

KENDRIYA VIDYALAYA SANGATHAN CHENNAI REGION				
SPLIT UP SYLLABUS				
SESSION 2021-22				
CLASS I SUBJECT MATHS				
MONTH	WEEK	NAME OF THE CHAPTER	SESSIONS	
AUGUST	FIRST WEEK	INDIVIDUAL TRANSACTION WITH STUDENTS	3	
	3 WEEKS	SCHOOL READINESS PROGRAMME	9	
SEPTEMBER	4 TH WEEK	Chapter 1: Shapes and Space	4	
		Chapter 2: Numbers from One to Nine	4	
		Chapter 3: Addition	5	
OCTOBER		Chapter 4: Subtraction	5	
NOVEMBER		Chapter 5: Number form Ten to Twenty	7	
		Chapter 6: Time , MEASUREMENT	5	
DECEMBER		Chapter 7: Measurement	4	
		Chapter 8: Numbers form Twenty-one to Fifty	9	
JANUARY		Chapter 9: Data Handling	5	
		Chapter 10: Patterns , Numbers	4	
FEBRUARY		Chapter 11: Numbers	6	
		Chapter 12: Money	5	
		Chapter 13: How Many	5	
			80	

*TOTAL
SESSIONS
– 80

Starting
from
August 1st
2021

CYCLE
TESTS – 7

FIRST TEST
IS AN
ORAL TEST
IN ALL
SUBJECTS.

Kendriya Vidyalaya Sangathan Chennai Region

Split up of Syllabus 2021-22

Class I Mathematics

No. of sessions required	Chapter Name	Concept / Skill	Learning Objectives	Learning outcomes	AAC Activities	Online Resources / TLM/ Teaching Aids/ Link	Assessment Strategies
Week 1 Sessions 3	Student Readiness Programme	1. Skill : Knowledge Adapting to online classes, netiquette, maintenance of discipline 2. Skill : UBC Identifying the presence of patterns 3. Skill: CA Matching based on a) sizes b) number	Adapts to the online class / handles gadgets properly Familiarise with the words such as Mute, un mute, volume, etc Connects to the given patterns. Matching the groups based on size and number	Able to adapt to the online atmosphere Child is able to relate the patterns. Child is able to relate objects on the basis of size and numberr	Making the child observe the mathematical aspects in his/her own surrounding and environment. The student can identify the differences and similarities between objects through different senses such as touching, hearing, and seeing and not limited to one sense	SRP Booklet Prepared by the school https://youtu.be/a5-SIe5l7M	Oral assessment
Week 2 Sessions 3		Skill: CA Identifying shapes, numbers	Identifies and speaks the numbers from 1 to 9. Counts and circles the correct numbers. Relates the basic	Child says the numbers from 1 to 9. Counts and circles the correct number as given in the picture. Identifies the	Collect the things in the home which relates to the given geometrical shape.		Oral assessment

			shapes to real life objects	basic shapes,			
Week 3 Sessions 3		Skill: CA Counting and linking dots to make figures. Shade the figure based on the specific colour given. Numbering a series of figure based on increasing size	Counts the dots, links the numbers and draws figures Uses the specified colour to shade the figure. Numbers the sequence of figures according to the increasing size	Child is able to count and link to complete a figure. Understands the criteria and colours the shape. Able to recognize the increasing order.	Grouping based on size, shape, colour and number		Oral assessment

No. of sessions required	Chapter Name	Concept / Skill	Learning Objectives	Learning outcomes	AAC Activities	Online Resources / TLM/ Teaching Aids/ Link	Assessment Strategies
4	1. Shapes and spaces	<p>*Skill : UBC</p> <p>Understanding the spatial relationship like top-bottom; on-under; inside-outside; etc</p> <p>* Classifies the objects in her/his vicinity on the basis of shape, size, round , flat and colour,</p>	<p>*Describes spatial relationships using top-bottom, inside-outside, on-under, above-below.</p> <p>*Matches and sorts common 2D shapes by features and size.</p> <p>*Matches common 3D shapes to corresponding house hold objects.</p> <p>*Recognizes the shapes ‘circle’, ‘square’, ‘rectangle’ and ‘triangle’ and identifies with everyday objects.</p> <p>*Matches and sorts objects based on shape, size, color.</p> <p>*Recognizes objects as rolling and sliding.</p>	<p>Understands the different spatial relationships.</p> <p>Classifies objects into groups based on a few physical attributes such as shape, size and other observable properties including rolling and sliding.</p>	<p>Theme- Pre-number vocabulary:</p> <ul style="list-style-type: none"> ● Discussion based on the immediate environment, such as things that are inside/outside their room/ kitchen/ house, etc. ● Activities based on spatial relationships like top-bottom, on under, inside-outside, above-below, near-far, before-after etc. ● Compares things around them which are near-far, tall-short, thick-thin, etc. <p>Theme-Classification</p> <ul style="list-style-type: none"> ● Collection of few objects of different colors and shapes and grouping them. ● Asking the criterion on the basis of which he/she has made that classification. ● Grouping based on their physical properties like round, flat, having corners, rolls or slides, etc. 	<p>*You tube videos https://youtu.be/vLeQJL-28K0</p> <p>*Diksha App Lesson 1 Mathmagic</p> <p>* Videos from NCERT textbook app</p> <p>*The student can also be given worksheets emphasizing on expressing themselves and engaging with the objects around them.</p>	<p>*Oral questions during class hours</p> <p>*Worksheets</p> <p>*MCQ google form test</p> <p>1. FIB</p> <p>2. Match the following</p> <p>3. Tick the correct shape of the given object</p>

No. of sessions required	Chapter Name	Concept / Skill	Learning Objectives	Learning outcomes	AAC Activities	Online Resources / TLM/ Teaching Aids/ Link	Assessment Strategies
4	2. Numbers 1-9	Skill: UBC, FNC * Counts, recognizes, reads and writes numerals for numbers up to 9 Skill: AC * Compares the numbers as more / less/ equal	*Recognizes the group with same number of objects(concrete and pictorial). *Recites number names in standard order (1 to 9) and pairs one number name with only one object. *Identifies and writes numbers (1-9). * Draw or makes groups to Match the correct number (1-9). *Comparison of group based on number of objects. *Forward and backward counting (1-9). *Sequences up to 3 numbers(1-9) in increasing or decreasing order. *Develops concept of zero.	*Recites number names and counts objects up to 9. *Writes numbers 0 to 9. *Counts objects using numbers 1 to 9. *Compares numbers up to 9. *Counts forward as well as backwards. *Arranges the set of numbers in increasing /decreasing order. *Understands 0 is nothing.	Theme-One-to-one correspondence • The student can be asked to take out as many bowls/ spoons/ plates as there are members in the house. • Initiate the child to match -- focusing on the one-to-one correspondence. the button with button hole • The child to make two groups and say which group has more /less /equal objects. Theme-Counting and Developing Number Sense: • The child to arrange the objects in a linear order and demonstrate the counting of objects. • Form a group by adding one object at time and counting. • The child to count objects in his/her vicinity. • Show a number chart or number card to the student and read the	*You tube videos https://youtu.be/ea5-Sle517M *Diksha App Lesson 2 Mathmagic * Videos from NCERT textbook app • https://diksha.gov.in/play/collection/do_3129697450928209921438?content=TextBook&contentId=do_312936473250848768165 • https://diksha.gov.in/play/collection/do_3129697450928209921438?content=TextBook&contentId=do_312936473250848768165	*Oral questions during class hours *Worksheets *MCQ google form test 1. FIB 2. Tick more / less 3. Count and write

					<p>numeral.</p> <ul style="list-style-type: none"> • To introduce “zero”, collect some objects, up to five in number, on your table. Remove one by one and ask children to tell how many they are till it becomes 0. You can introduce the idea of zero as a number here, which signifies absence of something in a collection. 	<p>tentType=TextBook&contentId=do_312936473371713536166</p> <ul style="list-style-type: none"> • https://diksha.gov.in/play/collection/do_313002615273250816145?contentType=TextBook&contentId=do_31276668517999411213642 	
--	--	--	--	--	--	---	--

No. of sessions required	Chapter Name	Concept / Skill	Learning Objectives	Learning outcomes	AAC Activities	Online Resources / TLM/ Teaching Aids/ Link	Assessment Strategies
	3. Addition	<p>*Skill : CA Adds single digit numbers Vocabulary: “Putting together, joining, plus and” * Skill: UBC Understands the commutative property of addition * Skill: UBC Understands the concept of zero addition.</p>	<p>*Uses the vocabulary and concept of addition as “putting together, joining” and that the resulting quantity is more than the original. *Combines 2 groups and determines the total quantity for(sum not exceeding 9). *Adds one digit number pictorially (sum not exceeding 9). *Represents addition symbolically (sum not exceeding 9). *Uses concept of adding zero to a number. *Uses commutative property for one digit number.</p>	<p>*Applies addition of numbers 1 to 9 in daily life.</p> <p>* Constructs addition facts up to 9 by using concrete objects.</p> <p>*Develops the concept of zero. $5+0=5$ *Understands that $A+B = B+A$</p>	<p>Theme: Developing number sense and addition.</p> <p>*Activities based on combining two collections and recounting the number of objects in the new collection. • Take two cards having pictures of different numbers of objects (of the same kind). Ask the students to tell how many objects are there altogether.</p> <p>*Activities connected to daily life to add numbers. • Addition Facts: With concrete objects to make, say 5, in as many ways as one can. • Commutative Property of Addition: Ask questions like - 4 pencils and 2 pencils are how many pencils altogether? 2 pencils and 4 pencils are how many pencils in all? • Zero in addition: Help children to realise that “a number and zero make the same number only” • At the end, the children must learn to add two numbers, without using concrete objects.</p>	<p>*You tube videos https://youtu.be/mjlsSYLLOSE</p> <p>*Diksha App Lesson 3 Mathmagic * Videos from NCERT textbook app</p>	<p>*Oral questions during class hours *Worksheets *MCQ google form test 1. Add the numbers 2. FIB 3. Tick the correct answer</p>

Month /week	Periods required	Lesson /Chapter /Unit	Concept/ Skill	Learning Objectives	Learning Outcomes	AAC Activities	Online resources / TLM /Teaching Aids / worksheets /suggestive links can be provided	Assess-ment Strategy
	5 Sessions	Chapter 4 Subtraction	<p>UNDERSTANDING BASIC CONCEPT Take away or remove. ZERO – nothing/ absence of something.</p> <p>ABILITY TO COMPUTE simple sums.</p>	<ul style="list-style-type: none"> ● To remove from the collection of objects (only upto 9) and determine the remaining. ● To represent the verbal content pictorially, concretely and numerically. ● To understand zero as a number and write the numeral. ● To identify the subtrahend and minuend. ● To compare and find how much more and do complimentary addition. 	<ul style="list-style-type: none"> ● Removes some from the collection and determines the remaining. ● Applies the concept in different sets of objects. ● Represents the concept pictorially and numerically (9-2=7). ● Compares and gives addition facts. ● Matches the correct pair. ● Identifies the number that is subtracted and the number from which subtracted. 	<ul style="list-style-type: none"> ● Activities are done with the collection of less than 10 objects. ● Collect some pencils, take away some and allow the child to find the remaining. Ask how many he/she removed. ● Collect pencils of two different colours (red and black) count the number. Take away the red pencils. How many left? ● Card activity - Refer AAC- Domino card activity. 	<p>Link 1 Link 2 Link 3 Link 4 Link 5 Link 6 Link 7 Link 8</p> <p>Domino cards</p> <p>Live worksheet</p> <p>Real objects</p>	<ul style="list-style-type: none"> ● LAT ● ART integrated work ● MCQs in Google form ● Quiz ● Mental sums.

Month / week	No. of Periods required	Lesson/ Chapter /unit	concept	Learning objective	Learning outcome	AAC Activities	Online resources/TLM/Teaching Aids/worksheets/suggestive links can be provided	Assessment strategies.
	7 sessions	Numbers from 10-20	<p>FORMING NUMBERS</p> <p>Make groups of ten.</p> <p>UNDERSTANDING BASIC CONCEPT.</p> <p>*Place value</p> <p>*Ordering of numbers.</p> <p>*Numbers before and after.</p> <p>*Comparing the numbers</p>	<p>To recall the numeral zero</p> <p>To count and Read upto 20.</p> <p>To group the given 2 digit number at ten and write as tens and ones.</p> <p>To split and write the given 2 digit number. (15=10+5)</p> <p>To order the numbers in ascending /descending manner.</p> <p>To identify the missing numbers.</p> <p>To compare the numbers</p>	<p>Recalls the concept of zero.</p> <p>Counts and reads Numbers upto 20.</p> <p>Make groups of ten and read the numbers 11-19</p> <p>Splits the given number into tens and ones.</p> <p>Arranges the given set of numbers in increasing /decreasing order.</p> <p>Identifies the numbers before and after.</p> <p>Compares and encircles the greatest and the smallest .</p> <p>Decodes the picture/verbal</p>	<p>Making mock money using small cards that amounts up to rupees 20.</p> <p>Concrete 1 rupee coins also can be used and group at ten.</p> <p>Collecting 20 sticks or pencils and make bundles at ten.</p> <p>Without opening bundle ask the child to display 12,13,... number of sticks to strengthen 10 + concept. Paper fold technique can be given</p> <p>Refer AAC</p>	<p><u>TLM: Number cards 10-20.</u></p> <p>Ice-cream sticks or any type of stick, used markers etc. Flash cards to make paper fold.</p> <p>Live worksheets.</p> <p>https://diksha.gov.in/play/collection/do_31310347500034457611034?contentId=do_31311776310217932811243</p> <p>https://www.youtube.com/watch?v=D0u2iJKRovY</p> <p>https://www.youtube.com/watch?v=R6tG-PzpTcI</p>	<p>LAT</p> <p>Self prepared live worksheet</p> <p>Mental sums</p> <p>MCQs through Google forms</p> <p>Quiz</p> <p>Some activities may be extended to home .</p>

			AIC Simple addition and subtraction	To carry out simple addition and subtraction.	statements numerically.Eg. Ram has 7 bananas. He gave 5 bananas to Sita. How many bananas are left with Ram? $7-5=2$ Identifies the numbers before and after. Solves simple sums/problems on addition and subtraction.			
--	--	--	---	---	---	--	--	--

KENDRIYA VIDYALAYA SANGATHAN CHENNAI REGION

Split up of syllabus class 1 Maths 2021-'22

Month / week	No. of Periods required	Lesson/ Chapter /unit	Concept	Learning objective	Learning outcome	AAC Activities	Online resources/TLM/Teaching Aids/worksheets/suggestive links can be provided	Assessment strategies.
	5 SESSIONS	TIME Chapter 6	<p>UNDERSTANDING BASIC CONCEPT.</p> <p>*Parts of a day based on sun rise and sun set. (Morning, Noon, Afternoon, Evening and Night) from the position of the sun</p> <p>Daily routine</p> <p>Sequencing the activities</p> <p>Reading time</p>	<p>*To recall sunrise and sun set.</p> <p>*To recall the daily routine</p> <p>*To recognize the activities which are done at different parts of the day.</p> <p>To sequence the daily routine.</p> <p>*To read contents on the clock's face</p>	<p>*Recalls Sun rise and sun set.</p> <p>*Lists out the activities done from the time they get up till they go to bed, in random.</p> <p>*Sequences the activities from morning to night.</p> <p>*Identifies the activities which take more time / less time</p> <p><u>Refer page 144 Math-magic 1</u></p> <p>* Reads the contents on the clock's face.(simple)</p>	<p>Make an improvised pendulum by tying a pebble at one end of the string and suspend it freely from the other end.</p> <p>Count the number of times the pendulum swings till the child finishes a task eg . running a short distance</p> <p>Use the clock /model to move move the shorter hand from 1 through every number to 12</p> <p>by keeping the longer hand at 12</p>	<p><u>TLM: Improvised model of pendulum.</u></p> <p>Clock,</p> <p>Live worksheets.</p> <p>https://diksha.gov.in/play/collection/do_31310347500034457611034?contentId=do_313117767870406656139</p> <p>https://diksha.gov.in/play/collection/do_31310347500034457611034?contentId=do_31313973628349644812575</p>	<p>LAT</p> <p>Time Quiz</p> <p>Art integrated activity .</p> <p>Eg. Pictures related to different parts of the day will be given.</p> <p>Ask the children to colour different parts with specified colours.</p> <p>Live activities</p> <p>To find out duration</p> <p>Filling 2 different</p>

			<p>PROBLEM SOLVING ABILITY. Duration - longer, shorter, earlier and late</p>	<p>*To read the time only in hours.</p> <p>*To identify the activities which take more/less duration.</p> <p>*To compare and say the activities that has to be performed earlier / later.</p>	<p>Using the improvised pendulum calculates the time taken for tying their shoe lace, running through a short distance etc.</p> <p>*Compares the activities that takes longer/shorter time.</p> <p>*Reads the picture and finds out the part of the day.</p>	<p>and moving the shorter to read time only in hours.</p> <p>Give an experience of snapping the fingers and count .</p> <p>Uses finger snapping to clock his work.</p>	<p>https://diksha.gov.in/play/collecion/do_31310347500034457611034?contentId=do_3131679674192855041610</p>	<p>sized glasses with water.</p> <p>Picture reading Who reaches quickly? What part of the day it is? etc.</p>
--	--	--	---	---	--	--	--	--

Month/week	No. of Periods required	Lesson/Chapter/unit	concept	Learning objective	Learning outcome	Activities	Online resources/TLM/Teaching Aids/worksheets/suggestive links can be provided	Assessment strategies.
	4 sessions	Chapter 7 Measurement	<p>UNDERSTANDING BASIC CONCEPT. *Comparison of objects in their length, height, thickness and heaviness.</p> <p>Nonstandard forms of measures.</p> <p>uses suitable vocabulary: eg: thickest, thicker, thick</p>	<p>*To observe different objects and find out the differences in size / heaviness</p> <p>*To compare two things of the same or different type and identify the longer/taller/thicker/one.</p> <p>*To order the objects according to length.</p> <p>*To draw a picture longer/shorter/thicker to the given one</p> <p>*To compare 2 objects by weight.</p>	<p>Observes different objects and differentiate them.</p> <p>Compares two objects and identifies taller/shorter/thicker/thinner/heavier one by observation.</p> <p>Compares the sizes of 3 things . (thickness and length)</p> <p>Draws as instructed</p> <p>holds 2 objects compares their weight and identifies the</p>	<p>Allow the child to observe a collection of different objects and describe it in terms of size, and weight. (Pencils, balls, books, ropes, toys etc.)</p> <p>Questions to compare the size of child's personal things like clothes with that of other members of his family.</p> <p>Collect things from home that are long, thick and heavy.</p> <p>Give experiences to carry 2 differently weighed objects and report his feeling.</p>	<p>TLM: Real objects, Toys, picture cards PowerPoint presentation Interactive power point. , . Live worksheets.</p> <p>https://diksha.gov.in/play/collection/do_31310347500034457611034?contentId=do_31315799890574540811409</p> <p>https://www.youtube.com/watch?v=WFqGPRoJxam</p> <p>https://diksha.gov.in/play/collection/do_31310347500034457611034?contentId=do_313178651259764736183</p> <p>https://youtu.be/vR2WYMtFld4</p>	<p>LAT</p> <p>Quiz</p> <p>Art integrated activity . Eg. asking the children to draw pictures longer/shorter/taller/bigger . than the given one.</p> <p>Picture reading Who is heavier? which is longer/thicker/thickest?.</p> <p>MCQs</p>

			<p>ABILITY TO COMPUTE.</p> <p>*Estimate and measures the length using non standard units like fingers, handspan, cubit and feet.</p> <p>Relative measure</p>	<p>*To use non standard units/forms for measuring (handspan, cubit and feet).</p> <p>Use of two non standard unit to express the length of same object.</p>	<p>heavier one.</p> <p>Measures the length of the rope by forearm,length of the table by handspan etc.</p> <p>Uses foot to measure the distance between two places.</p> <p>Expresses measurement of the length of an object in two different non standard units. Rope is 5 hand spans/2 cubits long</p>	<p>Ask him to measure the length of edges of things by handspan, Forearm.</p>		<p>through Google form</p> <p>Self prepared live worksheet</p>
--	--	--	--	---	---	---	--	--

Month / week	No. of Periods required	Lesson/ Chapter /unit	concept	Learning objective	Learning outcome	AAC Activities	Online resources/TLM/Teaching Aids/worksheets/suggestive links can be provided	Assessment strategies.
	9 sessions	Chapter 8 Numbers from 21 - 50	UBC & FORMING NUMBERS Make groups of ten. *Place value * Number names twenty one to fifty *Ordering of numbers from 21-50 *Numbers Before and After *Comparing the numbers, *greatest and smallest	*To recall the numbers from 1-20 and recite them. *To make bundles of ten up to 50. counts *To split and write the given 2 digit number. *Identifies the value of a digit in a 2 digit number. *To complete the sequence *To write the numbers after and before *To compare and write the greatest/smallest of the	Recalls the numbers 21-50. Makes bundles of ten up to 50 and reads the numbers. splits the given number into tens and ones (30+5=35) finds value of a digit in 2digit number. Writes the correct number names for the numbers called out. Completes number sequence Arranges the given numbers in increasing and	Make mock money - ten rupee and 1 rupee using small cards that amounts up to 50 rupees. Ask the child to show 21,32,...using cards. Give experiences with bundles of ten and loose sticks to read numbers from 21-50 . Give more picture/verbal references.	<u>TLM: Number cards 10-50.</u> Ice-cream sticks or any type of stick, used markers etc. Live worksheets. Flash cards for introducing and exploring the numbers. https://youtu.be/xXnht1KSQdQ	LAT Self prepared live worksheet Mental sums MCQs through Google forms Quiz

				<p>given pairs of numbers.</p> <p>Identifies the correct number on the number grid</p> <p>Represent the pictorial and verbal clues numerically.</p>	<p>decreasing order. Compares and encircles the greatest and the smallest .</p> <p>Makes the number grid and identify/colour the dictated number</p> <p>Decodes the verbal/pictorial clues and writes numbers. Eg: 10 taken away from 40 20 added to 20</p>	<p>A number grid chart for 1-50 numbers.</p> <p>Refer AAC for chapter 5 and extend it to the present topic.</p>		
--	--	--	--	---	---	---	--	--

SPLIT-UP-SYLLABUS

CLASS-1

SUBJECT: MATHS

<u>Week</u>	<u>No. of periods required</u>	<u>Lesson/unit name</u>	<u>Content/Concept/Skill</u>	<u>Learning Objectives</u>	<u>Learning Outcomes</u>	<u>AAC Activities</u>	<u>Online resources/TLM/Teaching aids/Worksheets</u>	<u>Assessment Strategies</u>
	5	L-9 Data Handling	Competency: Understanding the basic concept and problem-solving ability. *Collection, *representation, *and interpretation of simple data (pictorially and numerically).	a) Classifies objects into given categories and count the numbers of objects in each category. b) Organizes, represents, and interprets simple information pictorially and numerically.	Collects, records (using pictures/numerals) and interprets simple information by looking at visuals.	No activity in AAC for this lesson a) The student can be asked to collect objects having different shapes, group the similar objects together, count the numbers, and find out which one is maximum/minimum. b) The student can be asked to write the names of his family members and friends, how many names start with the alphabet "A", count the number of letters of each name, find out how many names have four letters etc.	https://www.youtube.com/watch?v=hgAnBTcPutc https://www.youtube.com/watch?v=u-llKRmxgI0 https://www.youtube.com/watch?v=hKHgqqk4NbE Let's Count The Flowers! - YouTube https://www.liveworksheets.com/worksheets/en/Math/Data_handling/Data_Handling_dq1550115sc TLM: Vegetables/fruits available at home Stationery items	Worksheet with pictures of shapes/pet animals/colorful flowers/birds and questions related to the pictures.

<u>Week</u>	<u>No. of periods required</u>	<u>Lesson/unit name</u>	<u>Content/Concept/Skill</u>	<u>Learning Objectives</u>	<u>Learning Outcomes</u>	<u>AAC Activities</u>	<u>Online resources/TLM/Teaching aids/Worksheets</u>	<u>Assessment Strategies</u>
	4	LESSON 10: PATTERNS	<p>* Skill: Understanding the basic concept and problem-solving ability</p> <p>Patterns with shapes, pictures, alphabets, and numbers</p>	<p>Observes and extends patterns with shapes, pictures, alphabets, and numbers.</p> <p>Creates own patterns</p>	<p>Observes, extends and creates patterns with shapes, pictures and numbers.</p>	<p>. The child can be asked to observe various interesting patterns in their home. For example: patterns on sarees, bedspreads, pillow covers, window sill, floor, curtains, his/her clothes etc.</p> <p>The child can be asked to make patterns with leaves, flowers, shapes, number cards, alphabet etc.</p>	<p>https://www.youtube.com/watch?v=73SKalRepcY</p> <p>https://www.youtube.com/watch?v=dVYY2S-CcqQ</p> <p>Maths class-1 Patterns in our surroundings Maths Subject - YouTube</p> <p>https://www.youtube.com/watch?v=ZXPj9rY8yWg&list=PLB8FA87760DD8DCC1</p> <p>https://diksha.gov.in/play/content/do_31308751481470156812226?contentType=ClassroomTeachingVideo</p> <p>https://www.liveworksheets.com/worksheets/en/Math/Patterns</p> <p>TLM:https://www.youtube.com/watch?v=ZJB0pF8UaCw</p> <p>Number cards, ice-cream sticks with smileys. Fruits, vegetables, cut-outs of shapes etc.</p>	<p>Cycle test</p> <p>Google Form</p> <p>MCQ</p> <p>a) Complete the pattern b) What comes next in the sequence c) Create your own pattern</p>

<u>Week</u>	<u>No. of periods required</u>	<u>Lesson/unit name</u>	<u>Content/Concept/Skill</u>	<u>Learning Objectives</u>	<u>Learning Outcomes</u>	<u>AAC Activities</u>	<u>Online resources/TLM/Teaching aids/Worksheets</u>	<u>Assessment Strategies</u>
	4	L-11 Numbers from 51 to 100	COMPETENCY 1. Forming numbers correctly 2. understanding the basic concepts, 3. ability in computation and 4. problem-solving. a) Identification of numbers from 51 to 100 b) Reading of number names c) Recognition of ones place and tens place	To recognize and write numbers up to 100. To read and learn the number names upto 100 To recognize the number of ones and tens in a given two-digit number	Attempts to read and write any given number up to 100. Attempts to tell the number names up to 100. Displays understanding of ones place and tens place of the given two digit numbers.	The child can be asked to prepare number cards to read the numbers. Cards with number and number names can be used The child can be asked to prepare bundles of ten sticks and have single sticks to find out the number of tens and ones in the given two-digit numbers.	https://www.youtube.com/watch?v=x-aQAFQAomo https://www.youtube.com/watch?v=dKQ5RLxykyY Maths - Learn to Count 50 to 100 with Ones and Tens - English - YouTube Let's Count The Ducks! - YouTube https://www.liveworksheets.com/sm1587225hg TLM https://www.youtube.com/watch?v=Puo79m7a8G0 Number cards, flash cards with number names, ice cream sticks / straw	Cycle test Google Form MCQ a) Missing numbers. b) Match the numbers with the number names. c) Fill in the blanks.

<u>Week</u>	<u>No. of periods required</u>	<u>Lesson/unit name</u>	<u>Content/Concept/Skill</u>	<u>Learning Objectives</u>	<u>Learning Outcomes</u>	<u>AAC Activities</u>	<u>Online resources/TLM/Teaching aids/Worksheets</u>	<u>Assessment Strategies</u>
	5	How many	Revisiting concepts and practice of operations: number, number names, cost of items, ones place and tens place.	Re-explores the concepts learnt Already.	Redefines some of the concepts learnt already.	Refer to the AAC of numbers and basic operations .	Ref to previous links.	Cycle test Google Form MCQ Very short answers