Curriculum -MATHS

Month	Topic	Teaching method	Learning outcome	Art integration
April	Oral counting (1-100) with the help of number chart, Pre-number concept - (Big & small), (Heavy & Light) symbol counting, Forward counting 1-20,	Show the students a large number chart that includes all the numbers from 1 to 100. Introduce symbols used for counting, such as tally marks or dots. Provide materials for students to create their own symbols for counting. Conduct group exercises where students work together to create and interpret symbol sequences.	Students develop foundational oral counting and numerical representation skills through exposure to a comprehensive number chart and the introduction of counting symbols like tally marks and dots.	Designate a play area or place a large rug on the floor. Place two sorting containers or baskets labelled "Big" and "Small" at opposite ends of the area. Spread various objects of different sizes around the play area. Instruct students to explore the objects and sort them into the corresponding containers based on their size.
May	Oral counting (1-100), Pre number concept - (tall & short), (More & less), After/before/between, backward counting (10-1), Forward counting(1-40)	Teaching the pre-number concepts of "tall & short" and "more & less" can be both engaging and effective through hands-on activities and discussions.	Students will actively distinguish between "tall & short" and comprehend "more & less" through hands-on activities, a practical understanding of these pre-number concepts and laying the groundwork for further mathematical development.	Distribute large sheets of paper to each student. Ask them to draw a picture of themselves on the paper using markers or crayons. Provide stickers or cut outs of people in varying sizes (tall and short). Ask the students to add these stickers or cut outs to their drawings, creating a group of friends.

July	Pre number - After/before/between, Forward counting (1-60), backward counting 30-1, Shapes	Engage students in a playful "Number Line Jump" activity where they physically move forward, backward, or stand in between numbers on a large floor number line.	Students will develop a clear understanding of the concepts of "after," "before," and "between" in numerical sequences through kinesthetic learning	Use masking tape or chalk to create a number line on the floor. Label some key numbers on the number line (e.g., 1, 5, 10, 15) and leave spaces in between. Explain the concept of "before," "after

Month	Topic	Teaching method	Learning outcome	Art integration
August	backward counting 30-1, shapes, Biggest & smallest numbers (1-60), Number names (1-10)	Teachers will introduce some basic shapes to the students with the help of different shape base objects	Students will able to learn about shapes through the objects that some objects are made according to the shapes only	Create a large sorting board by drawing or attaching pictures of different shapes onto a piece of paper or cardboard. Scatter the shape cards or objects around the room. Explain to the children that they aregoing on a "Shape Hunt."
September	Number names - 11-20, forward counting 1-100, Backward counting (50-1), After/before/between (1-100)	Use rhymes or catchy songs to associate each number name with its numerical representation (e.g., "One, two, buckle my shoe").	Students will develop a strong auditory memory of number names and their corresponding numerical values through engaging rhymes and songs.	Write the numerical digits (1-10) on separate index cardsor pieces of paper. Create matching cards with the number names written out (e.g., "one," "two," "three,"etc.). Shuffle the cards and mix them up. Place the cards face down on a tableor the floor. Ask the child to pick a card, read the number name, and find the matching card with the numerical digit.
October	Biggest & smallest number 1-100, Introduction to comparison of numbers	Create a visual "Number Gator" display with a large cardboard alligator cut-out. Label the alligator's mouth with the comparison symbols (<, >, =) and use it to demonstrate number comparisons, engaging students in a fun and memorable way.	Students will develop a solid understanding of number comparisons (<, >, =) through the "Number Gator" display, fostering visual comprehension and making the concept memorable.	Divide the class intotwo teams. Place a large number line display on one side of the room. Give each team a set of index cards with different numbers. Call out a number comparison (e.g., "less than 10," "greater than 5," etc.). One student from each team mustquickly find the correct number on the number line that satisfies the given comparison and place their card next to it.

Month	Topic	Teaching method	Learning outcome	Art integration
November	Ascending & Descending Order, Tens & Ones	Engage students in a "Countdown Blast" activity, starting from 100 and counting backward to 1. Use visual aids like a countdown chart or a digital timer to create excitement and help themunderstand the concept ofbackward counting.	Students will develop a strong grasp of backward counting from 100to 1 through activeparticipation in the"Countdown Blast" activity, fostering both numerical understanding andexcitement for mathematical concepts	Provide each studentwith a piece of paper Instruct them to drawand decorate a rocket on one side ofthe paper. On the other side, write the numbers 100 to 1 in descending order. Cut out the rocket shape and attach it to a popsicle stick to create a rocket puppet. Start the countdown from 100,and encourage eachchild to lower their rocket as the numbers decrease.
December	Introduction of Addition with objects, Single digit Addition	Utilize "Number Bond Houses" as a teaching aid, where the whole house represents the sum, and its parts (windows and doors) represent the addends. This visual aid provides aconcrete representation of addition	The visual representation enhances their ability to grasp therelationship between addends and the sum, fostering a solid foundation in basicaddition concepts.	Write various addition problems onindex cards, such as"2 + 3" or "4 + 1." Provide small objectslike buttons or counters to representthe numbers. Instructthe children to solve it physically
January	Days of the week, Addition	Create a "Days of the Week Wheel" with each day written on a segment, allowing students to rotate and visually associate days. Incorporate colorful visuals or images relatedto activities on specific days	Students will develop a strong understanding of the days of the week through the interactive "Days ofthe Week Wheel," fostering visual and tactile associations.	Seven cards, each labelled with a day ofthe week. Scatter theday-of-the-week cards and corresponding activity objects or pictures around the room. Provide each child with a card displaying a day of the week. Explain that their task is to find the object or picture associated with their assigned day during the week.
February	Test your Knowledge	Revision of all previous concepts	Revision of all previous concepts	Revision of all previous concepts