

Espalier-The Heritage School										
Annual Academic Planning (2025-26)										
Textbook- Oxford Educate										
Grade: I						Subject : Mathematics				
Chapter : 1										
Sr no	Proposed date	Numbers upto 50	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map	Art integration activity	Reff books with pg. no.	No. of lectures required
	June	<p><u>Lesson Name:-</u></p> <p>1. Numbers upto 50</p> <p><u>Learning outcome / Objectives-</u></p> <p>1.Reinforcing numbers up to 20</p> <p>2. Provide practice in writing numerals and writing number names up to 20</p> <p>3. Provide practice in understanding the concept of place value using numbers up to 20</p> <p>4. Recognition of the order of numbers up to 20 with specific focus on the numbers that come before, after, and between</p> <p>5. Comparison of two numbers using pictures and the number strip</p> <p>6. Understanding of numbers from 21 to 50 using place value</p> <p>7. Forward counting and backward counting from 1 to 50</p> <p>8. Reading of number names from 21 to 50</p> <p>9. Writing of numerals from 21 to 50</p> <p>10. Focusing on order of numbers up to 50—number that comes before, after and between</p> <p>11. Comparison of two numbers and then comparison of three numbers up to 50</p> <p>12. Arranging four consecutive numbers in order, from the smallest to the biggest and from the biggest to the smallest</p> <p>13. Arranging three numbers, which are not consecutive, in order from the smallest to the biggest and from the biggest to the smallest</p> <p><b>Text Exercises.</b></p> <p>* Join the dots from 1 to 20 write them in order at the back of the chairs</p> <p>* Write the number in the box &amp; the number name.</p> <p>* Colour the ten's frame according to the number. Then write the number name.</p> <p>* Fill in the juggler's number balls in order.</p> <p>* Use the strip above to write number before, between, after.</p> <p>* Ring the smallest number.</p> <p>* Ring the biggest number</p> <p>* write the number.</p> <p>* Complete the number grid</p> <p>* Read the number name &amp; write the numbers.</p> <p>* Solve the story sums.</p> <p>* Ring the value of the coloured digit.</p> <p>* Climb up the number ladder</p> <p>* Climb down the number ladder.</p> <p>* Give the number before, between &amp; after</p> <p>* Cross the numbers that are not in order &amp; write the complete sentence.</p> <p>* Ring the smaller number.</p> <p>* Ring the smallest number.</p> <p>* Ring the bigger number.</p> <p>* Ring the biggest number.</p> <p>* Arrange the number in order.</p> <p>*Chapter check up.</p> <p>* worksheet &amp; mental Maths</p>	<p><b>Step 1-</b> Teacher will play the game of animated puzzle from oxford educate text book.</p> <p><b>Step 2-</b> Teacher will ask the following questions to students.</p> <p>1. Can you recite the numbers from 1 to 20 ?.</p> <p>2. How much will be told if I add 5 and 3 together?.</p> <p>3. How many numbers are there in tens ?</p> <p>4. Which number will be formed when 10 chocolate &amp; 5 chocolates are added together ?</p> <p><b>Step 3-</b> Teacher will introduce the tens and simultaneously introduce the twenties in the same manner with the help of google white board.</p> <p><b>Step 4-</b> Teacher will make student understand the concept of place value, forward &amp; backward counting.</p> <p><b>Step 5-</b> Teacher will read &amp; write the number from 21 to 50 in the textbook and give assignment.</p> <p><b>Step 6-</b> Teacher will teach the students, how to compare two numbers, identifying the smalles &amp; biggest numbers &amp; arranging them in increasing &amp; descending order.</p> <p><b>Step 7-</b> Teacher will simultaneously be solving the text book exercises with the students &amp; give assignments in google classroom.</p>	<p>Observation, Open classroom discussion, drawing, colouring, explanation, writing, speaking,listening reading, Counting, problem solving, reasoning, visualization</p>	<p>1) Number strips. 2) Seeds. 3) Number cards 4) Place value cut outs 5)Textbook and animated video 6) Animated puzzle solving 7)Google White Board 8)Digit Cards</p>	<p>Home,online classroom.</p>	<p>1) Addition with matchsticks 2) Use an old calander &amp; colour all the dates with seven in ones place as red &amp; colour all the numbers with two in tens place green.</p>	<p>1) Use an old news paper, cut out the numbers, pick the correct number &amp; arrange the numbers in ascending order &amp; descending order.</p>	<p>1)Textbook page no. 7 to 28</p>	<p>16</p>
6										
Chapter: 2										
Addition Up to 20										
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1	July	<b>Lesson No/Name :</b> 2. Addition Upto 20 <b>Learning outcome / Objectives- -</b> 1. Revising the concept of addition and its symbol 2. Learning counting forward to add 3. Learning how to add using the vertical format 4. Properties of adding zero and adding one 5. Understanding the commutative property of addition 6. Number combinations from 1 to 9 7. Using number combinations to find missing numbers 8. Adding three numbers 9. Building number combinations of 10 10. Parts that make a number 11. Adding 10 to a single-digit number 12. Adding two single-digit numbers that give a two-digit answer 13. Looking for tens while adding 2 or 3 numbers 14. Adding a double-digit number to a singledigit number without regrouping 15. Adding with the help of the number line 16. Story sums using addition <b>Text Exercises-</b> * Write additon sum in two ways. * solve the addition * Ring the bigger number, count forward to add. * Look for an pattern, fill in the boxes & learn the combinations. * Use your number combination to find the missing numbers. * Add the underlined number first. * Circle the number you are adding first. * Solve the word problem. * Colour the grid as shown * Fill in the eatn part of Moti's biscuit. * Solve the story sum. * Add the dots to make the number. * Add the numbers to make a new number. * Add 10. * Add with the help of 10's frame. * Adding 3 numbers * Adding double & single digit numbers. * Use the number line to add. * Story sums. * Chapter check up. ** worksheet & mental Maths	<b>Step 1-</b> Teacher will introduce the addition concept by finger counting or will place ten chickpeas in one glass & loose ones in another. <b>Step 2-</b> Teacher will ask the following questions to students. 1. How many chickpeas are to be added to make seventeen in the loose glass ? 2. How to write eighteen in tens & ones ? 3.What will be the answer if two is added to three & three is added to two ? <b>Step 3-</b> Teacher will revise the concept of addition & teach counting forward to add. <b>Step 4-</b> Teacher will introduce the method of vertical format additon. <b>Step 5-</b> Teacher will explain the property of adding zero & adding the number itself. <b>Step 6-</b> Teacher will make students understand the commutative property of addition & teach about number combination from 1 to 9 from text book & google white board. <b>Step 7-</b> Teacher will make students understand how to add 3 numbers & build number combination of ten. <b>Step 8-</b> Teacher will explain addition of 10 to 9 single digit numbers & addition of two single digit numbers to give a two digit number. <b>Step 9-</b> Teacher will teach how students need to add double digit numbers to a single digit number without regrouping. <b>Step 10-</b> Teacher will make use of number line to make additon. <b>Step 11-</b> Teacher will explain story sums of addition & help students solve it. <b>Step 12-</b> Teacher will be helping the students to solve sums in the text book & present assignment in the google classroom.	Observation, Open classroom discussion, drawing, colouring, explanation, writing, speaking,listening reading, Counting, problem solving, reasoning, visualization	1)Textbook and animated video 2) Google White Board 3) Crayons 4) Digit Cards	Home hall or seating area,online classroom.	1) Introducing 0 by putting crayons in a box 2) Introducing addition with fingers	1. Stickers or bindis can be used to create a variety of simple but interesting and colourful patterns on paper plates to show the concept of adding 10.	1)Textbook page no. 29 to 52	17
Chapter:3 Subtraction Within 20										
Sr no	Proposed date	Learning outcome / Objectives-	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required

3	July	<p><b>Lesson No/Name :</b> 3. Subtraction Within 20</p> <p><b>Learning outcome / Objectives- -</b></p> <ol style="list-style-type: none"> <li>1. Revising the concept of subtraction and its symbol</li> <li>2. Counting back to subtract</li> <li>3. Vertical format of subtraction</li> <li>4. Subtracting zero and subtracting a number from itself</li> <li>5. Subtraction facts from 10 and less</li> <li>6. Applying subtraction in story sums</li> <li>7. Count forward to subtract</li> <li>8. Subtracting a single-digit number from a double-digit number without regrouping</li> <li>9. Crossing out to subtract</li> <li>10. Using the tens frame to subtract</li> <li>11. Using the number strip to subtract</li> <li>12. Using the parts of a number</li> <li>13. Connecting addition and subtraction through number families</li> <li>14. Using addition or subtraction to solve story sums</li> </ol> <p><b>Text Exercises-</b></p> <ul style="list-style-type: none"> <li>* Cross out to subtract.</li> <li>* Count back to subtract.</li> <li>* Subtracting zero &amp; a number from itself.</li> <li>* Count the dots that are not crossed &amp; fill in the boxes.</li> <li>* Subtract &amp; write the answer in the boxes.</li> <li>* Solve the story sums.</li> <li>* Circle the smaller number. Count forward to subtract.</li> <li>* Subtracting single digit number from double digit number.</li> <li>* Subtracting from the tens</li> <li>* Use the number strip to find the answer.</li> <li>* Use the number strip to solve the story sums.</li> <li>* Using the parts of a number.</li> <li>* Fill in the blank boxes (Number families)</li> <li>* Story sums.</li> <li>* Chapter checkup</li> <li>* Mental maths.</li> </ul>	<p><b>Step 1-</b> Teacher will revise the concept of subtracting with examples.</p> <p><b>Step 2-</b> Teacher will ask the following questions to students.</p> <ol style="list-style-type: none"> <li>1. If you had 9 chocolates &amp; your friend took 4 away, how many are you left with now?</li> <li>2. What comes before 36 ?</li> <li>3. What will be the number if 2 is subtracted from 10 ?</li> </ol> <p><b>Step 3-</b> Teacher will introduce the concept of backward counting to subtract &amp; simultaneously do textual exercise.</p> <p><b>Step 4-</b> Teacher will familiarise the students with vertical format of subtraction on google white board.</p> <p><b>Step 5-</b> Teacher will teach students when they subtract 0 and how should they subtract a number from itself.</p> <p><b>Step 6-</b> Teacher will tell about subtraction facts from 10 &amp; less.</p> <p><b>Step 7-</b> Teacher will explain how subtraction is applied in story sums.</p> <p><b>Step 8-</b> Teacher will teach the count forward concept to subtract.</p> <p><b>Step 9-</b> Teacher will elaborate how students can subtract a single digit number from a double digit number without regrouping.</p> <p><b>Step 10-</b> Teacher will use the tens frame &amp; number strip to teach subtraction.</p> <p><b>Step 11-</b> Teacher will introduce the concept of number families, in order to establish connection between addition &amp; subtraction sums.</p> <p><b>Step 12-</b> Teacher will help students to solve story sums of addition &amp; subtraction.</p> <p><b>Step 13-</b> Teacher will simultaneously solve the textual exercises with students and give writing material in google classroom.</p>	Observation, Open classroom discussion, explanation, writing, reading, Visualization, problem solving and reasoning	<ol style="list-style-type: none"> <li>1) Textbook and animated video</li> <li>2) Digit Cards</li> <li>3) Crayons</li> <li>4) Chickpeas</li> <li>5) Bottle tops</li> <li>6) Google White Board</li> </ol>	Home ,online classroom.	<ol style="list-style-type: none"> <li>1) Keep ten kidney beans on the table. Randomly pick up some of them in your hand. Ask the children to guess how many are in your palm by looking at the number of kidney beans left on the table.</li> <li>2)</li> </ol>		1) Textbook page no. 53 to 74	17
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**Chapter: 4 Shapes and Patterns**

Sr no	Proposed date	Learning outcome / Objectives-	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
4	August	<p><b>Lesson No/Name :</b> 4. Shapes and Pattern</p> <p><b>Learning outcome / Objectives- -</b></p> <ol style="list-style-type: none"> <li>1. Identifying identical shapes of the same size</li> <li>2. Understanding straight lines and curved lines</li> <li>3. Introduction to solid shapes</li> <li>4. Identifying and extending patterns</li> </ol> <p><b>Text Exercises-</b></p> <ul style="list-style-type: none"> <li>* Colour according to the given colour code.</li> <li>* Match the shapes with objects.</li> <li>* Make the patterns.</li> <li>* Ring the shape that comes next.</li> <li>* Chapter check up.</li> <li>* Work sheet.</li> </ul>	<p><b>Step 1-</b> Teacher introduce the topic by showing identical objects of various size &amp; shape.</p> <p><b>Step 2-</b> Teacher will ask the following questions to students.</p> <ol style="list-style-type: none"> <li>1. Do you have a square table or rectangular table in your house ?</li> <li>2. Do you have a circle shaped tiffin ?</li> <li>3. What is the shape of the bangle your mother wears ?</li> </ol> <p><b>Step 3-</b> Teacher will revise the concept of straight lines &amp; curved lines</p> <p><b>Step 4-</b> Teacher will introduce solid 3D shape objects in google classroom &amp; will ask the students to show like objects.</p> <p><b>Step 5-</b> Teacher will teach students the identification of patterns &amp; ways of extending them.</p> <p><b>Step 6-</b> Teacher will solve textual sums with the students &amp; give assignments in the google classroom.</p>	Observation, Open classroom discussion, explanation, ,writing, reading, identification of pictures, Identification and logical thinking	<ol style="list-style-type: none"> <li>1) Textbook</li> <li>2) Objects of different shapes</li> <li>3) Animated puzzle game.</li> </ol>	Home, online classroom, Virtual school tour	<ol style="list-style-type: none"> <li>1) Find out objects in your house that are circle in shape.</li> <li>2) Make pattern with sounds</li> </ol>	Making a jewellery of shapes cut-outs in the scrapbook	1) Textbook page no. 75 to 86	8

**Chapter: 5 Numbers Upto 100**

Sr no	Proposed date	Learning outcome / Objectives-	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
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5	August	<p><b>Lesson No/Name :</b> 5. Numbers Upto 100</p> <p><b>Learning outcome / Objectives- -</b> 1. Building and understanding numbers from 2. 51 to 100 using place value 3. Reading number names from 51 to 100 4. Writing numerals from 51 to 100 5. Order of numbers up to 100 6. Comparison of numbers, order of numbers, smallest to biggest, and biggest to smallest 7. Skip counting by 2, 5, and 10</p> <p><b>Text Exercises-</b> * Match the following. * Fill the numbers before, after &amp; between. * Write the number (fifties, sixties, seventies, eighties, nineties) * Fill in the missing numbers. * Read the number names aloud &amp; write the numbers. * Fill in the boxes. * Count &amp; fill in the boxes &amp; then add. * Write the number by once into tens. * Write the number before &amp; after &amp; in between. * Ring the bigger &amp; smaller number. * Rearrange in ascending &amp; descending order. * Fill in the boxes by counting backward. * Count in twos, write the pattern * Count in fives &amp; write the pattern. * Count in tens &amp; write the pattern. * Chapter check up * Work sheet. * Mental Maths.</p>	<p><b>Step1-</b> Teacher will show an image or chart which will have numbers upto 100. <b>Step 2 -</b> Teacher asks question to the students. <b>Teacher questions</b> 1. What comes after 50 ? 2. What comes 43 &amp; 45 ? 3. If a farmer has 50 sheep &amp; he purchases 10 more sheep, how many sheep does he have in total ? <b>Step 3-</b> Teacher will read the numbers from 51 to 100 along with students &amp; students will write them in their classbook. <b>Step 4-</b> Teacher will make students understand the concept of breaking up the number into tens &amp; ones &amp; vice-versa. She will take practice of before, after &amp; between numbers by using textbook exercises. <b>Step 5-</b> Teacher will teach the students comparison of numbers, how the numbers are to be arranged in order, arranging a set of numbers from smallest to biggest &amp; vice-versa. <b>Step 6-</b> Teacher will help students to learn skip counting of two, five &amp; ten with the help of animated games &amp; other teaching aids. <b>Step 7-</b> Teacher will revise the concept with the help of textbook checkup exercises, worksheet &amp; assignment shared in google classroom.</p>	Observation, Open classroom discussion, explanation, writing, reading, visualization, technology, problem solving,.	1)Textbook and animated puzzle game 2) Google White Board	Home ,online classroom,	1) Playing houseie with numbers by calling out 'Cross 2 tens and 4 ones'		1)Textbook page no. 87 to 104	16
<b>Chapter:6 Adding greater Numbers</b>										
Sr no	Proposed date	Learning outcome / Objectives-	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
6	September	<p><b>Lesson No/Name :</b> 6. Adding Greater Numbers</p> <p><b>Learning outcome / Objectives- -</b> 1. Adding two-digit numbers with single-digit numbers using vertical format and counting forward 2. Adding two-digit numbers with two-digit numbers using place value, but without regrouping 3. Addition using the number strip 4. Problem solving using addition</p> <p><b>Text Exercises-</b> * Count forward to add. * Use the number strip to solve. * Solve adding two digit numbers. * Story sums. * Chapter check up * Work sheet.</p>	<p><b>Step 1-</b> Teacher will introduce the topic by telling a short story of addition. <b>Step 2 -</b> Teacher asks question to the students. <b>Teacher questions</b> 1. What is the place value of 7 in the number 75 ? 2. What would be entered in blank space of tens &amp; ones to make number 80 ? 3. If Anju has 67 pencils &amp; her mother gives her 3 more how many pencils will Anju have ? <b>Step 3-</b> Teacher will make students understand the concept of adding two digit number with a single digit number in a vertical format &amp; help them learn forward counting. <b>Step 4-</b> Teacher will give knowledge about how to add two digit number with three numbers using place, value &amp; without regrouping. <b>Step 5-</b> Teacher will teach addition with the help of number strip. <b>Step 6-</b> Teacher will do problem solving of addition along with students in the textbook. <b>Step 7-</b> Teacher will revise the concept with the help of textbook checkup exercises, worksheet &amp; assignment shared in google classroom.</p>	Observation, Open classroom discussion, explanation, writing, reading, Finger Counting, Visualization, Critical Thinking, Problem Solving, story telling	1) Textbook and animated video 2) Google White Board	Home,online classroom,	1) Make a bundle of 10 pencils or chickpeas, 4 loose pencils or chickpeas and the add 5 more pencils or chick peas, ask the students to count and tell the answer. Repeat it by changing the number of loose pencils and chickpeas.		1)Textbook page no. 105 to 114	8
<b>Chapter: 7 Subtracting greater Numbers</b>										
Sr no	Proposed date	Learning outcome / Objectives-	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required

7	October	<b>Lesson No/Name :</b> _____ 7. Subtracting greater Numbers <b>Learning outcome / Objectives- -</b> 1. Subtracting a single-digit number from a double-digit number using vertical format and by counting back 2. Subtracting two-digit numbers from twodigit numbers using place value, but without regrouping 3. Using addition facts to subtract 4. Subtraction using the number strip 5. Subtraction using the number strip 6. Problem solving using subtraction <b>Text Exercises-</b> * Solve by counting back (Subtract) * Match the addition facts to the subtraction one & then solve. * Solve with the help of double addition facts. * Solve using the number strip. * Solve when subtracting both the numbers in tens. * Story sums. * Chapter check up. * Work sheet. * Mental maths.	<b>Step1-</b> Teacher will show a short video about subtracting greater numbers. <b>Step 2 -</b> Teacher will ask questions <b>Teacher questions</b> 1. Suppose there are 16 people watching television & 4 people go away, how many people are still watching TV ? <b>Step 3-</b> Teacher will introduce vertical format of subtracting a single digit number from a double digit number by backward counting. <b>Step 4-</b> Teacher will explain how the students have to subtract two digit number from two digit numbers using place value (no regrouping) <b>Step 5 -</b> Teacher will explain addition facts to subtract the numbers. <b>Step 6 -</b> Teacher take the help of number strip to solve subtraction problems. <b>Step 7-</b> Teacher will guide students in problem solving of subtraction. <b>Step 8-</b> Teacher will help students to solve textual exercises & revise the concept with worksheets	Observation, Open classroom discussion, explanation,, writing, reading, visualization, problem solving, logical thinking,	1)Textbook and animated video 2) Google White Board	Home,online classroom,	1) Make a number strip frm 50 to 60 and fold the numbers and then ask count forward, count backward, what comes before and after	1)Textbook page no.115 to 126	8
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**Chapter: 8 Measurement**

Sr no	Proposed date	Learning outcome / Objectives-	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map	Art integration activity	Reff books with pg. no.	No. of lectures required
8	November	<b>Lesson No/Name :</b> _____ 8. Measurement <b>Learning outcome / Objectives- -</b> 1. Comparison of length 2. Non-standard measures of length 3. Comparison of weight 4. Non-standard measures for weighing 5. The weight of an object is not related to its size 6. To compare the capacity of different containers 7. Using non-standard units to measure capacity 8. Conservation of liquids <b>Text Exercises-</b> * What is the lenght for each. * Find the height of the objects. * Count the squares starting from the bottom to measure the height. * Write H for heavier & L for lighter. * Fill in the boxes for finding the weight. * Fill in the boxes to find our how much a object Weigh. * Colour the mugs of water needed to fill the jugs. * Chapter check up * Work sheet.	<b>Step 1-</b> Teacher will tell about how students grow in height. <b>Step 2 -</b> Teacher asks question to the students. Teacher questions 1. When do you cut your hairs?, how short do you cut them ? 2. What is your weight ? 3. who weights more an elephant or dog ? <b>Step 3-</b> Teacher will use teaching aids & explain how the students have to compare length. <b>Step 4-</b> Teacher will give knowledge about non standard measures of length. <b>Step 5-</b> Teacher will introduce the concept of weight & elaborate on how weights are compared. <b>Step 6-</b> Teacher will inform students about non standard measures of weight & explain that weight of an object is not related with it's size. <b>Step 7-</b> Teacher will teach how the students can compare the capacity of different containers. <b>Step 8-</b> Teacher will tell about non standard units to measure capicity. <b>Step 9-</b> Teacher will try to inculcate the value of conservation of liquids. <b>Step 10-</b> Teacher will solve the textual exercise with students & give assignment in google classroom.	Observation, Open classroom discussion, explanation, experiments, writing, reading, Project based learning	1)Textbook and animated puzzle game 2) Objects for weighing	Home,online classroom,	Measure the objects in your house using hand span, elbow span and foot span.	Use the paper clip strip given on page no 129 to measure the lines that are marked red( page 137)	1)Textbook page no.127 to 137	12

**Chapter: 9 Time**

Sr no	Proposed date	Learning outcome / Objectives-	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map	Art integration activity	Reff books with pg. no.	No. of lectures required
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9	December	<b>Lesson No/Name :</b> _____ 9. Time <b>Learning outcome / Objectives- -</b> 1. Understanding the need for reading time 2. Focusing on a clock face and its parts 3. Reading time to the exact hour 4. Introduction to days of the week <b>Text Exercises-</b> * Tick the correct box * Draw the hour hand to show the time. * Ring more or less. * Fill in the boxes with correct days of the week. * Match the following * Fill in the Blanks in the order. * Write down the days of the week & then colour according to instruction. * Chapter check up * Work sheet.	<b>Step1-</b> Teacher will introduce the concept of time with the help of wall clock. <b>Step 2 -</b> Teacher will ask questions <b>Teacher questions</b> 1) What time do you get up ? 2) What time do you go to play? 3) Do you have your own watch ? 4) Do you know how to tell time ? <b>Step 3-</b> Teacher will make students realise the need to read time by giving examples. <b>Step 4-</b> Teacher will explain the various features of clock face & it's parts. <b>Step 5 -</b> Teacher will teach & help students to read time to the exact hour. <b>Step 6-</b> Teacher will introduce the days of the week & ask questions regarding it. <b>Step 7 -</b> Teacher will support students for textual exercises & assignment for revision.	Observation, Open classroom discussion, explanation, drawing, writing, reading, listening, logical thinking, visualization	1)Textbook and animated video 2)Wall clock	Home hall,online classroom,	1) Discuss what time you go to school, when do you wake up and show the time on clock and let student guess the time	Make a clock using a paper plate.	1)Textbook page no.138 to 146	9
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Chapter : 10 Money										
Sr no	Proposed date	Learning outcome / Objectives-	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map	Art integration activity	Reff books with pg. no.	No. of lectures required
10	January	<b>Lesson No/Name :</b> _____ 10. Money <b>Learning outcome / Objectives- -</b> 1. Recognition of commonly-used notes and coins 2. Counting money using counting in jumps 3. Finding the value of simple combinations of coins and notes of different denominations <b>Text Exercises.</b> * Count money. * Fill in the blanks * Count how much money. * write a price on the tag. * Chapter checkup * Mental maths.	<b>Step1-</b> Teacher will introduce the topic by showing students real notes & coins. <b>Step 2 -</b> Teacher asks question to the students. <b>Teacher questions</b> 1) What is the cost of a Dairy milk chocolate ? 2) Who's photograph is there on a 10 rupee note ? 3) What is the symbol of Indian rupee ? <b>Step 3-</b> Teacher will explain the concept of head & tails & ask students to recognise the commonly used notes & coins. <b>Step 4-</b> Teacher will explain students to count money using counting in jumps activity. <b>Step 5-</b> Teacher will teach students the way of finding the value of simple combination of coins & notes of different denominations. <b>Step 6-</b> Teacher will help students to solve textbook exercises.	Observation, Open classroom discussion, Vegetable painting, explanation, problem solving, visualization, critical logical thinking, writing, reading,	1)Textbook & animated puzzle game. 2) Real coins and notes	Home,online classroom.	1) Discuss about how do you purchase things in market. 2) ask students to make 20rs, 12rs, 15rs, 18rs using the coins and notes available at home.		1)Textbook page no. 147 to 155	9

Chapter: 11 Handling Data										
Sr no	Proposed date	Learning outcome / Objectives-	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required
11	February	<b>Lesson No/Name :</b> _____ 11. Handling Data <b>Learning outcome / Objectives- -</b> 1. To sort various materials according to a common criteria and then record the result. <b>Text Exercises-</b> * Look at the picture & count. * Answer the following by looking at the picture. * Chapter check up. * Work sheet.	<b>Step1-</b> Teacher will ask students to collect all soft things, hard things, long & short things from the house. <b>Step 2 -</b> Teacher asks the students to perform the following activity. 1) Sort the things that are soft. 2) Make a group of all long things. <b>Step 3-</b> Teacher will then help students to understand how sorting is done according to a common criteria & how to record results . <b>Step 4-</b> Students will solve textual sums with the help of teacher. <b>Step 5 -</b> Teacher will try to inculcate the value of keeping things in a systematic way.	Observation, Open classroom discussion, explanation, picture recognition, logical thinking, writing, reading.	1)Textbook and animated puzzle game	Home,online classroom.	1) Sort out the soft and hard objects 2) Sort out the long and short objects		1)Textbook page no. 156 to 159	8

Chapter: 12 Multiplication Readiness										
Sr no	Proposed date	Learning outcome / Objectives-	Pedagogical methods	Methodology	Teaching Aid	Location	Activities/ Diagram/ Map work	Art integration activity	Reff books with pg. no.	No. of lectures required

12	March	<p><u>Lesson No/Name :</u> _____</p> <p>12. Multiplication Readiness</p> <p><u>Learning outcome / Objectives- -</u> _____</p> <p>1. Understanding the concept of multiplication</p> <p>2. Using repeated addition to arrive at products</p> <p><b>Text Exercises-</b></p> <p>* Write how many in each group.</p> <p>* Circle &amp; count the number of equal groups.</p> <p>* Find how many in all.</p> <p>* Use repeated addition to complete the sentence.</p> <p>* Draw the shapes to show equal groups.</p> <p>* Chapter check up.</p> <p>* Work sheet.</p> <p>* Mental maths.</p>	<p><b>Step1-</b> Teacher will ask the students to identify groups of objects around themselves.</p> <p><b>Step 2 -</b> Teacher asks question to the students.</p> <p><b>Teacher questions</b></p> <p>1. How many objects are there in one group that you have collected ?</p> <p>2.How many groups do you have ?</p> <p>3. Do all the groups have same number of objects ?</p> <p>4. How can we make same number of objects in each group ?</p> <p><b>Step 3-</b> Teacher will then introduce the concept of repeated addition &amp; teach them how to arrive at products.</p> <p><b>Step 4-</b> Teacher will make students understand the concept of multiplication with help of teaching aid.</p> <p><b>Step 5 -</b> Student &amp; teacher will solve the textual exercises &amp; teacher will assign worksheets in google classroom for revision.</p>	Observation, Open classroom discussion, explanation, writing, reading, visualization, problem solving, critical logical thinking	<p>1)Textbook and animated puzzle video</p> <p>2) Google White Board</p> <p>3) Crayons, pebbles, bottle tops</p>	Home ,online classroom.	1)Make a group of 2's, 3's and 5's using the objects	Stick 8 buttons in group of 2's and write the total no. of buttons in the last line.	1)Textbook page no. 160 to168	12
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