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| **ASSAM RIFLES PUBLIC SCHOOL, PALLEL HQ 26 SECTOR**  **Split Up Syllabus 2024-25**  **Class: I Subject: Mathematics** | | | | | |
| **Term 1** | | | | | |
| **Month** | **Chapter** | **Competency** | **Learning Outcome** | **Suggested Activities** | **Assignments** |
| **April** | **1. Shapes and space** | Concepts  Inside-Outside  Bigger-Smaller  Biggest-Smallest  Top-Bottom  Nearer-Farther  Nearest-Farthest  On-Under  Shapes around us  Sorting things of similar shapes  Rolling-Sliding Plane Shapes | Recite number poems.  Colour pictures.  Understands the daily routine in school  .  Concludes which objects can roll and slide.  Visual recognition of shapes through film shows, PPT and objects in the surroundings. | Colouring pictures in groups  Related stories based on the concept.  Game on inside – outside.  Collect locally available objects of different shapes.  Drop a pencil and a eraser from a slanting book and see which can roll and slide  .  Shapes pictures are given in the book colour them and make  a shape kit.  Matching pictures of similar shapes. | Worksheet on shapes, inside– outside, small-big, near- far,on  –under and above.  **Activity**  Cut out the Shapes with colour paper and stick on Chart.  Activity using Handkerchief or tissue paper to explain different shapes likes square, triangle, and rectangle. |

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| **April** | **2. Numbers from one to nine.** | Concepts  Numbers from one to nine  Count the object  Number name  Missing Numbers Concept of Zero | Recognizes their body parts (such as eyes, nose, fingers, ears etc.).  Reciting the rhymes in the pages 22 & 23.  Understands the concept of zero and explains that zero, most are likely to say nothing.  that the order in which the last number named also represents the total number of objects in collection. | Collect objects in the surroundings and count loudly.  Show the children some fingers and ask them to count, then clap or jump accordingly.  Place two collections of different colours before them and ask them to match the objects of one.  Finding which collection is more and which is less.  Students are divided into two groups bottles and caps are kept in the middle who is collecting more bottles with caps that groupwins. | Worksheet on more or less and numbers up to nine.  Worksheet on before after number. |

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| **Month** | **Chapter** | **Competency** | **Learning Outcome** | **Suggested Activities** | **Assignments** |
| **June/July** | **3. Addition.** | Concepts  Addition of one digit numbers  Count the number of items in each picture  and then add altogether  Addition of zero  Add and match with the correct answer. | Recall the concept of putting  Collections together.  Understanding concept of zero. Identifies that in commutative properties of addition the answer remains the same using interlock cubes.  Understanding addition on number line drawn on the floor. | Collect some objects in the surroundings and ask them how many are there altogether  Take two cards having pictures of same kinds of different numbers and count altogether.  Ask a child to come to the board and draw three circles and another child draw two circles. Now the third child countaltogether. | Worksheet on addition.  Add and match.  Find the missing numbers. |
|  | **4. Subtraction** | Concept  Subtraction by taking away.  Write the number of items in the picture and the number of items taken away and the left over.  Subtract – Horizontally and Vertically  Subtract and match with the correct answer | Recall the number concept.  Recognizes the three aspects that is taking away, comparison, complementary addition.  Identifies that the subtraction istaking away from a collection.  Understanding the symbol used for takeaway. | Collect some objects from the surrounding and take out from the collection a certain number and find out the number left.  Reciting rhymes 5 little ducks.  PPT.  Collect balls of two different colours. Ask them to say how many are red and how many are notred. | .  Worksheet on subtraction  Write the missing numbers. |

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| **Month** | **Chapter** | **Competency** | **Learning Outcome** | **Suggested Activities** | **Assignments** |
| **August** | **5. Numbers**  **from 10 to**  **20.** | Concepts  Tens and Ones  Forming numbers from ten to twenty  Number names  More and less  Missing numbers  Comparison of numbers- smaller, bigger, smallest and biggest.  Addition of one digit numbers and two digits (10- 20) numbers  Subtraction from two digit (10- 20) numbers.  Word problem | Recognizes and counting up to20.  Recall the numbers up to twenty able to read and write the number names up to20.  Recite number rhymes.  Apply correct method to add and subtract both orally and in written form.  Identifies before and after numbers. | Pictorial representation to arrive at the next number using flash cards. E.g. 9+1=10.  Uses bundles of tens and ones using sticks to understand place value.  Circle the bigger number and the smallernumber. | Worksheet on numbers from 10 to 20 and number names.  Circle the bigger and smaller number.  Joining numbers to develop a picture puzzle. |
|  | **6. Time** | Mental Ability  Sequence of daily routine.  Sequence of any particular work. (For e.g. Making chapattis) | Recite rhymes on time.  Recognizes the sequence of their daily routine that theyfollow. | Rhymes on daily routine.  Children narrate the sequence of events in their daily routine and draw the eventsin | .  Worksheet on the topic finding day and night usingpictures. |

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|  |  | Compare between the times consumed by the same work in two different ways.  E.g. Walking from school to house or cycling from school to house. | Awareness about that they can keep track of how long it takes to do something.  Understands duration of time.  Visualize small intervals of time passing by.  Explains the importance of time. | To keep track of duration ofactivities.  E.g. Count the number of times the pendulum swings till you tie your shoelace, to draw a house etc.  Counting time taken to bring an objects from one place to another.  Find the duration of the school time.  Find duration of eating lunch, doing homework |  |

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| **September** | **7. Measurement.** | Mental Ability  Compare between  – Longer –Shorter   * Longest -Shortest * Taller –Shorter * Tallest –Shortest * Thicker –Thinner * Thickest -Thinnest * Heavier –Lighter * Heaviest –Lightest   Comparative and Superlative  Hand-span, foot- span or any non- standardunits. | Learns how to compare length.  Awareness about the vocabulary. Longer-shorter, thinner-thicker, taller- shorter.  Understands length, thickness and height.  Learns the superlative forms like heaviest and lightest etc.  Knows about hand span and footspan. | Find objects longer than this pen and shorter than this pencil  Measuring the length of table, pencil, board, book by hand-span and the length of the room by foot-span.  Ordering of objects of different length and weight. Ask them to find which is tall-short, heavy-light.  Measure the distance between two points in the park with foot- span or stride. | Worksheet on measurement.  Circle the longer one and cross the shorter one.  Match the following. |

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| Term 2 | | | | | |
| **Month** | **Chapter** | **Competency** | **Learning Outcome** | **Suggested Activities** | **Assignments** |
|  | **8. Numbers**  **from 21 to**  **50** | Concepts  Tens and ones  Forming numbers from 21 – 50 | Recognizes and count up to 50.  Recall the numbers up to50. | Flash cards, objects and pictures are used to count andcompare  21-50. | Worksheet on numbers and number names up to 50.  Write missing numbers in the grid.  Worksheet on after, before and between numbers. |
| **October** | Numbers names  Before, between and after  Missing numbers | Read and write the numbers and number names up to 50.  Learns the place values through abacus.  Say forward and backward counting up to50. | Use abacus to say the numbers up to 50 with place values.  Write missing numbers in grid.  Using bundles of tens and ones find the number up to50.  Drill practice of forward and backward counting up to 50. |
|  |  |  | Make tens and ones with inter- lockcubes |  |

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| **November** | **9. Data**  **handling** | Mental Ability  Count the plane shapes in the given pictures. E.g. no.of squares rectangle, triangle and circle.  Count the number of letters in the givennames. | Illustrate given information using picture symbols.  Visual recognition of pictures and collecting data through given information.  Understands the patterns. | To count pictures shown shapes.  Counting the letters in their own name and in  their friends’ name.  Stripes of papers given and children having the same colour and stripes grouped.  To group the pencil of the same kind and find out which occurs the most.  Complete the pattern. | Worksheet on data handling, complete thepattern |
|  | **10. Patterns** | Mental Ability  Patterns of shapes, objects, numbers (odd numbers, even numbers, skip count of 5, 10, etc., forward and backward counting, etc.)  Patterns of increasing and decreasingorder. | Observes relationships to find connections and to make deductions.  Understands patterns and it nurtures mathematical thinking become problem solvers and creativethinkers. | Oral drilling of numbers up to 50 both forward and backward counting.  Clapping in pattern.  Making different patterns by using different shapes.  Using thumb impression making pattern.  Patterns using numbers. | Worksheet on patterns using numbers, alphabet andfigures. |

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| **December** | **11 Numbers 51-100.** | Concepts  Tens and Ones  Forming numbers from 51 – 100  Numbers names  Missing numbers  Snake and Ladder (Forward and Backwardcounting) | Recall the numbers up to 100 and able to read and write numbers and number name up to 100.  Visualize the place values through abacus.  Play snake and ladder game.  Say forward and  backward counting upto100.  Arrange in ascending and descending order.  Able to write missing numbers | Ask them to take bundles of tens and ones by giving the number card.  Arrange the children according to their height and explain them about ascending and descending order.  Picture representation  to arrive at the next. Number50+1=51.  Bring out the place values using abacus.  Snake and ladder game.  Introduction to even and odd numbers.  Oral drill practice from 1-100. | Worksheet on numbers and number names upto100.  Find the missing number in grid.  Joining dots from 51 to100.  Fill before and after numbers.  Cross out numbers that are not in order.  Worksheet on even and odd numbers. |

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| **January** | **12. Money** | Concepts  Indian currency  Notes and coins of different denomination.  Addition of coins/ notes of different denomination to make a given amount. | Expresses the dealing with collections of coins and notes.  Understands denominations of coins and notes.  Read price tag.  Make a given amount by using coins and notes.  Find total value of collection.  Understands how to make bill. | Showing fake notes and coins of Indian denominations.  Tracing coins.  Dramatization of shopping and conversation with the shopkeeper.  Read price tags to estimate the cost of item.  Bill making.  Memory game.  Picture Story | Worksheet on addition and subtraction of money.  Circle the coins and notes of different denominations to make the given amount. |

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| **Month** | **Chapter** | **Competency** | **Learning Outcome** | **Suggested Activities** | **Assignments** |
| **February** | **13. How many?** | Concept  Tens and Ones  Forming numbers and numbers names.  Bigger than &smaller than  Addition and subtraction stories | Recognizes the concept of addition and subtraction using tens and ones.  Narrate stories.  Make questions or word problems. | Forming numbers and number names.  Compare given pictures and objects.  Narrate a story based on picture.  Make questions or word problems by using the word- howmany? | .Worksheet on addition and subtraction |
| **March** | **Revision and final examination** | | | | |