

**NAVY CHILDREN SCHOOL**  
**Revised Split up Syllabus**  
**AY 2021- 2022**

**Class: I                      Subject: Maths**

**MUST TEACH CHAPTERS**

<b>Month</b>	<b>Chapter</b>	<b>Competency</b>	<b>Learning Outcome</b>	<b>Suggested Activities</b>	<b>TLM</b>	<b>Assignments</b>
June/July	<b>1. Shapes and space</b>	<u>Concepts</u> <ul style="list-style-type: none"> <li>• Inside- Outside</li> <li>• Bigger- Smaller</li> <li>• Biggest- Smallest</li> <li>• Top- Bottom</li> <li>• Above -Below</li> <li>• Nearer- Farther</li> <li>• Nearest- Farthest</li> <li>• On- Under</li> <li>• Shapes around us</li> <li>• Sorting things of similar shapes</li> <li>• Rolling- Sliding</li> <li>• Plane Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Recite number poems.</li> <li>• Colour pictures.</li> <li>• Understands the daily routine in school.</li> <li>• Concludes which objects can roll and slide.</li> <li>• Visual recognition of shapes through film show, PPT and objects in the surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>• Pop stick play</li> <li>• Shape collages-creating pictures with shapes using textured papers and buttons.</li> <li>• 3D shape rhyme will help children connect the name of the shape to real life objects.  <b>“3D shapes are fat not flat  A cone is like a party hat  A sphere is a bouncy ball  A prism is a building tall  A cylinder is like a can of pop  A cube is like a dice you drop  3D shapes are here and there  3D shapes are everywhere”</b></li> </ul>	<ul style="list-style-type: none"> <li>• Balloons, chocolates, toys, beads, pebbles, sticks, colour pencils etc.</li> <li>• PPT.</li> <li>• Bottles, boxes, pencils, balls, match sticks, bangles of different sizes, ice-cream sticks, books.</li> <li>• Dominoes cards with holes.</li> <li>• Following link may be used by teachers for value addition:  <a href="https://youtu.be/gRuia">https://youtu.be/gRuia</a></li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet on shapes, inside – outside, small – big, near- far, on –under and above.</li> <li>• Worksheet on rolling and sliding.</li> </ul>

				<ul style="list-style-type: none"><li>• Collect locally available objects of different shapes.</li><li>• Drop a pencil and a pencil box from a slanting book and see which can roll and slide.</li><li>• Slide in park slide.</li><li>• Shapes pictures are given in the book colour them and make a shape kit.</li><li>• PPT on shapes and space.</li></ul>		
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<p><b>August</b></p>	<p><b>2. Numbers from one to nine.</b></p>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Numbers from one to nine</li> <li>• Count the object</li> <li>• Number name</li> <li>• Missing Numbers</li> <li>• Concept of Zero</li> <li>• More or Less</li> <li>• Making groups</li> <li>• Before-After</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes their body parts (such as eyes, nose, fingers, ears etc).</li> <li>• Reciting the rhymes in the pages 22 &amp; 23.</li> <li>• Understands the concept of zero and explains that zero, most are likely to say nothing.</li> <li>• Identifies that the order in which the last number named also represents the total number of objects in collection.</li> <li>• Recognize more or less objects.</li> <li>• Make groups of given objects.</li> <li>• Write the missing, before and after numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Painting the picture using numbers.</li> <li>• Using of Abacus.</li> <li>• Counting dice and flower petals</li> <li>• Connecting the dots to understand how numbers are sequenced.</li> <li>• Reciting poems based on numbers and body parts.</li> <li>• Collect objects in the surroundings and count loudly.</li> <li>• Dominoes cards with holes count the number of holes and tell the numbers from one to nine.</li> <li>• Show the children some fingers and ask them to count, then clap or jump accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Rhymes charts.</li> <li>• Sticks, bottles, boxes, beads, bangles, match sticks, ice-cream spoons etc.</li> <li>• Dominoes cards with holes.</li> <li>• Colour pencils, colour chalks.</li> <li>• Inter- locking cubes</li> <li>• Abacus</li> <li>• A pair of dice</li> <li>• A flower with many petals</li> <li>• Following link may be used by teachers for value addition:  <a href="https://youtu.be/K1CzqkbGI2w">https://youtu.be/K1CzqkbGI2w</a> </li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet on more or less and numbers up to nine.</li> <li>• Worksheet on counting numbers from 1 to 9</li> <li>• Worksheet on before and after number.</li> </ul>
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Month	Chapter	Competency	Learning Outcome	Suggested Activities	TLM	Assignments
September	3. Addition.	<u>Concepts</u> <ul style="list-style-type: none"> <li>• Addition of one digit numbers</li> <li>• Count the number of items in each picture and then add altogether</li> <li>• Addition of zero</li> <li>• Add and match with the correct answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Reciting rhymes on addition.</li> <li>• Recall the concept of putting collections together.</li> <li>• Understanding concept of zero.</li> <li>• Identifies that in commutative properties of addition the answer remains the same using interlock cubes.</li> <li>• Apply correct method on verbal problems through activity.</li> <li>• Understanding addition on number line drawn on the floor.</li> </ul>	<ul style="list-style-type: none"> <li>• Addition card game</li> <li>• Create an addition machine.</li> <li>• Poem on addition.</li> <li>• Collect some objects in the surroundings and ask them how many are there altogether</li> <li>• Use dominoes or interlock cubes for addition.</li> <li>• Take two cards having pictures of same kinds of different numbers and count together.</li> </ul>	<ul style="list-style-type: none"> <li>• Objects in the surrounding.</li> <li>• Abacus.</li> <li>• Dominoes or interlock cubes.</li> <li>• Colour pencils, chalks etc.</li> <li>• PPT.</li> <li>• Flash cards</li> <li>• Coat hangers and pegs.</li> <li>• Following link may be used by teachers for value addition:  <a href="https://youtu.be/E0sqtLygbV4">https://youtu.be/E0sqtLygbV4</a> </li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet on addition.</li> <li>• Add and match.</li> <li>• Find the missing numbers.</li> </ul>

October	4 Subtraction.	<p><u>Concept</u></p> <ul style="list-style-type: none"> <li>• Subtraction by taking away.</li> <li>• Write the number of items in the picture and the number of items taken away and the left over.</li> <li>• Subtract – Horizontally and Vertically</li> <li>• Subtract and match with the correct answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall the number concept.</li> <li>• Recognizes the three aspects that is taking away, comparison, complementary addition.</li> <li>• Identifies that the subtraction is taking away from a collection.</li> <li>• Understanding the symbol used for take away.</li> <li>• Assessing the difference between two numbers through backward counting.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect some objects from the surrounding and take out from the collection a certain number and find out the number left.</li> <li>• Reciting rhymes 5 little ducks.</li> <li>• PPT.</li> <li>• Collect balls of two different colours. Ask them to say how many are red and how many are not red.</li> <li>• Take a domino card ask them to count the number of holes on the card. Hide one part of the holes of the same card. Now ask them how many holes are there in the hidden part.</li> </ul>	<ul style="list-style-type: none"> <li>• Sticks, leaves, pebbles, seeds, marbles, flowers, pencil etc.</li> <li>• Pictures of balls, butterflies, mangoes.</li> <li>• Dominoes or interlock cubes.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet on subtraction</li> <li>• Write the missing numbers.</li> </ul>
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July						
Month	Chapter	Competency	Learning Outcome	Suggested Activities	TLM	Assignments
November	5. Numbers from 10 to 20.	<u>Concepts</u> <ul style="list-style-type: none"> <li>Tens and Ones</li> <li>Forming numbers from ten to twenty</li> <li>Number names</li> <li>More and less</li> <li>Missing numbers</li> <li>Comparison of numbers- smaller, bigger, smallest and biggest.</li> <li>Addition of one digit numbers and two digits (10- 20) numbers</li> <li>Subtraction from two digit (10- 20) numbers.</li> <li>Word problem</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and counting up to 20.</li> <li>Recall the numbers up to twenty able to read and write the number names up to 20.</li> <li>Recite number rhymes.</li> <li>Apply correct method to add and subtract both orally and in written form.</li> <li>Identifies before and after numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Picture representation to arrive at the next number using flash cards. e.g. <math>9+1=10</math>.</li> <li>Bringing out the place value by putting them in bundles of tens and ones using sticks.</li> <li>Give 10 pencils to one child and tell him to give 5 pencils from it to another child. Now ask him to count how many pencils are left with him.</li> <li>Circle the bigger number and the smaller number.</li> </ul>	<ul style="list-style-type: none"> <li>Flash cards.</li> <li>PPT.</li> <li>Sticks/ straws, pebbles, bangles, pencils, beads ice-cream spoons etc.</li> <li>Abacus.</li> <li>Dominoes or interlock cubes.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet on numbers from 10 to 20 and number names.</li> <li>Circle the bigger and smaller number.</li> <li>Joining numbers to develop a picture puzzle.</li> </ul>
Month	Chapter	Competency	Learning Outcome	Suggested Activities	TLM	Assignments
December	8. Numbers from 21 to 50	<u>Concepts</u> <ul style="list-style-type: none"> <li>Tens and ones</li> <li>Forming numbers from 21 – 50</li> <li>Numbers names</li> <li>Before, between and after</li> <li>Missing numbers</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and count up to 50.</li> <li>Recall the numbers up to 50.</li> <li>Read and write the numbers and number names up to 50.</li> <li>Learns the place values through abacus.</li> <li>Say forward and</li> </ul>	<ul style="list-style-type: none"> <li>Flash cards, objects and pictures are used to count and compare 21-50.</li> <li>Use abacus to say the numbers up to 50 with place values.</li> <li>Write missing numbers in grid.</li> <li>Using bundles of</li> </ul>	<ul style="list-style-type: none"> <li>Loose sticks/ straw and bundles of 10 sticks/ straws.</li> <li>Beads, marbles, ice spoons, matchsticks, number cards.</li> <li>Dominoes</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet on numbers and number names up to 50.</li> <li>Write missing numbers in the grid.</li> </ul>

			backward counting up to 50. • Understand the concept of tens and ones.	tens and ones find the number up to 50. • Drill practice of forward and backward counting up to 50. • Make tens and ones with inter-lock cubes.	• Abacus. • Some objects and pictures. • Inter- lock cubes. • Beads and thread.	
<b>Month</b>	<b>Chapter</b>	<b>Competency</b>	<b>Learning Outcome</b>	<b>Suggested Activities</b>	<b>TLM</b>	<b>Assignments</b>
January	<b>11. Numbers 51-100.</b>	<u>Concepts</u> <ul style="list-style-type: none"> <li>• Tens and Ones</li> <li>• Forming numbers from 51 – 100</li> <li>• Numbers names</li> <li>• Missing numbers</li> <li>• Snake and Ladder (Forward and Backward counting)</li> </ul>	<ul style="list-style-type: none"> <li>• Recall the numbers up to 100 and able to read and write numbers and number name up to 100.</li> <li>• Visualize the place values through abacus.</li> <li>• Say forward and backward counting</li> </ul>	<ul style="list-style-type: none"> <li>• Showing them teeth, nose, fingers, legs, hair and ask them to arrange in ascending and descending order according to the numbers.</li> <li>• Bring out the</li> </ul>	<ul style="list-style-type: none"> <li>• Match sticks and ice-cream sticks.</li> <li>• Beads and marbles.</li> <li>• Abacus.</li> <li>• Number cards with number</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet on numbers and number names upto 100.</li> <li>• Find the missing number in grid.</li> <li>• Joining dots from 51 to 100.</li> <li>• Fill before and</li> </ul>

			upto100. • Arrange in ascending and descending order.	place values using abacus. • Oral drill practice from 1-100. • Write missing numbers and before and after numbers in the grid.	names. • Some objects and pictures. • Inter- lock cubes	after numbers. • Cross out numbers that are not in order.
Month	Chapter	Competency	Learning Outcome	Suggested Activities	TLM	Assignments
February	12. Money	<u>Concepts</u> <ul style="list-style-type: none"> <li>• Indian currency</li> <li>• Notes and coins of different denomination.</li> <li>• Addition of coins/ notes of different denomination to make a given amount.</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses the dealing with collections of coins and notes.</li> <li>• Understands denominations of coins and notes.</li> <li>• Read price tag.</li> <li>• Make a given amount by using coins and notes.</li> <li>• Find total value of collection.</li> <li>• Understands how to make bill.</li> </ul>	<ul style="list-style-type: none"> <li>• Showing fake notes and coins of Indian denominations.</li> <li>• Tracing coins.</li> <li>• Dramatization of shopping and conversation with the shopkeeper.</li> <li>• Read price tag on the empty pack and pick up a coin or note from the collection for which the said object can be bought.</li> <li>• Bill making.</li> <li>• Ask the students to make a given amount by using coins/notes of</li> </ul>	<ul style="list-style-type: none"> <li>• Coins and notes of different denomination.</li> <li>• Some objects with price tags.</li> <li>• Bills (old).</li> <li>• Old coins.</li> <li>• PPT.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet on addition and subtraction of money.</li> <li>• Circle the coins and notes of different denominations to make the given amount.</li> </ul>

				different denominations.		
March	Revision					

**Note :**

Chapters that are Good To Teach in the AY 2021-22:

<b>CHAPTER</b>
<b>L-6 TIME</b>
<b>L-7 MEASUREMENT</b>
<b>L-9 DATA HANDLING</b>
<b>L-10 PATTERNS</b>
<b>L-13 HOW MANY</b>