

## Annual Curriculum and Pedagogical Plan

Month	Unit	Topics covered/ Sub topics	No. of periods	Special activity	Learning outcomes	Assessment tool
April	1	<p><b>Numbers and Numeration</b></p> <p>-Digit formation</p> <p>-Numbers and number names (upto 999)</p> <p>-Hundred, Tens and Ones</p> <p>-Expansion of 3 digit numbers</p> <p>-Numbers on Abacus</p> <p>-Place value and Face value</p> <p>-Before, After and Between</p> <p>Comparison of 3 digit numbers.</p> <p>-Ascending and Descending order</p> <p>-Odd and Even numbers.</p>	24	<p>Digit cards.</p> <p>Place value game using digit cards 0-9.</p> <p>-Maths kit ( buttons, digit cards, ice-cream sticks number board)</p> <p>Bundles making activity.</p> <p>Activity of Abacus.</p> <p>After before activity.</p> <p>Activity of ordering things.</p> <p>Activity of making pairs.(Odd and even activity)</p>	<p>To develop a proper understanding of the number system. To enable the students to recognize the numbers by their place value and face value. To enable the students to identify the numbers collectively as the groups of ones, tens, and hundreds.</p>	<p>Weekly worksheet.</p> <p>MCQ related to the concepts.</p> <p>Mental maths related to concepts.</p> <p>Formative assessment.</p> <p>Diagnostic Assessment.</p> <p>Summative assessment.</p>

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May	2	<p><b>Shapes and Patterns.</b></p> <p>-Straight and Curved lines.</p> <p>-Shapes and Solids</p> <p>-Faces, Edges and corners.</p> <p>-Patterns</p>	15	<p>Touch and guess the shape activity.</p> <p>Block activity.</p> <p>Shapes activity using Maths kit.</p> <p>Patterns activity using Maths kit.</p> <p>Find the objects activity of different shapes in your surroundings.</p> <p>Making patterns using different leaf.</p> <p>Making patterns using colours.</p>	<p>Understanding shapes will enable students to be more in tune to the world around them and see the connections between objects, as well as being better able to appreciate artistic works.</p> <p>Students will be able to identify defining attributes of basic shapes.</p> <p>Students will be able to identify the number of sides that a triangle, rectangle, square, and circle have.</p>	<p>Weekly worksheet.</p> <p>MCQ related to the concepts.</p> <p>Mental maths related to concepts.</p> <p>Formative assessment.</p> <p>Diagnostic Assessment.</p> <p>Summative assessment.</p>
July	3	<p><b>Addition.</b></p> <p>-Recognizing the symbol + as the addition operator</p>	22	<p>Addition using concrete objects.</p> <p>Addition</p>	<p>add two two-digit numbers using column addition where no regrouping is</p>	<p>Weekly worksheet.</p> <p>MCQ related to the</p>

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		<p>-Adding 2-3 digit number with or without carry.</p> <p>-Addition facts</p> <p>-Regrouping of numbers.</p> <p>-Estimation</p> <p>-Practicing addition through statement sums and real-life scenarios.</p>		<p>activity using Maths kit.( Icecream sticks, buttons, coins, digit cards etc.)</p> <p>What makes 10?</p>	<p>required, make connections between concrete and abstract models of regrouping, identify whether regrouping will be required in an addition, add two two-digit numbers using column addition where regrouping of ones is required.</p>	<p>concepts.</p> <p>Mental maths related to concepts.</p> <p>Formative assessment.</p> <p>Diagnostic Assessment.</p> <p>Summative assessment.</p>
August	4	<p><b>Multiplication</b></p> <p>-Multiplication tables 2 to 10.</p> <p>-Multiplication Grid (1to10)</p> <p>-Multiplication Facts</p> <p>-Double the numbers and multiplication as repeated</p>	22	<p>Table activity using number board.</p> <p>Multiplication activity using Maths kit.(Icecream sticks, buttons, dice, digit cards)</p>	<p>Children should gain a conceptual understanding of multiplication so they can comprehend 'why' and 'how' the times table functions, rather than</p>	<p>Weekly worksheet.</p> <p>MCQ related to the concepts.</p> <p>Mental maths related to concepts.</p> <p>Formative</p>

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		<p>addition</p> <p>-Multiplying 2-3 digit numbers by 1 digit number</p> <p>-Practicing multiplication through statement sums.</p>			<p>just 'what' the answer is.</p> <p>use skip counting and doubling to multiply by 2,</p> <p>recite <math>\times 2</math> multiplication facts up to 20,</p> <p>identify patterns in multiples of 2 (including the fact that they are all even numbers) and use these to check answers.</p>	<p>assessment.</p> <p>Diagnostic Assessment.</p> <p>Summative assessment.</p>
September	5	<p><b>Subtraction</b></p> <p>-Recognizing the symbol - as the subtraction operator</p> <p>-Subtracting 2-3 digit number with or without borrowing.</p> <p>-Subtraction facts</p> <p>Relation between</p>	22	<p>Subtraction using concrete objects.</p> <p>Subtraction activity using Maths kit.( Icecream sticks, buttons, coins, digit cards etc.)</p>	<p>Understand subtraction as taking away and counting on to find the difference.</p> <p>Subtraction helps children to understand to associate numbers with objects and calculate and express losses using math</p>	<p>Weekly worksheet.</p> <p>MCQ related to the concepts.</p> <p>Mental maths related to concepts.</p> <p>Formative assessment.</p> <p>Diagnostic Assessment.</p>

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		<p>addition and subtraction</p> <p>-Estimate the difference</p> <p>-Practicing subtraction through statement sums and real-life scenarios</p>			language.	Summative assessment.
October	6	<p><b>Division</b></p> <p>-Division as equal distribution</p> <p>-Division as repeated subtraction</p> <p>-Relation between multiplication and division</p> <p>-Division using multiplication tables</p> <p>-Long division</p>	22	<p>Equal distribution of things. (Eraser, Pencil etc)</p> <p>Division activity using Maths kit.</p>	<p>determine that division is dividing objects into equal groups.</p> <p>define these terms: dividend, divisor, and quotient.</p> <p>recognize that division is the opposite of multiplication.</p> <p>describe the zero rule of division.</p>	<p>Weekly worksheet.</p> <p>MCQ related to the concepts.</p> <p>Mental maths related to concepts.</p> <p>Formative assessment.</p> <p>Diagnostic Assessment.</p> <p>Summative assessment.</p>
November	7	<p><b>Fraction</b></p> <p>-Fractional numbers</p> <p>-Types of fractions</p> <p><b>Data</b></p>	9	<p>Representing Fraction using paper, Chalk and other real objects.</p> <p>-Making</p>	<p>The learner will make equal parts of a whole.</p> <p>The learner will describe</p>	<p>Weekly worksheet.</p> <p>MCQ related to the concepts.</p>

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	8	<p><b>Handling</b></p> <p>Understanding Data</p> <ul style="list-style-type: none"> <li>-Listing things</li> <li>-Collecting things</li> <li>-Recording and reporting data.</li> </ul>	9	<p>fraction model</p> <p>Fraction game using icecream sticks or buttons and dice.</p>	<p>Equal parts of whole objects.</p> <p>The learner will make halves and fourths of circles and rectangles.</p> <p>The student will be able to:            Define fraction, numerator, denominator, fraction bar, unit fraction, and multiple.            Identify the number of shaded parts and the number of equals parts in a shape (circle, rectangle).            Identify a fraction by comparing the number of shaded parts to the number of equal parts.</p> <p>Students will be able to collect,</p>	<p>Mental maths related to concepts.</p> <p>Formative assessment.</p> <p>Diagnostic Assessment.</p> <p>Summative assessment.</p>
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December	9	<b>Money</b> -Indian currency -Read and Write money -Addition and Subtraction of rupees and paise.	14	Money activity using fake coins and notes. Shop area activity. Craft a water bottle piggy bank.	students will be able to: explain money and the factors that determine its value. compare and contrast currency values in different economies. relate the value of money to personal consumption. helps them to prepare for the real world and comprehend how much things cost and how to make change.	Weekly worksheet. MCQ related to the concepts. Mental maths related to concepts. Formative assessment. Diagnostic Assessment. Summative assessment.
January	10	<b>Time and Calendar</b> -Reading time -O' clock time -Half past or to	15	-Calendar of the class. Reading clock activity. Clock making	Students will be able to use and interpret calendars, as well as how to read and write dates.	Weekly worksheet. MCQ related to the concepts.

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		<p>and Quarter past or to.</p> <p>-Days of the week.</p> <p>-Months in a year.</p> <p>-Calendar.</p> <p>-Seasons in a year.</p>		<p>activity.</p> <p>Daily routine activity.</p>	<p>Students will learn about the relationship between days, weeks, months, and years.</p> <p>Students will be able to tell (read) time on digital and analog (traditional) clocks.</p> <p>Students will understand the break down of hours into minutes.</p> <p>Students will perform mathematical operations on their clocks; adding and subtracting time in 60 and 30 minute values.</p>	<p>Mental maths related to concepts.</p> <p>Formative assessment.</p> <p>Diagnostic Assessment.</p> <p>Summative assessment.</p>
February	11	<p><b>Measurement</b></p> <p>-Measuring length</p> <p>-Introduction</p>	18	<p>comparing sizes activity.</p> <p>Measure by the foot</p>	<p>Estimate lengths using units of inches, feet, centimeters,</p>	<p>Weekly worksheet.</p> <p>MCQ related to the</p>



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		<p>of m and cm</p> <p>-Addition and subtraction of length</p> <p>-Measuring weight</p> <p>-Introduction of kg and g</p> <p>-Addition and Subtraction of weight</p> <p>-Measuring capacity</p> <p>-Introduction of l and ml</p> <p>-Addition and Subtraction of capacity.</p>		<p>activity.</p> <p>Line up by size.</p> <p>Learn to use a balance scale.</p> <p>Experiment with measuring cups and spoons.</p> <p>Estimate the height of a tree.</p> <p>Measurement of different food packets.</p>	<p>and meters. *</p> <p>Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p>find the capacity of a container in nonstandard units,</p> <p>measure the volume of liquid in a container in nonstandard units,</p> <p>identify the most appropriate capacities for different objects,</p> <p>compare volumes and capacities.</p>	<p>concepts.</p> <p>Mental maths related to concepts.</p> <p>Formative assessment.</p> <p>Diagnostic Assessment.</p> <p>Summative assessment.</p>
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