| | Subject : Mathematics | | | | | | | Created By: Trupti Borse, Sagar Pawar | |

Name of	Points to cover	Lesson Plan	Methodology	Teaching Aid	Activities/ Diagram/ Map work	Reff books	No. of	Learning Outcome	Experiential learning
1. Place Value	**Lesson No/Name :** **1. Place Value** **Learning objective-** Pages 7 to 14 • To review the place value concept and numbers up to six digits • To build, understand, and compare 7-digit and 8-digit numbers Pages 15 to 20 • To understand the international system of writing 6-digit numbers • To round off numbers to the nearest 10, 100, and 1000 • To observe and continue number patterns Pages 21 and 22 • To develop Roman numerals up to 100	Recapitulation of previous knowledge about place value by questioning. Explanation of building and comparing 6 and 7 digit numbers followed by exercise questions. Explanation of international system of numbers using place value chart and video followed by exercise questions. Explanation of rules of rounding numbers with examples and follow up questions. Recalling of symbols used in Roman numerals followed by questions from the exercises.	Demonstration & Explanation: Teacher introduces place value of digits in whole numbers and decimals using place value charts and examples. Discussion: Students discuss real-life applications of place value, such as reading large numbers, money, or measurements. Activity-based Learning: Students create their own numbers using digit cards and explain the place and value of each digit. Problem-solving/Application: Solve questions like comparing numbers, rounding off, and expressing numbers in expanded form. Assessment & Reflection: Teacher checks students' understanding through quick exercises and asks them to explain reasoning for each digit's value.	PPT, Videos, Charts Introduction to Roman numbers ART INTEGRATION Ex 1E [page no. 22] Research skills : AV room https://www.youtube.com/watch?v=FUb1rs--UD0 https://www.youtube.com/watch?v=Jd0Hzyc1SMk	Group Math lab activity : Number patterns: Exploring number patterns : triangular and square numbers. Material use: Bindi or colour dots, paper sheet [pg 24 and 25] Number Pattern	Oxford New Enjoying Mathematics	10	Children will be able to - To review the place value concept and numbers up to six digits To build, understand, and compare 7-digit and 8-digit numbers To understand the international system of writing 6-digit numbers To round off numbers to the nearest 10, 100, and 1000 To observe and continue number patterns To develop Roman numerals up to 100	[Experiential learning] Exact or rounded Mixed ability group : [outdoor task]: To identify the various situations were the exact and rounded figures are important. Hands-on Practice: Students identify the place and value of digits in given numbers and write numbers in expanded form individually or in pairs.
2. Addition, Subtraction and their Applications	**Lesson No/Name :** **2. Addition, Subtraction and their Applications** **Learning objective-** Pages 26 to 28 • To revise addition and subtraction of 5- and 6-digit numbers with and without regrouping • To use the skill of compensation for addition and subtraction Pages 29 to 34 • To understand the concept of profit and loss • To calculate profit and loss • To calculate cost price or selling price of an item Pages 35 to 38 • To follow the steps of problem solving • **To use** models to find missing numbers	Induction by solving addition and subtraction of 5 and 6 digit numbers. Explanation of addition and subtraction using compensation method followed by questions from the exercise. Explanation of Profit and Loss using daily life examples and a video. Explanation of how to calculate the profit, loss cost price and selling price by working out problems. Explanation and practice of using models to solve word problems.	Demonstration & Explanation: Teacher demonstrates addition and subtraction of whole numbers using step-by-step methods, number lines, and real-life examples. Discussion: Students discuss practical applications such as shopping, counting money, or measuring objects.	Activity-based Learning: Students work in groups to solve word problems or create their own real-life scenarios requiring addition or subtraction. Problem-solving/Application: Solve competency-based word problems that require addition or subtraction, such as calculating total cost, remaining quantity, or distances. Assessment & Reflection: Teacher checks calculations for accuracy; students explain their methods and reasoning and correct errors collaboratively.	Students solve real-life word problems in addition and subtraction, explain their steps, and present solutions to develop computational and reasoning skills.	Oxford New Enjoying Mathematics	10	Children will be able to - To revise addition and subtraction of 5- and 6-digit numbers with and without regrouping To use the skill of compensation for addition and subtraction To understand the concept of profit and loss To calculate profit and loss To calculate cost price or selling price of an item To follow the steps of problem solving To use models to find missing numbers	[Experiential learning] Steps of problem solving Mixed ability group : Hands-on Practice: Students solve addition and subtraction problems individually or in pairs using counters, number charts, or notebooks.
3. Multiplication, Division and their Applications	**Lesson No/Name :** **3. Multiplication, Division and their Applications** **Learning objective-** Pages 42 to 47 •To multiply 3- and 4-digit numbers •To divide large numbers by 2-digit divisors •To understand multiplication better •To use the remainder Pages 48 to 49 •To understand and use the concept of averages Pages 50 to 53 •Building skills in problem solving •Solving problems using models	Recall the method of multiplication by solving 3 and 4 digit multiplication. Practice of multiplication tables. Solving model sums on division followed by exercise sums. Explanation of meaning and calculation of averaages. Solving problem sums using models.	Demonstration & Explanation: Teacher introduces multiplication and division using step-by-step examples, arrays, and real-life situations. Discussion: Students discuss practical applications, such as shopping, sharing items, arranging objects in rows, or calculating total cost.	Activity-based Learning: Students work in groups to solve word problems or create their own problems based on real-life contexts (e.g., distributing pencils, calculating total price). Problem-solving/Application: Solve competency-based word problems involving multiplication and division in daily life scenarios. Assessment & Reflection: Teacher checks calculations for accuracy; students explain their methods and reasoning, and correct mistakes collaboratively.	Lab Activity - Students calculate the average of given sets of numbers through group exercises and real-life examples, explaining their steps and reasoning	Oxford New Enjoying Mathematics	9	Children will be able to - To multiply 3- and 4-digit numbers To divide large numbers by 2-digit divisors To understand multiplication better To use the remainder To understand and use the concept of averages Building skills in problem solving Solving problems using models	[Experiential learning] Speed, distance and time Activity : Data connect [Lesson integration: Handling data], Hands-on Practice: Students solve multiplication and division problems individually or in pairs, using counters, charts, or visual aids.
4. Factors	**Lesson No/Name :** **4. Factors** **Learning objective-** Pages 58 to 65 •To review the concept of factors •To understand the rules of divisibility for 2, 3, 4, 5, 6, 9, and 10 •To understand the concept of prime numbers and composite numbers •To find all prime numbers up to 100 •To prime factorise a number •To use factors in real life Pages 66 and 67 •To understand the concept of the highest common factor	Explanation of the meaning of factors with examples and follow up questions. Explanation of divisibility rules by observing number patters, watching videos and solving sums Activity of finding prime numbers from 1 to 100, meaning of prime numbers. Explanation of the meaning of common factors followed by calculation of HCF. Solve word sums based on real life applications of HCF.	Demonstration & Explanation: Teacher introduces the concept of factors using multiplication tables and examples, explaining how to identify all factors of a number. Discussion: Students discuss real-life examples where factors are useful (e.g., arranging objects in equal rows, dividing items evenly).	Activity-based Learning: Students play games like "Factor Match" to quickly identify all factors of numbers. Problem-solving/Application: Solve word problems involving factors, such as dividing items equally or finding pairs of factors for a number. Assessment & Reflection: Teacher checks lists for completeness and correctness; students explain their reasoning and steps.	Lab activity - Finding HCF : Students find all factors of given numbers through hands-on practice and group discussion, explaining how they identify and verify each factor.	Oxford New Enjoying Mathematics	9	Children will be able to - To review the concept of factors To understand the rules of divisibility for 2, 3, 4, 5, 6, 9, and 10 To understand the concept of prime numbers and composite numbers To find all prime numbers up to 100 To prime factorise a number To use factors in real life To understand the concept of the highest common factor To find the HCF of two or more numbers To understand the use of HCF in real life	[Experiential learning] Using factors in real life Hands-on Practice: Students list factors of given numbers individually or in pairs using charts or number grids.
5. Multiples	**Lesson No/Name :** **5. Multiples** **Learning objective-** Pages 71 to 74 •Revise the concept of multiples and common multiples •Understand the concept of lowest common multiple •Use prime factorisation to find the LCM of two or more numbers	Induction of multiples of a number. Finding common multiples followed by LCM. Calculate the LCM of two or more numbers using prime factorision method	Demonstration & Explanation: Teacher introduces the concept of multiples using number charts and examples, explaining how to identify multiples of a given number. Discussion: Students discuss real-life situations where multiples are used (e.g., arranging chairs in rows, counting repeated items).	Problem-solving/Application: Solve word problems involving multiples, such as finding common multiples for scheduling or planning events. Assessment & Reflection: Teacher checks students' lists for correctness and reasoning; students explain how they determined multiples.	Activity-based Learning: Students play "Multiple Bingo" or similar games to identify multiples quickly. Lab activity - Finding LCM: Students find the LCM of given numbers using lists, prime factorization, or division methods in pairs/groups and explain their reasoning step by step.	Oxford New Enjoying Mathematics	7	Children will be able to - Revise the concept of multiples and common multiples Understand the concept of lowest common multiple Use prime factorisation to find the LCM of two or more numbers	[Experiential learning] Use of LCM in daily life. Hands-on Practice: Students list multiples of given numbers individually or in pairs using charts or grids.

Topic	Lesson No/Name & Learning objective	Induction	Demonstration & Explanation	Problem-solving/Application	Lab/Activity	Book	No.	Children will be able to	Experiential learning / Hands-on Practice
6. Fractions	**Lesson No/Name :** **6. Fractions** **Learning objective** Pages 78 to 86 •To review the concept of fractions and associated terms •To identify and check equivalent fractions •To reduce a fraction to its lowest term •Comparing and ordering unlike fractions Pages 87 to 99 •Addition and subtraction of unlike fractions with problem sums •Multiplication and division of fractions with problem sums	Induction of fraction and term related to it. Explanation of steps to identify and find the equivalent fractions, reduce to lowest fraction. Practice sums of comparing and ordering fractions. Explanation of steps followed using practice sums to understand addition, subtraction, multiplication and division of fractions.	Demonstration & Explanation: Teacher introduces fractions using visual aids (fraction strips, pie charts) and explains addition, subtraction, multiplication, and division step by step. Discussion: Students discuss real-life applications of fractions (e.g., sharing food, measuring ingredients, dividing objects). Activity-based Learning: Students create fraction problems with real-life contexts and solve them in groups.	Problem-solving/Application: Solve word problems involving fractions, mixed numbers, and equivalent fractions. Assessment & Reflection: Teacher checks calculations and reasoning; students explain their steps, identify errors, and correct them collaboratively.	Lab activity - Students solve addition, subtraction, multiplication, and division problems of fractions in pairs/groups using visual aids or paper models, explaining each step and reasoning.	Oxford New Enjoying Mathematics	15	Children will be able to - To review the concept of fractions and associated terms To identify and check equivalent fractions To reduce a fraction to its lowest term Comparing and ordering unlike fractions Addition and subtraction of unlike fractions with problem sums Multiplication and division of fractions with problem sums	[Experiential learning] Activity:Jaltarang [Music and Art integration]. Hands-on Practice: Students solve fraction problems individually or in pairs, using diagrams or fraction strips for clarity.
7. Decimals Part A	**Lesson No/Name :** **7. Decimals** **Learning objective** Pages 103 to 110 •To review the concept of decimals and tenths and hundredths •To understand thousandths •To build equivalent decimals •To understand the terms like and unlike decimals and convert one into another •To compare and order the value of two or more decimals •To connect decimals and measurements Pages 111 to 114 •To add and subtract decimal numbers	Explanation of plaace value of decimal numbers. Understand like decimals and equivalent decimals with examples and practic sums. Solve sums based on comparison and ordering decimal numbers. Using decimals in measurement followed by exercise questions.	Demonstration & Explanation: Teacher introduces addition and subtraction of decimals using place value charts and step-by-step examples. Discussion: Students discuss real-life applications of decimals (e.g., money, measurements, weights).	Activity-based Learning: Students use number cards, rulers, or money models to visualize decimal operations. Problem-solving/Application: Solve word problems involving money, length, weight, or volume with decimal numbers. Assessment & Reflection: Teacher checks calculations for accuracy; students explain their steps and reasoning.	Mental math sums : Students perform addition, subtraction, multiplication, and division of decimals through group exercises and real-life examples, explaining each step and reasoning.	Oxford New Enjoying Mathematics	9	Children will be able to - To review the concept of decimals and tenths and hundredths To understand thousandths To build equivalent decimals To understand the terms like and unlike decimals and convert one into another To compare and order the value of two or more decimals To connect decimals and measurements To add and subtract decimal numbers	Hands-on Practice: Students solve decimal addition and subtraction problems individually or in pairs.
7. Decimals Part B	Lesson No/Name : 7. Decimals **Learning Objectives** Pages 116 to 121 • To multiply decimals with whole numbers • To divide decimals by whole numbers Pages 122 to 124 • To connect decimals and money • To find the unit price of an item by using division of decimals • To find the price of several items once the unit price is known by using multiplication of decimals • Using the strategy of systematic trails in problem solving	Explanation and practice of sums based on multiplication and division of decimal numbers. Solving problem sums using strategy of systematic trails	Demonstration & Explanation: Teacher introduces multiplication and division of decimals using step-by-step examples and place value understanding. Discussion: Students discuss real-life applications, such as money calculations, measurements, or quantities in recipes.	Problem-solving/Application: Solve word problems involving cost, distance, weight, or volume requiring decimal operations. Assessment & Reflection: Teacher checks for accuracy and understanding; students explain their method and reasoning.	Activity-based Learning: Students perform mini "shopping" or measurement exercises where they multiply or divide decimal quantities.	Oxford New Enjoying Mathematics	10	Children will be able to - To multiply decimals with whole numbers To divide decimals by whole numbers To connect decimals and money To find the unit price of an item by using division of decimals To find the price of several items once the unit price is known by using multiplication of decimals Using the strategy of systematic trails in problem solving	Hands-on Practice: Students solve decimal multiplication and division problems individually or in pairs, using grids, charts, or models if needed.
8. Shapes, Patterns and Nets	**Lesson No/Name :** **9. Shapes, Patterns and Nets** **Learning objective** Pages 129 to 131 • To understand symmetry and lines of symmetry • To create symmetrical shapes using the line of symmetry Pages 132 to 136 • To understand the concept of rotation • To identify and create shapes that have quarter and half rotation • Creating patterns using rotation Pages 137 to 139 • To recognise net**s of cubes** ***** To draw cubes and cuboids	Induction of symmetry by using mirror images. Explanation of line of symmetry, creation of symmetrical images with the help of line of symmetry. Explanation of concept of rotation. Practice to identify the rotation in given figures. Practice of drawing cubes and cuboid and identifying the net of cube using paper folding	Demonstration & Explanation: Teacher introduces 2D and 3D shapes, geometric patterns, and nets of solids using diagrams, models, and real-life objects. Discussion: Students discuss examples of shapes and patterns in daily life (e.g., tiles, boxes, art designs).	Problem-solving/Application: Solve questions on identifying shapes, completing patterns, and matching nets with solids. Assessment & Reflection: Teacher checks accuracy of drawings, nets, and pattern completion; students explain reasoning and steps.	Worksheet based on rotation of symbols of 12 Zodiac signs. Hands-on Practice: Students draw shapes, extend patterns, and fold nets to form 3D solids.	Oxford New Enjoying Mathematics	10	Children will be able to - To understand symmetry and lines of symmetry To create symmetrical shapes using the line of symmetry To understand the concept of rotation To identify and create shapes that have quarter and half rotation Creating patterns using rotation To recognise nets of cubes To draw cubes and cuboids	[Experiential learning] Activity: Perspective in architecture [Art integration]
9. Geometry Basics	**Lesson No/Name :** **10. Geometry Basics** **Learning objective** Page 143 to 154 •To develop the concepts of point, line, and line segment •To introduce the concept of ray and angle •To identify parts of an angle and learn how to name them •To measure and classify angles as right, acute, obtuse, and straight •To measure and construct angles using a protractor	Introduction of point, line and line segment with examples and video. Introduction and identification of ray and angles. Explanation of different types of angles based on their measurement. Practice of drawing angles of given measure using a protractor.	Demonstration & Explanation: Teacher introduces basic geometrical concepts—point, line, line segment, ray, angle, and plane—using diagrams and physical objects. Discussion: Students discuss examples of these concepts in real life (e.g., roads, walls, edges of books, corners of rooms).	Activity-based Learning: Students identify and classify geometrical elements in the classroom or in provided figures. Problem-solving/Application: Solve questions on identifying or drawing geometrical shapes and naming their parts. Assessment & Reflection: Teacher observes drawings, checks definitions and diagrams, and students explain their reasoning behind classifications and constructions.	Math Lab Activity - To create and recognise angles through paper folding activity	Oxford New Enjoying Mathematics	10	Children will be able to - To develop the concepts of point, line, and line segment To introduce the concept of ray and angle To identify parts of an angle and learn how to name them To measure and classify angles as right, acute, obtuse, and straight To measure and construct angles using a protractor	Hands-on Practice: Students draw points, lines, line segments, rays, and simple angles on paper or whiteboards.

No./Chapter	Lesson No/Name & Learning objective	Previous knowledge	Demonstration & Explanation	Activity-based Learning	Activity	Textbook	No.	Children will be able to	Experiential learning / Mixed ability group
10. Measurement	**Lesson No/Name :** **11. Measurement** **Learning objective-** Pages 158 to 165 •To review various units of measurement •To learn about millimetre •To measure objects to the nearest millimetre •To relate mm, cm, m, and km to one another •To convert from one unit into another Pages 166 to 169 •To relate and convert units of mass—g and kg to one another •To relate and convert units of capacity—ml and l to one another Pages 170 to 173 •To add and subtract measures of length, mass, and capacity •To estimate measures	Recall the units of measurement studied in previous classes. Explanation of different units of length, mass nd capacity with examples using chart and video. Prctice of converting a given unit into other. Solving sums based on addition , subtraction and estimation of measurement.	Demonstration & Explanation: Teacher introduces standard units of length, mass, capacity, time, and temperature, showing tools like rulers, measuring tapes, weighing scales, measuring cups, clocks, and thermometers. Discussion: Students discuss real-life examples where accurate measurement is important (e.g., cooking, shopping, travel).	Activity-based Learning: Students work in pairs/groups to record measurements and compare their results, checking for accuracy. Problem-solving/Application: Solve word problems involving conversion of units and real-life measurement scenarios. Assessment & Reflection: Teacher checks students' measurements and calculations; students explain their process and correct mistakes collaboratively.	Activity on estimating measures : Students estimate lengths, weights, and volumes of classroom objects or real-life items in pairs/groups and compare their estimates with actual measurements, explaining their reasoning.	Oxford New Enjoying Mathematics	12	Children will be able to - To review various units of measurement To learn about millimetre To measure objects to the nearest millimetre To relate mm, cm, m, and km to one another To convert from one unit into another To relate and convert units of mass—g and kg to one another To relate and convert units of capacity—ml and l to one another To add and subtract measures of length, mass, and capacity To estimate measures	[Experiential learning] Measuring heights of the class mates [Sports integration] Mixed ability group : Hands-on Practice: Students measure classroom objects, liquids, weights, or time intervals using appropriate tools.
11. Perimeter, Area and Volume	**Lesson No/Name :** **12. Perimeter, Area and Volume** **Learning objective-** Pages 175 to 179 •To review the concept of area and perimeter •To develop the formula to calculate perimeter of a rectangle and perimeter of a square •To develop the formula to find the area of squares and rectangles Pages 180 to 186 •To measure the area of a triangle using its relationship to a square or rectangle •To focus on the different units of area •To measure the area of irregular figures •To explore the relationship between area and perimeter Pages 186 to 192 •To develop the concept of volume •To use cubic units as a measure of volume •To develop the formula to calculate volume •To find the volume of other shapes	Explanation of concept of area and perimeter with examples and video. Measuring and calculating area and perimeter of square and rectangle. Explanatiopn of finding volume followed by practice sums	Demonstration & Explanation: Teacher introduces formulas for perimeter, area, and volume using real-life objects and shapes. Discussion: Students discuss where they encounter perimeter, area, and volume in daily life (e.g., garden fencing, flooring, water tank). Problem-solving: Solve word problems involving rectangles, squares, cubes, and cuboids using the formulas.	Activity-based Learning: Conduct a group activity where students calculate the perimeter of classroom objects, area of tiles, or volume of boxes and compare results. Assessment & Reflection: Teacher asks students to explain their steps and reasoning; clarify mistakes immediately and reinforce formulas.	Colouring and comparing the decimal blocks: Students calculate perimeter, area, and volume of classroom objects or given shapes through hands-on measurement and problem-solving, explaining each step and reasoning.	Oxford New Enjoying Mathematics	12	Children will be able to - To review the concept of area and perimeter To develop the formula to calculate perimeter of a rectangle and perimeter of a square To develop the formula to find the area of squares and rectangles To measure the area of a triangle using its relationship to a square or rectangle To focus on the different units of area To measure the area of irregular figures To explore the relationship between area and perimeter To develop the concept of volume To use cubic units as a measure of volume To develop the formula to calculate volume To find the volume of other shapes	[Experiential learning] Finding the area and perimeter of the doors, widow panes, table , dining table. Mixed ability group : Hands-on Practice: Students measure sides, lengths, breadths, heights, or edges of objects and calculate perimeter, area, or volume individually or in pairs.
12. Time and Temperature	**Lesson No/Name :** **13. Time and Temperature** **Learning objective-** Pages 197 to 204 •To develop the relationship between hours and minutes, and seconds and minutes •To add and subtract measures of time •To calculate the finishing or starting time of an event when the duration is known •To calculate the finishing or starting date of an event when the duration in terms of days is known Page 205 and 206 •To develop measurement of temperature using the Celsius scale •To know the range of temperature in the environment—weather, body temperature, freezing and boiling points of water	Recall the units of time and their conversion. Solve sums based on time, calander etc. Introduction to the units of measuring temperature. Discuss the range of temperture in their surroundings.	Demonstration & Explanation: Teacher demonstrates reading analog/digital clocks and thermometers, explaining hours, minutes, AM/PM, and Celsius/Fahrenheit scales. Discussion: Students discuss real-life situations where time and temperature are important (schedules, weather, cooking, etc.). Problem-solving: Solve word problems involving elapsed time, time differences, and temperature changes.	Activity-based Learning: Conduct a group activity where students calculate time intervals (e.g., duration of a movie) and compare estimated vs actual temperatures. Assessment & Reflection: Teacher checks students' understanding by asking them to explain steps and reasoning; clarify mistakes immediately.	Mental math sums : Students read clocks and thermometers, solve problems on elapsed time and temperature changes, and explain their calculations and reasoning in pairs/groups	Oxford New Enjoying Mathematics	7	Children will be able to - To develop the relationship between hours and minutes, and seconds and minutes To add and subtract measures of time•To calculate the finishing or starting time of an event when the duration is known To calculate the finishing or starting date of an event when the duration in terms of days is known To develop measurement of temperature using the Celsius scale To know the range of temperature in the environment—weather, body temperature, freezing and boiling points of water	[Experiential learning] Time lapse between two or more countries Various examples and situation Mixed ability group : Hands-on Practice: Students practice reading clocks and thermometers individually or in pairs.
13. Mapping skills	**Lesson No/Name :** **13. Mapping skills** **Learning objective-** Pages 209 to 217 •To understand how to read maps •To understand scales in maps •To understand the usefulness of keys in maps •To understand how to read direction in maps	Explanation of scales and steps to read a map. Disussion of keys and directions in map.	Demonstration & Explanation: Teacher introduces maps (political, physical, and thematic) and explains symbols, legends, scale, and directions. Discussion: Students discuss how maps help in daily life, such as finding locations, planning routes, or understanding places. Hands-on Practice: Students use atlases or printed maps to locate cities, rivers, mountains, or countries, and practice marking points using symbols.	Activity-based Learning: Students create simple maps of the classroom, school, or their neighborhood with proper symbols and keys. Problem-solving/Application: Solve questions on identifying locations using coordinates, directions, or distance on a map. Assessment & Reflection: Teacher checks students' maps and asks them to explain their choices of symbols, scale, and directions.	Worksheet based on map	Oxford New Enjoying Mathematics	6	Children will be able to - To understand how to read maps To understand scales in maps To understand the usefulness of keys in maps To understand how to read direction in maps	[Experiential learning] ativity: Mapping the various areas of the school. For eg : map of school assembly area, class room, science lab Mixed ability group :

	14. Handling Data	**Lesson No/Name :** **14. Handling Data** **Learning objective**- Pages 221 to 228 •To review bar graphs and circle graphs •To understand more about circle graphs •To use tally marks to collect data •To understand the basics of line graphs	Recall the bar graphs and circle graphs with examples. Explation of formulating a tabular representation of data using tally marks.	Demonstration & Explanation: Teacher introduces ways to collect, organize, and represent data using tables, tally marks, pictographs, and bar graphs. Discussion: Students discuss real-life situations where data collection is useful (e.g., survey of favorite fruits, daily temperatures).	Activity-based Learning: Students represent the collected data using pictographs or bar graphs and interpret it (e.g., "Which is the most popular fruit?"). Problem-solving/Application: Solve questions that require reading data from tables, graphs, or charts and answer related questions. Assessment & Reflection: Teacher checks students' work for accuracy in representation and interpretation, and students explain their reasoning.	Lab activity - To recognise the relation between fractions and circle graph	Oxford New Enjoying Mathematics	6	Children will be able to - To review bar graphs and circle graphs To understand more about circle graphs To use tally marks to collect data To understand the basics of line graphs	Experiential Learning: Survey to idenify the most favourite item in the break fast represent the collected data in the form of circle graphs /pie chart or line graphs. Hands-on Practice: Students collect small data sets from the class (e.g., favorite colors, pets, or sports) and organize them in tables.