangle shape and recognise its key features.	
	<b>Mathematics Book</b>		Introduction to Triangle Shape (Through Poem and Objects) PG.NO: 21	(Day2)		Ask learners to find square objects in the classroom.	“The teacher uses the play-way method, object observation, and interactive discussion to introduce the triangle shape.”	CG-7 Makes sense of the world around through observation and logical thinking	C-7.1 Observes and understands different categories of objects and the relationships between them.	Identify a triangle in pictures and real objects.	

	<b>Mathematics Book</b>		Triangle Shape Party Hat Activity	(Day3)		“Shape Hunt” “The teacher asks learners to find and point to any triangle-shaped object in the classroom.”	“The teacher uses the play-way method, demonstration, observation, colouring, and hands-on creative activity to help learners identify, Decorate, and understand the triangle shape.”	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Identifies triangles in concrete and visual forms.	
	<b>Mathematics Book</b>		Identifying Triangle Shapes in Pictures PG.NO: 22	(Day4)		“Triangle Clap” Learners clap 3 times when the teacher shows a triangle card.	Teacher introduces the triangle shape using flashcards and real-life 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	Identify and colour triangles in the picture.	
	<b>Mathematics Book</b>	Rectangle Shape	Identifying Rectangle Shapes in Daily Objects	August (Day1)	August	“The teacher shows real-life objects like a book, chocolate bar, and door and asks learners to identify the rectangle shape through a fun guessing game.”	“The teacher uses the play-way method, demonstration, observation, questioning, and hands-on clay activity to help learners identify and create rectangle shapes.”	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	Recognise a rectangle and identify its features.	
	<b>Mathematics Book</b>		Introduction to Rectangle Through Poem Tracing Rectangle Shapes PG.NO: 23 Worksheet	(Day2)		“The teacher recites a rectangle poem with actions and asks learners to identify rectangle shapes in the classroom.”	Play-way method, Poem recitation, audio-visual learning, flash cards, observation, and tracing activity to teach the rectangle shape.”	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Identify rectangles in the poem and pictures.	

	<b>Mathematics Book</b>		Identifying Rectangle Shapes Around Us	(Day3)		“The teacher shows different shape blocks and encourages learners to identify and name the shapes through playful interaction.”	Play-way method, observation, nature walk, questioning, sorting activity, and hands-on learning to help learners identify and classify rectangle shapes.”	CG-3 Develops a fit and flexible body	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.	Identify rectangles in their classroom and in nature.	
	<b>Mathematics Book</b>		Colour the picture PG.NO: 24 Worksheet	(Day4)		Colour hunt Game	Teacher introduces shapes and colours using flashcards.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Colour only the rectangular things.	
	<b>Mathematics Book</b>	Shape Animals	Identifying Shapes in Pictures PG.NO: 25	August (Day1)	August	“Shape Hunt” – Ask learners to quickly point to any circle, square, or triangle they can see in the classroom.	Learners participate in activity-based learning by identifying and colouring shapes.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Identify basic shapes - circle, square, triangle, rectangle in a picture.	
	<b>Mathematics Book</b>	Odd One Out	Identify the different Shape PG.NO: 26	September (Day1)	September	Game: “Find the Odd Shape”  Learners observe the shapes and point to the shape that is different from the others.	Teacher demonstrates how to compare shapes and identify the odd one in each set. Learners observe, circle, and name the different shape.	CG-3 Develops a fit and flexible body.	C-3.3 Shows precision and control in working with hands and fingers.	Identify objects based on shapes and observe similarities and differences.	
	<b>Mathematics Book</b>	Patterns	Patterns Around Us	September (Day1)	September	“What Comes Next?”  Teacher shows a simple pattern using claps or objects (clap–tap–clap–tap). Learners observe and continue the pattern.	Play Way Method  Teacher uses picture cards, matching games, and repetition activities to introduce patterns using clothes, animals, and fruits. Learners observe the repeating sequences, name the objects aloud, and continue the patterns through fun and interactive participation.	CG-3 Develops a fit and flexible body.	C-3.3 Shows precision and control in working with hands and fingers.	Identify simple repeating patterns.	

	<b>Mathematics Book</b>		Repeating Patterns PG.NO: 27	(Day2)		<p>“Pattern Train”</p> <p>Teacher starts a pattern using actions:</p> <p>Clap, tap, clap, tap</p> <p>Learners repeat and continue the same pattern.</p>	<p>Play Way Method</p> <p>Teacher uses picture cards, matching games, and pattern activities to help learners identify and continue repeating patterns through fun, observation, and active participation.</p>	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	Observe and identify patterns in familiar items like clothes, fruits, and animals.	<b>Assessment for Learning.</b>
	<b>Mathematics Book</b>	What Comes Next?	Completing the Pattern PG.NO: 28	September (Day1)	September	<p>Show a simple clap pattern: clap, tap, clap, tap. Ask learners: What comes next?</p>	The teacher uses a pattern strip to introduce repeating patterns.	CG-3 Develops a fit and flexible body.	C-3.3 Shows precision and control in working with hands and fingers.	Identify simple repeating patterns.	
	<b>Mathematics Book</b>	Colour the Shapes	Colouring Repeating Patterns PG.NO: 29	September (Day1)	September	<p>Colour”</p> <p>Teacher shows coloured shape cards (blue square, yellow square, red circle, green circle).</p> <p>Learners identify the colour and shape.</p> <p>Teacher says:</p> <p>“Find a blue square!”</p> <p>“Find a green circle!”</p> <p>Learners point to or pick the correct shape card</p>	Teacher introduces shapes and colours using flashcards.	CG-3 Develops a fit and flexible body.	C-3.3 Shows precision and control in working with hands and fingers.	Complete the pattern by colouring the shapes correctly.	
	<b>Mathematics Book</b>	Exploring Shapes with Rangometry Kit	Sorting and Comparing Shapes (Big and Small)	September (Day1)	September	Let learners freely pick and explore one piece each.	The teacher introduces materials using the Rangometry Kit.	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.	Develop confidence and social interaction skills.	

	<b>Mathematics Book</b>	Number Concept – 0	Introduction to 0 PG.NO: 30	(Day2)		Show two containers: one with objects and one empty. Ask: "What do you respond: "Nothing / empty see here?"	The teacher introduces the concept of zero using real-life objects.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Identify 0 through concrete examples.	
	<b>Mathematics Book</b>	Number 0	Identifying Zero Using Objects and Pictures PG.NO: 31	(Day3)		Show two bowls (one with blocks/beads and one empty). Ask: "Which bowl has nothing?"	The teacher uses real objects and flashcards to introduce the concept of zero.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Recall that 0 means nothing.	
	<b>Mathematics Book</b>		Circle and trace the number PG.NO: 32	(Day4)		<b>Clap and Repeat</b> – Teacher claps a pattern, children repeat it.		CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of Decemberimal place value system	Circle the correct number accurately.	
	<b>Mathematics Book</b>	Number 1	Introduction of number 1 PG.NO: 33	September (Day1)	September	<b>Action Game</b> – Teacher says "jump, clap, sit," children follow.	Play Way Method: Teacher uses a pond picture to introduce number 1. Learners observe, identify the single dark object, and colour it through a fun, activity-based learning process with guidance and discussion.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Children identify number 1	

	<b>Mathematics Book</b>		Circle the picture and trace the number PG.NO: 34	(Day2)		<b>Name Say Circle</b> – Each child says their name with an action.	Play Way Method: Teacher introduces number 1 using a set of objects. Learners identify the set with one object, circle it, and trace the number 1 through fun, activity-based learning.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Circle the correct number from a set of options.	
	<b>Mathematics Book</b>		Count and trace the picture PG.NO: 35	(Day3)		<b>Ball Pass</b> – Pass a ball and say a number or word.	Play Way Method: Teacher presents objects for counting, guides learners to count them aloud, and then trace the corresponding number through observation, discussion, and hands-on practice.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Trace the given number with proper formation.	
	<b>Mathematics Book</b>	Number 2	Introduction of number 1 PG.NO: 36	October (Day1)	October	<b>Freeze Dance</b> – Dance to music and freeze when it stops.	Teacher shows different pictures and guides learners to identify and match the same pictures through observation, discussion, and fun activity-based learning.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Children identify number 2	
	<b>Mathematics Book</b>		Trace the number PG.NO: 37	(Day2)		<b>Colour Call Out</b> – Teacher says a colour, children point to it.	Teacher demonstrates how to trace the number using finger movement in the air and on the worksheet. Learners observe, follow the pattern, and practice tracing the number with guidance and repetition in a fun, activity-based way.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Trace the given number with proper formation.	
	<b>Mathematics Book</b>		Colour the picture PG.NO: 38	(Day3)		<b>Hopscotch Counting</b> – Jump on drawn squares and say numbers.	Teacher presents a picture of vases and guides learners to identify the vase with two flowers and colour it through observation, counting, and fun activity-based learning.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Recognise different objects and pictures.	

	<b>Mathematics Book</b>	Number 3	Introductions of number 1 PG.NO: 39	October (Day1)	October	<b>Jump Over Object Count</b> – Jump over objects and count each jump	(Play Way Method): Teacher introduces number 3 using a bunny activity and explains that the bunny gets 3 carrot stickers. Learners count, paste three carrot stickers, and trace the number 3 through observation, hands-on activity, and guided practice.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Children identify number 3	
	<b>Mathematics Book</b>		Draw and trace the number PG.NO: 40	(Day2)		<b>Foot Tap Counting</b> – Tap feet on floor and count each tap.	(Play Way Method): Teacher demonstrates drawing lines and tracing number 3 on the worksheet. Learners observe, follow the strokes, and complete the tracing activity	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.5 Recognises and uses numerals to represent quantities up to 20 with the understanding of Decemnerimal place value system	Trace the given number with proper formation.	
	<b>Mathematics Book</b>		Count and trace PG.NO: 41	(Day3)		<b>Number Song Action</b> – Sing counting rhyme with body actions.	Teacher shows a picture and guides learners to count the objects, say the number aloud, and then trace the same number.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.5 Recognises and uses numerals to represent quantities up to 20 with the understanding of Decemnerimal place value system	Trace the given number with proper formation.	
	<b>Mathematics Book</b>	Number 4	Introductions of number 4 PG.NO: 42	October (Day1)	October	<b>Clap and Freeze Count</b> – Clap while counting, freeze when teacher says stop.	Teacher shows a picture and guides learners to count the objects, say the number aloud, and then trace the same number	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Children identify number 4	

	<b>Mathematics Book</b>		Colour and trace the number PG.NO: 43	(Day2)		<b>Group Hand Shake Count –</b> Shake hands and count each shake.	(Play Way Method): Teacher shows a picture of birds on a branch. Learners count the birds, identify the number, and colour the picture through observation and fun activity-based learning.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.5 Recognises and uses numerals to represent quantities up to 20 with the understanding of Decemberimal place value system.	Trace the given number with proper formation.	
	<b>Mathematics Book</b>		Count and trace the number PG.NO: 44	(Day3)		<b>Clap &amp; Stop Game –</b> Clap till a number is called, then stop and say it.	Teacher demonstrates colouring and tracing the number. Learners observe, follow the strokes, and complete the activity through guided practice, repetition, and hands-on learning.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.5 Recognises and uses numerals to represent quantities up to 20 with the understanding of Decemberimal place value system.	Trace the given number with proper formation.	
	<b>Mathematics Book</b> Activity Book	The Beehive	Rhymes PG.NO: 45 PG.NO: 26	October (Day1)	October	<b>Ball Catch Count –</b> Catch a ball and say the next number.	Teacher recites The Beehive rhyme with actions and voice modulation. Learners listen, repeat lines, and imitate buzzing actions. The activity is made engaging through rhythm, movement, and repetition to enhance language and listening skills.	CG-9 Develops effective communication skills for day-to day interactions in two languages	C-9.1 Listens to and appreciates simple songs, rhymes, and poems.	Listen and enjoy simple rhymes with interest.	<b>Assessment of Learning.</b>
	<b>Mathematics Book</b>	Number 5	Introducti on of number 5 PG.NO: 46	October (Day1)	October	<b>Number Flash Game –</b> Show flashcards quickly and say the number.	Teacher introduces number 5 by showing different objects and encourages learners to observe, identify, and count items that are 5 in number through fun, activity-based learning.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Children identify number 5	
	<b>Mathematics Book</b>		Count and trace the number PG.NO: 47	(Day2)		<b>Number Clap Circle –</b> Sit in a circle and clap while counting one by one.	Teacher demonstrates colouring the picture and tracing number 5. Learners observe carefully, follow the strokes, and complete the activity through guided practice, repetition, and hands-on learning.	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.	Trace the given number with proper formation.	

	<b>Mathematics Book</b> Activity Book		Count and Match PG.NO: 48 PG.NO: 9	(Day3)		<b>Number Ball Roll</b> – Roll a ball and say the next number.	Teacher presents objects for counting and number cards for matching. Learners count the objects and match them with the correct number through observation, discussion, and fun activity-based learning.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Match the correct number with the corresponding group of objects.	
	<b>Mathematics Book</b> Activity Book	Fruit Match -Up	Count and Match PG.NO: 49 PG.NO: 19	October (Day1)	October	<b>Line Jump Game</b> – Jump over a line and count jumps.	Teacher shows different fruits and demonstrates counting them. Learners observe, count the fruits, and match the correct number using finger counting through fun, hands-on, activity-based learning.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Match the correct number with the corresponding group of objects.	
	<b>Mathematics Book</b>	I Can Count	Count and Write PG.NO: 50	October (Day1)	October	<b>Number Action Cards</b> – Show card and do action that many times.	Teacher presents objects for counting and guides learners to count them aloud, then write the correct number through observation, discussion, and guided practice.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Develop basic number recognition and writing skills.	
	<b>Mathematics Book</b>	Number 6	Introduction of number 5 PG.NO: 51	November (Day1)	November	<b>Hand Tap Count</b> – Tap hands with partner and count each tap.	Teacher introduces number 6 using a playground picture with dogs. Learners observe the scene, count the 6 dogs aloud, and identify the number through fun, activity-based learning and guided discussion.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Children identify number 6	
	<b>Mathematics Book</b>		Trace the number PG.NO: 52	(Day2)		<b>Number Whisper Game</b> – Teacher whispers a number, children repeat loudly.	Teacher presents number 6 through a picture activity and encourages learners to observe and count the 6 dogs in the playground. Learners respond with appreciation and reinforce the concept through fun, interactive learning.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Trace the given number with proper formation.	


	<b>Mathematics Book</b>		Circle ,Count and Colour the object  PG.NO: 53	(Day3)		<b>Colour Count Game</b> – Count objects of same colour.	Teacher guides learners to circle, count, and colour the objects in the picture. Learners observe carefully, identify the correct set, and complete the activity through fun, hands-on, guided practice.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Develop basic number recognition and writing skills.	
	<b>Mathematics Book</b>	Number 7	Introducti on of number 7  PG.NO: 54	November (Day1)	November	<b>Hand Tap Count</b> – Tap hands with partner and count each tap.	Teacher introduces number 7 using a farm picture with animals. Learners observe, count the 7 animals, and identify number 7 through fun, interactive, and activity-based learning with guidance.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3  Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Children identify number 7.	
	<b>Mathematics Book</b>		Colour and trace the number  PG.NO: 55	(Day2)		<b>Number Train</b> – Stand in correct number order.	Teacher demonstrates colouring the picture and tracing the number. Learners observe, follow the strokes, and complete the activity through guided practice, repetition, and hands-on learning.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Trace the given number with proper formation.	
	<b>Mathematics Book</b> Activity Book		Paste the sticker  PG.NO: 56  PG.NO: 24	(Day3)		<b>Hop on Numbers</b> – Hop on floor numbers.	Teacher guides learners to paste leaf stickers on the tree picture. Learners observe, place the correct number of stickers, and complete the activity through fun, hands-on, activity-based learning.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Identify and recognise different pictures or objects on stickers.	
	<b>Mathematics Book</b>	Number 8	Introducti on of number 5  Count and colour them  PG.NO: 57	November (Day1)	November	<b>Object Counting</b> – Count pencils, beads, blocks.	Teacher introduces number 8 using a picture of an Octoberopus. Learners observe, count the 8 arms, and colour them through fun, hands-on, activity-based learning.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3  Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Children identify number 8	

	<b>Mathematics Book</b>		Circle and trace the number PG.NO: 58	(Day2)		<b>Ball Toss Counting</b> – Toss a ball and count each throw.	Teacher guides learners to circle the correct set of objects and trace the number 8 through observation, counting, and fun hands-on practice.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Trace the given number with proper formation.	
	<b>Mathematics Book</b>		Count and trace PG.NO: 59	(Day3)		<b>Ball Toss Counting</b> – Toss a ball and count each throw.	(Play Way Method): Teacher guides learners to count objects, say the number 8 aloud, and trace the number 8 through observation, discussion, and fun hands-on practice.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Trace the given number with proper formation.	
	<b>Mathematics Book</b>	Number 9	Introduction of number 5 PG.NO: 60	November (Day1)	November	<b>Finger Counting Fun</b> – Show numbers using fingers and repeat.	Teacher introduces number 9 using a cake picture with candles. Learners observe, count the 9 candles, and identify number 9 through fun, interactive, activity-based learning.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3  Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Children identify number 9	
	<b>Mathematics Book</b> Activity Book		Count and circle the picture PG.NO: 61 PG.NO: 23	(Day2)		<b>Count and Clap</b> – Children clap and count 1–10 together.	(Play Way Method): Teacher guides learners to count the objects, circle the correct set, and trace number 9 through observation, discussion, and hands-on activity-based learning.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Trace the given number with proper formation.	
	<b>Mathematics Book</b>		Colour the picture PG.NO: 62	(Day3)		<b>Number Song</b> – Sing a simple counting rhyme (1–10).	(Play Way Method): Teacher guides learners to identify the necklace and colour 9 beads on it through counting, observation, and fun, hands-on activity-based learning.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Recognise and identify pictures and objects.	

	<b>Mathematics Book</b>	Number 10	Introduction of number 5 PG.NO: 63	November (Day1)	November	<b>Jump Counting</b> – Jump and count 1 to 10 together.	Teacher introduces number 10 using a jungle picture. Learners observe, count the 10 animals, and identify number 10 through fun, interactive, and activity-based learning.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Children identify number 10	
	<b>Mathematics Book</b>		Colour and trace the number PG.NO: 64	(Day2)		<b>Number Call Out</b> – Teacher says a number, children show it on fingers.	(Play Way Method): Teacher introduces number 10 using a jungle picture. Learners observe, count the 10 animals, and trace and colour the number 10 through fun, activity-based learning.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Trace the given number with proper formation.	
	<b>Mathematics Book</b>		Join the dots PG.NO: 65	(Day3)		<b>Hop on Numbers</b> – Numbers placed on floor, children hop and say them.	(Play Way Method): Teacher guides learners to join the dots in sequence, observe the completed picture, and colour it through fun, hands-on, activity-based learning.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Join dots in proper sequence to form a complete picture.	
	<b>Mathematics Book</b>	Count and Match	Count the Correct Number PG.NO: 66	December (Day1)	December	<b>Number Hunt</b> Children search for hidden number cards in the classroom and say the number loudly when they find one.	Play Way Method Learners observe and count the animals in each box.  Teacher uses fun questioning and number games during counting.  Learners point, count aloud, and match the correct number happily.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Recognise numbers shown in different sets of objects.	

	<b>Mathematics Book</b>	Number Chain	Trace the number  PG.NO: 67	December (Day1)	December	Clap the Number  Teacher shows a flashcard and children clap according to the number shown.	Play Way Method  Teacher introduces numbers (1–10) using flashcards and real-life examples. Learners observe and identify the numbers orally. Teacher demonstrates correct number formation on the board using slow step-by-step strokes and finger tracing in the air.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Children recognize number sequence.	<b>Assessment for Learning</b>
	<b>Mathematics Book</b>	Number 11	Introduction of number 11  PG.NO: 68	December (Day1)	December	Number Train  Children stand in a train line holding number cards in sequence from 1–10.	Play Way Method  Teacher shows a picture of stars in the night sky and asks learners to count them. Children count aloud and reach 11. Teacher introduces number 11 and explains its formation as 1 and 1 make 11.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3  Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Children identify number 11.	
	<b>Mathematics Book</b>		Colour and trace the number  PG.NO: 69	(Day2)		Hop on Numbers  Numbers are drawn on the floor, and children hop on the called-out number.	Play Way Method  Teacher shows a picture of 11 stars and asks learners to count them. After counting, teacher introduces Number 11 and demonstrates its formation.  Learners then colour the stars and trace number 11 in their worksheets while saying the number aloud.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Children recognise and trace the number correctly.	
	<b>Mathematics Book</b>	Number 12	Introduction of number 12  PG.NO: 70	December (Day1)	December	Pass the Ball Count  Children pass a ball while counting numbers together aloud.	Play Way Method  Teacher introduces Number 12 and explains that it is formed by 1 and 2 together. Teacher demonstrates writing and tracing of 12 on the board using step-by-step strokes.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3  Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Children identify number 12	

	<b>Mathematics Book</b> Activity Book		Count and Match the number  PG.NO: 71 PG.NO:27	(Day2)		Finger Number Fun  Teacher says a number and children show it using their fingers.	Play Way Method  Teacher shows a set of objects and asks learners to count up to 12. After counting, teacher introduces Number 12 and demonstrates it on the board.  Learners then match and place the number 12 card with the correct set. Teacher guides and encourages students during the activity.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Children recognise and trace the number correctly.	
	<b>Mathematics Book</b>	Number 13	Introduction of number 13  PG.NO: 72	January (Day1)	January	Count and Dance  Children dance freely and freeze when teacher calls a number, then make groups of that number.	Play Way Method  Teacher shows a picture of 13 ants and asks learners to count them aloud. After counting, teacher introduces Number 13 and demonstrates its formation on the board.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3  Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Children identify number 13	
	<b>Mathematics Book</b>		Colour and trace the number  PG.NO: 73	(Day2)		Number Basket Toss  Children toss balls into a basket and count how many went inside.	Play Way Method  Teacher uses a fun play-based activity by showing colourful pictures/objects to learners and asks them to count aloud. Children participate actively and enjoy counting together.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Children recognise and trace the number correctly.	
	<b>Mathematics Book</b>	Number 14	Introduction of number 14  PG.NO: 74	January (Day1)	January	Magic Number Bag  Children pick a number card from a bag and say the number with confidence.	Play Way Method  Teacher creates a pond scene using pictures/flashcards and introduces number 14 in a playful way.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3  Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Children identify number 14	

	<b>Mathematics Book</b>		Colour and trace the number  PG.NO: 75	(Day2)		Count the Toys  Teacher places toys on the mat and children count them together aloud.	Teacher shows ice cream pictures and introduces number 14 through a fun activity. Learners observe and count the ice creams carefully.  Learners colour 14 ice creams while counting aloud from 1 to 14. After colouring, learners trace number 14 on dotted lines neatly.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Children recognise and trace the number correctly.	
	<b>Mathematics Book</b>	Number 15	Introduction of number 15  PG.NO: 76	January (Day1)	January	Pass the Smile  How: Teacher smiles at first kid. That kid smiles at next kid. Pass it around. See how fast it goes.	Teacher shows colourful butterfly pictures and creates a joyful learning environment.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3  Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Children identify number 15	
	<b>Mathematics Book</b>		Colour and trace the number  PG.NO: 77	(Day2)		Animal Freeze Dance  How: Play music. Kids dance like an animal. Stop music, everyone freeze.  Example: "Dance like a monkey"  , then freeze!	Teacher shows a face picture with lines and introduces number 15 through a fun colouring activity.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Children recognise and trace the number correctly.	
	<b>Mathematics Book</b>	Count and Write	Count and write the number  PG.NO: 78	January (Day1)	January	Colour Touch Race  How: You shout a colour. Kids touch something that colour fast.  Example: "Touch RED!" Kids run to touch red bag, red chart.	Teacher shows pet pictures and encourages learners to observe carefully. Learners count the pets one by one aloud and write the correct number in the box.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Write numbers with proper formation and direction.	

	<b>Mathematics Book</b> Activity Book	Join the Dots	Colour the Picture  PG.NO: 79 PG.NO: 32	January (Day1)	January	Name + Action Jump  How: Kids stand in circle. One by one, say name + do a fun action. All others copy.	Teacher shows a dotted picture and explains how to join the dots step by step. Learners observe carefully and connect the dots in the correct order to complete the picture.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Join dots in proper sequence to form a complete picture.	<b>Assessment for Learning</b>
	<b>Mathematics Book</b>	Number 16	Introducti on of number 16  PG.NO: 80	February (Day1)	February	Action Rhyme  Clap your hands  Tap your fingers  Roll your hands  👉 Prepares muscles for activity	Teacher introduces number 16 using objects and encourages learners to observe carefully.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3  Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Children identify number 16	
	<b>Mathematics Book</b>		Colour and trace the number  PG.NO: 81	(Day2)		Finger Warm-up Game  👉 Ask children to:  Open and close fists  Wiggle fingers  Tap fingers on desk	Teacher shows a pineapple picture with circles and introduces number 16 through a fun colouring activity.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Children recognise and trace the number correctly.	
	<b>Mathematics Book</b>	Number 17	Introducti on of number 17  PG.NO: 82	February (Day1)	February	Action Song  👉 Sing with actions:  Clap your hands  Stamp your feet  Turn around.	Teacher shows colourful bird pictures and creates a joyful learning environment.  Teacher says:  👉 “Let’s count the birds together!”  Learners observe and count 17 birds one by one aloud from 1 to 17 using finger actions	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3  Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Children identify number 17	

	<b>Mathematics Book</b>		Colour and trace the number  PG.NO: 83	(Day2)		Freeze Dance Children dance When music stops, freeze	Teacher shows a picture and number tracing worksheet. Learners observe the picture carefully.  Learners colour the picture neatly and trace the given number on dotted lines.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Children recognise and trace the number correctly.	
	<b>Mathematics Book</b>	Number 18	Introduction of number 18  PG.NO: 84	February (Day1)	February	Magic Clap Game Teacher says "Magic clap" Children clap in different styles (slow/fast)	Teacher creates a Christmas theme using pictures of a Christmas tree and gifts. Learners observe the picture with excitement. Teacher says: "Let's count the gifts under the Christmas tree!"  Learners count 18 gifts one by one aloud from 1 to 18 using finger actions.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Children identify number 18	
	<b>Mathematics Book</b>		Colour and trace the number  PG.NO: 85	(Day2)		Clap Hand (3times)	Teacher shows a picture and number 18 tracing worksheet. Learners observe the picture carefully.  Learners colour the picture neatly and trace number 18 on dotted lines.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Children recognise and trace the number correctly.	
	<b>Mathematics Book</b>	Number 19	Introduction of number 19  PG.NO: 86	February (Day1)	February	Turn and Jump(3times)	Teacher shows colourful pictures and introduces number 19 in a joyful way.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3 Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Children identify number 19	

	<b>Mathematics Book</b>		Colour and trace the number  PG.NO: 87	(Day2)		Blink & Freeze  Blink eyes $\neq$  Freeze like statue 5 when teacher says stop	Teacher shows a picture and number 19 tracing worksheet. Learners observe carefully.  Learners colour the picture neatly and trace number 19 on dotted lines.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Children recognise and trace the number correctly.	
	<b>Mathematics Book</b>	Number 20	Introducti on of number 20  PG.NO: 88	February (Day1)	February	Listen & Do  Teacher says: "Clap hands S"  "Touch head " Children follow	Teacher shows different objects and introduces number 20 through playful interaction.	CG-8 Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-8.3  Counts up to 20 both forwards and backwards, and in groups of 5s and 10s	Children identify number 20	
	<b>Mathematics Book</b>		Colour and trace the number  PG.NO: 89	(Day2)		Clap Pattern Game  Teacher claps: SS  Children copy same pattern	Teacher shows a picture and number tracing worksheet. Learners observe the picture carefully.  Learners colour the picture neatly and trace the given number on dotted lines.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Children recognise and trace the number correctly.	<b>Assessment for Learning</b>
	<b>Mathematics Book Activity Book</b>	Before and After	Write the number  PG.NO: 90 PG.NO22	March (Day1)	March	Touch & Tell  Touch any object  Say its name aloud.	Teacher introduces number sequence using flashcards and playful counting activities. Learners observe the numbers carefully.  Teacher explains the concept of before and after numbers through examples and counting aloud.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Children understand the concept of before and after.	
	<b>Mathematics Book Activity Book</b>	Number Maze	Colour the Path  PG.NO: 91 PG.NO21	March (Day1)	March	Number Jump Game  Place number on floor  Say a number	Teacher shows a number maze and explains how to follow the correct number path.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Follow numbers in correct order through the maze.	

	<b>Mathematics Book</b> Activity Book	Missing Number	Fill in the missing  PG.NO: 92 PG.NO: 28and 29	March (Day1)	March	What's Missing? Show 2–3 objects  Hide one  Ask: “What is missing?”	Teacher introduces number sequence using flashcards and counting activities. Learners observe the numbers carefully.	CG-3 Develops a fit and flexible body	C-3.3 Shows precision and control in working with hands and fingers.	Children identify missing numbers in a sequence.	<b>Assessment of Learning.</b>
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