KENDRIYA VIDYALAYA SANGATHAN: CHENNAI REGION
SPLIT UP SYLLABUS 2021-22

CLASS: II   **SUBJECT: MATHS**

S.NO.	MONTH	CHAPTER	NO OF WORKING DAYS / WEEK	NO OF ONLINE PERIODS
1	JUNE	BRIDGE COURSE	08	04
2	JULY	1. WHAT IS LONG? WHAT IS ROUND?	4 WEEKS	04
3		2. COUNTING IN GROUPS		08
4	AUGUST	3. HOW MUCH CAN YOU CARRY?	4 WEEKS	04
5		4. COUNT IN TENS		08
6	SEPTEMBER	5. PATTERNS	4 WEEKS	04
7		6. FOOT PRINTS		04
8		7. JUGS AND MUGS		04
9	OCTOBER	8. TENS AND ONES	2 WEEKS	06
10	NOVEMBER	9. MY FUN DAY	4 WEEKS	05
11		10. ADD OUR POINTS		07
12	DECEMBER	11. LINES AND LINES	3 WEEKS	04
13		12. GIVE AND TAKE		05
14	JANUARY	12. GIVE AND TAKE (CONTD…)	4 WEEKS	08
15		13. LONG STEPS		04
16	FEBRUARY	14. BIRDS COME AND GO	4 WEEKS	07
17		15. HOW MANY PONYTAILS?		05
18	MARCH	*SESSION ENDING EXAM*		

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		SPLITUP OF SYLLABUS- 2021-2022						
		CLASS : 2				SUBJECT : MATHS		
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JUNE	4	BRIDGE COURSE	Knowledge Number sense /Shapes and space	i.Recapitulation of concepts learned in class 1	i.To be able to recall the concepts already learned	Identifying numbers and shapes	https://drive.google.com/file/d/1MjTZHAefRTZpQ3eo87I2T4Pl-vXFMRVe/view?usp=sharing	Oral
JULY	4	1) What is long, What is round?	Understanding – i. Physical attributes of 2D shapes and 3D objects (long, flat, round, edge, corner- to be discussed)	i. Identifing flat and round objects	i. Learner is able to describe 2D shapes and 3D objects with their observable characteristics.	Describing the solid shapes and their physical attributes by observations/sense of touch	https://youtu.be/KzR4b1h6qZQ	Worksheets
			ii. Similarities and differences among their physical attributes.	ii. Sorting and matching the 3D objects with corresponding 2D shapes.	ii. Learner is able to identify and correlate 3D objects with 2D shapes	Matching shapes with objects around us.	https://drive.google.com/file/d/1AcakDEJP6tYbsxeTlt3G0IYbt7Stzq4N/view	
			iii. Classification of objects which roll, slide and do both	iii. Identifyiing the objects which can roll/slide/both	iii. Learner is able to distinguish objects that roll, slide & both	Hands on activity using objects for rolling, sliding and both.	https://drive.google.com/file/d/1xJ5sPm5roQYKIj86t3KKkmeTMqHDymW1/view	
JULY	8	2) Counting in groups	Knowledge - i. Numerals 1 – 99 and their number names.	i. Counting (concretely/pictorially/symbolically) and reciting number names.	i. Learner is able to read and write numerals and number names upto 99.	Engaging the children in counting with physical activities.For ex- how many times can you hop? (teacher or parent)	TLM-Daily utility material (Newspaper,currency notes,wrappers etc) Teaching Aid- Number cards	

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JULY		2) Counting in groups	Understanding- a. forward /backward counting b. Number before/after/between	ii.Number sequences in numerals upto 99	ii.Learner is able to recite numbers in forward /backward counting and identifying numbers before/after/ between	Identifying the numbers using number chart	TLM- Objects in the immediate environment	
				iii. Estimatng the number of objects and checking by counting in groups.	iii. Learner is able to count in groups.	Showing different objects (teacher / parent) and asking the child to estimate the number and then actually count them.	TLM- Objects in the immediate environment	Worksheets
			iv. Comparing objects in terms of less than or more than (< , >.=)	iv. Comparing numbers	iv. Learner is able to compare numbers in terms of more than/ less than and <, >,=	Showing a packet of biscuits and asking whether it contains biscuits less than 20 / more than 20 and then counting them. Picking out number cards for <,>,=	Online resources - https://youtu.be/0CWWNzprEQ4	Cycle Test/Google form

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JULY		2) Counting in groups	v. Ordinal numbers	v.Understanding the position of an object in a sequence	v. Learner is able to identify the position of objects in a sequence.	Demonstration by displaying objects on the table.(teacher) Making family members stand ,assign position, asking child to tickle second person or shake hand with fifth person etc.(parent)	https://drive.google.com/file/d/1nR6vX8i7nRo9O_MyjTOxz3nwx3Xg37VD/view?usp=sharing	
AUGUST	4	3) How much can you carry?	**Understanding** i. Estimating weight of different objects (light/heavy)	i. Weights of everyday objects (concrete , pictorial)	i. Learner is able to realise whether an object is light/heavy	Lifting and listing(oral) objects – a child/ parent - can lift /cannot lift	https://youtu.be/Fb7_iJyBP_g	Cycle Test Google form-
			ii. Comparison of weights	ii. Comparing and ordering relative weights of everyday objects using hands/ a simple balance	ii. Learner is able to compare objects as lighter /heavier	Placing 2 different objects on the pans and finding out why one pan goes up ? (Using simple balance/Holding objects in Hands)	Teaching Aid-Simple Balance TLM-Objects in Immediate Environment https://drive.google.com/file/d/1UgmhRRoTiJIFfbgAQmjN63fx8h1hul1i/view?usp=sharing	
	8	4) Counting in Tens	**Understanding** i. Grouping in 10 s and counting	i. Writing the objects and forming bundles of 10	i. Learner is able to make bundles of 10	Making bundles of 10 using some concrete objects	Online resources : https://youtu.be/-gmEe0-_ex8	

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AUGUST		4) Counting in Tens	ii. Number sense (only pictorial form)	ii. Writing 2-digit numbers into 10s and 1s (refer worksheet)	ii. Learner is able to write the given numbers in 10 s and 1 s 24 =20 + 4 (24 is in pictorial form)	Observing the picture and writing the number	Teaching aid- Ice cream sticks TLM- Broom stick(straw/Ice cream sticks)	
			Problem solving ability iii.Verbal problems based on grouping (refer NCERT reader)	iii. Verbal problems related to daily life	iii. Learner is able to solve verbal problems related to grouping	Solving verbal problems from daily life situations	https://youtu.be/Bd_GFfx-yIM https://drive.google.com/file/d/1XiG7bchMP7VKO4l1kL7BNHvfuLj29Gb_/view?usp=sharing	
SEPTEMBER	4	5) Patterns	**Understanding** i. Patterns in daily life- shapes and designs	i. Observing and identifying the rule in patterns in daily life and extending the pattern .	i. Learner is able to identify the patterns of shapes and designs.	observing different patterns based on shapes and designs in objects in immediate environment	TLM- Objects available in immediate environment. Teaching aid- Objects available in immediate environment	Cycle Test Google form-

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SEPTEMBER		5) Patterns	ii. Number pattern (only skip counting) - 2/5/10	ii. Laying a great foundation for number sense	ii. Learner is able to complete the number patterns counting by 2s, 5s and 10s (skip counting)	Reciting skip counting by 2s,5s & 10s	Patterns with numbers and alphabets https://diksha.gov.in/pla y/collection/do_3131034 7501430374411038?refe rrer=utm_source%3Dmo bile%26utm_campaign %3Dshare_content&con tentId=do_31310504796 354150412609	
			iii. Patterns in numbers /alphabets/designs	iii. Identifing the rule in any pattern and extending it.	iii. Learner is able to extend the given patterns as well as create patterns on numbers, alphabets & designs	Creating different kinds of patterns.(using leaves, number,alphabets shapes etc)	Video link : https://youtu.be/QovRsg Tcvv8 https://drive.google.com /file/d/1- ud5QSJJW2rE0xpEFRY CM4YN5uUFJKpC/vie w?usp=sharing	
SEPTEMBER	4	6) Footprints	Knowledge i. Common 2D shapes (circle, rectangle, square,triangle)	i. Identifying simple 2D shapes within an image	i. Learner is able to describe basic 2D shapes with their names	Tracing few things like leaves, pebbles, stick, bangle on the notebook	Online resources https://diksha.gov.in/pla y/content/do_313086307 90825574412182	
			ii .Key features of 2 D shapes.	ii. Creating own images using 2D shapes.	ii. Learner is able to create pictures using 2D shapes	Drawing pictures using different shapes like	https://youtu.be/JvEZwk fbBDM	

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SEPTEMBER		6) Footprints	**Understanding** iii. Features of 3D objects in everyday life-sphere,cube, cuboid and cone	iii. Identifying common 3D shapes and establishing correspondence with everyday objects	iii. Learner is able to recognise the shapes of surface of the 3D objects and corresponds with everyday objects.	Tracing the different surfaces of the same utensil.	TLM-Objects in the immediate environment Toys of Animals- Hands on activity	
						Tracing the hands of family members and footprints of animals (If available)	https://drive.google.com/file/d/1T9lyZ2BqqkxTHOWwEdLpha_DhOfJRYjf/view?usp=sharing	
SEPTEMBER	4	7) Jugs and Mugs	**Understanding** i. Capacity of containers used in daily life	i. Estimating capacities of everyday objects using non- standard units	i. Learner is able to Estimate the capacity of different containers.	Filling different containers with a same smaller cup or a glass to estimate the capacity.	TLM- Different containers in the immediate environment TLM – mugs and buckets	
			ii. Comparison of capacity of different containers	ii. Comparing the capacities of everyday objects and ordering them using non-standard units	ii. Learner is able to compare the capacity of different containers	Engaging the children in comparing the capacity of different utensils in the house and finding their relations (more /less)	Online resources https://www.youtube.com/watch?v=kMyIngFpao0	
			iii. Consumption of amount water in daily activities and principle of water conservation	iii. Estimating consumption of water in daily activities	iii. Learner is able to estimate the amount of water necessary for various activities in our daily life	Asking the child to count how much water (mug /bucket) is used in their house for various daily activities like bathing, drinking, etc., and recording the observations	https://drive.google.com/file/d/1ao_M6fIyc4A4aKaXw_yK-zMfpiwR10b0/view?usp=sharing	

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OCTOBER	**8**	**8) Tens and Ones**	**Understanding** i. Place, place value and expansion of 2 digit numbers	i. Expanding 2 digit numbers in tens and ones and vice versa	i. Learner is able to split the numbers in tens and ones and vice versa.	Drawing 10 s and 1s token cards for the given numbers	Teaching aid – Token cards TLM-Fake currency notes	Cycle Test Google form-
			ii. Forming all possible two digit numbers iand identifying Greatest/smallest from them	ii. Forming different numbers using the given two single digit numbers and find the greatest and smallest 2 digit numbers	ii. Learner is able to form all possible 2 digit numbers using the given numbers. (without / with repetition of numbers) (Greatest/smallest also)	Forming all possible 2 digit numbers using number cards	Online resources : https://youtu.be/JHlsYHulbQ8	
			iii. Tens and ones in currency notes	iii. Representing the amount (up to Rs. 99) using 10 rupee notes and 1 rupee coins and vice versa	iii. Learner is able to tell the no of 10 rupee notes and 1 rupee coins for a given amount and vice versa.	Drawing 10 rupee notes/1 rupee coins for any given amount.	Online Resources : https://diksha.gov.in/play/content/do_31308646128026419214185	
			iv. Verbal problems related to tens and ones	iv .Solving verbal problems	iv. Learner is able to solve verbal problems in daily life.	Working out verbal problems (refer page 64)	https://drive.google.com/file/d/1fYpuXQ9Hz5IObHGH9g15y9X6zyyOslvs/view?usp=sharing	

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NOVEMBER	5	9) My Funday	**Understanding** i. Days of the week & concept of yesterday/ today /tomorrow	Recognizing, sequencing and writing the days of the week	Learner is able to identify days of the week and answer to the context (yesterday, today and tomorrow)	Reciting rhymes on days of the week	TLM – Calendar Teaching Aids- Calendar	Cycle Test Google form-
			ii. Months of the year	Recognizing, sequencing and writing months of the year	Learner is able sequence and write the given months of a year	Counting of months on knuckles.	Resources – Video link https://youtu.be/mXMofxtDPUQ	
			iii. Number of days in months of the year	Months with 30 days,months with 31 days and the shortest month	Learner is able to identify the number of days in different months.	Counting of months on knuckles Telling the number of days in each month using a calendar	https://youtu.be/Fe9bnYRzFvk	
							https://diksha.gov.in/play/collection/do_3131034 7501430374411038?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31314323301 45710081365	

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NOVEMBER		**9) My Funday**					https://diksha.gov.in/play/collection/do_31310347501430374411038?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3131326190403092481667	
							https://drive.google.com/file/d/10k1bN3CQc4Zgp6VsvfeJpjxEP8hKCBgh/view?usp=drivesdk	
NOVEMBER	7	**10)Add our points**	**Ability to compute** i. Addition of 2 two digit numbers (Horizontally)	i. Adding 2-digit numbers horizontally without regrouping (sum not exceeding 99)	i. Learner is able to add 2-digit numbers in horizontal algorithm without regrouping	Jumping in 10 s and counting the 1s to find the sum (number grid)	TLM- Number Grid/Snake and ladder Teaching aid /TLM –Ludo, Snake and ladder	
			ii. Addition of 3 single digit numbers (Horizontally)	ii. Adding 3 one-digit numbers and understanding that addition is associative (pictorially and numerically)	ii. Learner is able to add 3 single digit numbers.	Game to learn addition of numbers mentally (Snake and ladder ,Ludo)	https://youtu.be/6_RIP2wPBmE	
			iii. Missing addend in 2 digit addition facts	iii. Finding the missing addend in 2-digit addition facts.	iii. Learner is able to find the addend in the addition facts	Finding the addend(Game using snake and ladder or number grid)	https://drive.google.com/file/d/1HHGRiBieiGK1rUozmbfR4iHBy8kEp_Tv/view?usp=sharing	

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DECEMBER	**4**	**11) Lines and lines**	**Understanding** i. Straight lines in various orientations (standing, sleeping, slanting)	i. Identifying and drawing straight lines in different orientations.	i. Learner is able to identify the three types of lines in any image/object.	Classifying the objects as slanting/standing/sleepin g.	TLM- objects like pencils, bangles for hands on activities. Teaching aid- Chart of sticks drawing,	Worksheets Google form
			ii. Straight and curved lines	ii. Differentiating straight lines and curved lines.	ii. Learner is able to distinguish straight lines and curved lines.	Counting and writing the different types of lines in English alphabets and numerals	https://drive.google.com /file/d/15ASeVB7Kdx7J 0OCq19Kuiu449GC6H SOB/view?usp=sharing	
			iii. Designs and shapes with lines.	iii. Creating shapes and designs (images) using the types of lines.	iii. Learner is able to create their own designs and shapes using different types of lines.	Making designs/ rangoli	https://diksha.gov.in/pla y/collection/do_3131034 7501430374411038?refe rrer=utm_source%3Dmo bile%26utm_campaign %3Dshare_content&con tentId=do_31308668627 363430413074	
							https://drive.google.com /file/d/1- 1b8r7GA1ZMs0NEMpL qewHRgM1rBHivv/vie w?usp=sharing	

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							https://drive.google.com/file/d/19VGZWyQ6esF0GkO6hIpFGNZzhrb2eOEW/view?usp=sharing	
DECEMBER / JANUARY	**5**	**12) Give and Take**	**Ability to compute** i. Addition with carry over	i. Additing of 2-digit numbers with or without regrouping (sum not exceeding 99)	i. Learner is able to add 2-digit numbers in horizontal & vertical algorithm with and without carrying	i. Adding numbers with token cards of 1s and 10s. (Horizontal without carry over)	TLM- Token cards-1s and 10s, Teaching aid - Number chart	
			ii. Subtraction with borrowing.	ii. Subtracting 2-digit numbers with or without regrouping.	ii. Learner is able to subtract 2-digit numbers in vertical algorithm with and without borrowing	ii. Engaging the children in doing subtraction using 10×10 number chart. (Horizontal without borrowing)	https://diksha.gov.in/play/collection/do_3131034 7501430374411038?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3130394124763054081646	
			Problem Solving Ability- iii. Simple daily life problems based on addition of two digit numbers	iii. Solving simple daily life situations based on addition	iii . Learner is able to solve simple daily life problems/ situations based on addition .	iii. Providing problems/ eliciting situations from the child and making the child explain how to solve/solve it	https://diksha.gov.in/play/collection/do_3131034 7501430374411038?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31307884688551936017846	

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DECEMBER / JANUARY	8	12) Give and Take	iv. Simple daily life problems based on subtraction of two digit numbers.	iv. Solving simple daily life situations based on subtraction of 2-digit numbers.	iv. Learner is able to solve simple daily life problems/ situations based on subtraction .	iv. Providing daily life problems and eliciting the operation involved /working out.	https://drive.google.com/file/d/10Afhp0DqguHz3u4ZII2FCPsbuwbVqqrv/view?usp=drivesdk	
JANUARY	4	13) The Longest Step	Understanding- i. Estimate & Measure length /distance using non - standard units	i. Estimating, measuring and comparing length/distance using non-standard units	i. Learner is able to estimate and measure length/distance using non- standard units like hand span, feet, cubit, pencil, eraser etc	i. Estimating and measuring the length of objects/distance between objects using non-standard units	https://diksha.gov.in/play/collection/do_313103475 01430374411038?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3130580909710540801444	Cycle Test Google form-
			ii. Sense of measurement using non- standard units	ii. Enhancing creativity of children	ii. Learner is able to use his/her creativity and draws as per the instructions.	ii. Measuring and drawing as per the instructions (Text book page 109)	https://drive.google.com/file/d/10e37kEgIN826hxq114mXiUU__ABLoTj4/view?usp=drivesdk	
FEBRUARY	7	14) Birds come, Birds go	Ability to compute- i. Addition of two digit numbers with carry over	i. Adding 2-digit numbers with regrouping (sum not exceeding 99)	i. Learner is able to add 2-digit numbers in vertical algorithm.	i. Adding numbers using token cards of 1s and 10s. (Recapitulation)	TLM- Token cards-1s and 10s, Teaching Aid- Jam board and token cards	Cycle Test Google form-

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FEBRUARY		14) Birds come, Birds go	ii. Subtraction of two digit numbers with borrowing	ii. Subtracting 2-digit numbers with regrouping.	ii. Learner is able to subtract 2-digit numbers in vertical algorithm	ii.Working out problems Subtracting using token cards of 1s and 10s. (Recapitulation)	https://diksha.gov.in/play/collection/do_313103475 01430374411038?referrer =utm_source%3Dmobile% 26utm_campaign%3Dshar e_content&contentId=do_ 31307884935258931218908	
			Problem Solving Ability- iii. Simple daily life problems based on addition / subtraction of two digit numbers	iii. Solving simple daily life situations based on addition & Subtraction	iii. Learner is able to solve simple daily life problems/ situations based on addition & subtraction.	Working out problems iii. Providing daily life problems and eliciting the operation involved and working out the problems (children will be encouraged to provide similar situations)	https://drive.google.com/file/d/10HDdk2X6P9bCosITjKPOML6DcUt2q5_b/view?usp=drivesdk	
	5	15) How many ponytails?	**Understanding** i. Data collection/Recording	i. Collecting and recording data in simple tables	i. Learner is able to collect and record data	Collecting information from friends/family members regarding favourite fruit/sport etc	https://youtu.be/s9BAvrlipQM	
			ii. Interpretation of data	ii. Interpreting the data and comprehending	ii. Learner is able to interpret the data and answer the questions	Providing data and making the child interpret	https://drive.google.com/file/d/11f4jrneBrCiE_iknpcNxK6DKgY0hy54e/view?usp=sharing	
MARCH			Revision					Cycle Test Google form-