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| **ASSAM RIFLES PUBLIC SCHOOL, PALLEL, HQ 26 SECT ASSAM RIFLES**  **SPLIT UP SYLLABUS SESSION 2024-25**  **Class: II Subject: Maths** | | | | | | |
| **Month** | **Chapter** | **Competency** | **Learning Outcome** | **Suggested Activities** | **TLM** | **Assignments** |
| **TERM I** | | | | | | |
| **April** | **1. What is long? What is round?**  **(Activity Based)** | **Concepts to revise-**  Greater than, lesser than, equal to.  Forward and backward counting.  Missing numbers  Numbers 1- 100.  Before, after, in between numbers.  Long and Round objects  Objects which rolls and slide  Knowledge about the edges, corners and faces of different objects.  Thing with flat surfaces can be stacked on one over another but things with round surface cannot. | To make the  Children familiar with basic concepts of math in the beginning of the session.  Recognizes geometrical shapes.  Classify things as smooth and rough.  Understands that shapes with broader bases are more stable and the way things are stocked in a shop.  Identification of things that roll, slide and both roll and slide.  Differentiates cardinal and ordinal numbers.  Understand the strategy of counting in groups. | Students are blindfolded and asked to guess the things kept in a bag.  Making a post card holder and student will see how many books it can hold.  Make a tiny tree  The tallest tower activity.  Play and see which type of coin can roll and slide and also the solid figures in the surroundings | Books, copies,  pencil box, eraser, papers, postcards, scissors, gum.  Sheet of paper and scissor.  Bottles, shoe boxes, tin boxes, glasses etc. -Coins, objects of solid figures | * Assignments on the given topics.   Worksheet on the topic what is long? What is round?  List the things which can roll, slide, both roll and slide.  Write ordinal numbers and cardinal numbers. |

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| **June** | **2. Counting in groups.**  **(Concepts based)** | Look and guess  The number of things.  Arranging things in groups.  Keeping things in pairs.  Activities for use of ordinal numbers.  The big carrot. | Guesses the number of things around them.  Counts, recognize, read and write numerals for numbers up to 99.  Looks at the arrangement of object and uses the strategy of counting at groups.  Learns the use of ordinal number.  To develop understanding of place value and strategies for addition and subtraction  Uses place value in writing and comparing two digit numbers.  Forms the greatest and smallest two digit numbers. | Guess the number of things without counting each thing.  Counting things found in the class-desks, chairs, charts etc.  Arrange numbers in ascending and descending order.  A set of numerals are given for arranging them in increasing or decreasing order.  Keeping things in pairs.  Standing in groups in 2,3,5 through a game.  Knowing about ordinal numbers.  Children standing in lines and give instructions such a second child clap your hands, third child pull your nose. | Pencils, ice spoons, cups, marbles, and bangles.  Toys, lollipops, bindis, objects in the surrounding s pictures and abacus.  Following link may be used by teacher for value addition. | Worksheet on more or less, ordinal numbers, counting in groups, ascending, descending order.  Ring the correct answer.  Eg. Number of teeth in your mouth (less than 40/more than 40) |

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| **July** | | **3. How much can you carry?**  **(Activity based)** | | Lighter and heavier  Weight of different item in the kitchen.  E.g. Rice, dal, sugar, ghee etc.  Weight that can be carried by each family member.  Weights that can carried by animals. | | Compares weights of different things as per their weight.  Identifies and feels the things heavier or lighter.  Guesses the weight of different things without weighing by holding them in their hands. | | Compares the weight of different things by holding them in their hands.  Riding a see-saw to have a feel of weight. (heavier/lighter).  What happens when your sweater falls in bucket of water? Which is heavier your dry shirt or wet shirt.  Blow the balloons and see the weight and fill with water and see the weight.  Match the picture of the animal with the things it can carry | Football, marbles, bottles, eggs, books, fruits, Vegetables, shoes etc. make a chart by listing heavier and lighter objects  Sweater, shirt, bucket. balloons, cups etc. | Worksheet on heavier/ lighter objects. Circle the heavier objects and colour the lighter objects.  Match the pictures of the animal with the things it can carry.  Eg. An ant can carry a grain of sugar. | |
| **August** | | **4.Counting in tens.**  **(Concepts**  **Based)** | | Tens and ones making groups of 10  Expanding 2digit numeral  Place value of two digit numbers ( ones and tens)  - apply alternate strategy for addition and subtraction of numbers  . | | -Recall the number concept.  Recognizes and speaks numerals of 2-digit numbers.  Classifies collections (size 10) and count the number of objects.  Explains the places values, ones and tens in 2- digit numbers.  - able to break the given number in to tens and ones. | Try to make different arrangements using groups of 10 objects which are usually easy to count.  Make groups of 10 students and count them.  Link the concrete objects to write symbols and oral names of numbers.  Collection of straws and putting them in bundles. (groups of tens)  Make garland out of 10 flowers, beads, shells etc. | Stones, match sticks, pencils, ice spoons, beads, marbles, bindi arranged in different patterns.  Numbers cards of tokens.  Straws, rubber bands. Thread, flowers, beads. Following link may be used by teacher for value addition | Worksheet on grouping tens, expanding 2-digit numeral. |

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| **August** | **5.Patterns**  **(Activity-**  **Based)** | Design patterns.  Plane shapes patterns.  Number patterns, letter patterns and alpha- numeric patterns. | Develops mathematical thinking, creativity, art, drawing.  Understand the concept of patterns and predicts what will come next in a given pattern.  Explain number patterns. | Various patterns of different shapes and colours are shown to the students like Iron grill of classroom windows, boundary walls and stairs.  Clap your hands in different patterns.  Thumb impression in different patterns.  Complete the incomplete patterns using colours.  Make colorful designs using any two types of vegetables for printing. | Different types of leaves, motis, vegetables, rubber are used to make pattern dye | Worksheet on patterns  Look at the patterns and fill up the boxes.  Complete the patterns in numbers |

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| **September** | **6.Footprints**  **(Activity Based)** | Tracing hand and foot of different members of family.  Identification of geometrical shapes by tracing the objects.  Drawing pictures with geometrical shapes.  Things look different from different sides. | Knowledge about the footprints of animals.  To be able to identify the geometrical shapes that resembles by tracing different objects.  To identify and count the different geometrical shape in a given picture.  To visualize things from different sides and understand the differences. | Matching animals with their footprints.  Draw your footprints and your friend’s footprints on the floor compare which is smaller.  Trace and guess the objects traced.  Draw the missing things in the given pictures.  Trace the objects of different shapes.  Make a group of objects | Objects of different shapes. | Can you match the animals with their footprints?  Draw the footprints of dog in the box. |

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|  | **7. Jugs and Mugs**  **(Concept Based)** | Capacities of different containers like cups, jugs, glasses etc.  Story of thirty crow- rise in the level of water.  Water is useful in our day to day life and to save water. | Measures and expresses the capacity of a container using improvised units such as cups, glasses, jars, bowls etc.  Estimates the capacity of a container and verifies the same by actual measuring.  Compares capacities of different containers by finding out how many smaller containers filled up are needed to fill the bigger ones. | Make a lemon drink and distribute among children the focus should be on volume.  Fill the water bottle with a cup and find how many cups fill their water bottle.  Fill balloons with water.  Count and write the number of glasses, mugs required to fill a bucket.  Utility of water for eg. Bathing, brushing, washing. | Lemon, sugar, salt and five glasses of water, jug.  Different types of glasses, mugs, bottles, spoons, cups, jugs, buckets, balloons etc.  Colour water.  Chart of the story thirsty crow. | Worksheet based on more or less. Match the following Guess which vessel holds the least water and most water.  Draw and circle pictures of jugs which can hold most and least water. |

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| **TERM II** | | | | | | |
| **October** | **8.Tens and ones**  **(Concepts Based)** | Tens and ones  Denomination of 10 and 1 (notes and coins) in money to represent tens and ones,  Expand 2- digit numbers  Team of 10 and individuals (students). | Recognition of number from 10 to 99 (2-digit number).  Concept of Zero.  Drilling of 2digit numbers.  Place value of 2-digit numbers.  Expresses the place of tens and ones with the help of abacus. | By standing two students in front of class teacher will show them the place value using number cards.  Showing fake notes of 10,20 etc.  Teacher will arrange a game to teach tens and ones (bangle game).  Make designs out of broken bangle pieces.  Make token cards and show different numbers. | Token cards.  Coins, fake notes, objects like bangles, ice spoons.  Dot board. | Worksheet on tens and ones.  Clean school day. We have to clean our school today we make teams. Each team has 10 students.  So how many teams of tens and students left over are ones. |

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| **November** | **9. My Funday**  **(Activity Based)** | Days of the week concept of before and after in using a calendar.  Concept of Yesterday, today and Tomorrow  Reading of class Timetable.  Months of the year  Reading a calendar.  Fruits, Vegetable. Flowers available in different seasons.  Festivals of India and months. | Identifies the names of days, months and seasons in sequence.  Identifies fruits and vegetables available in different seasons/ months.  Use class time table to tell the no. of periods of different subjects in a week.  Use calendar to tell the days and date.  Makes appropriate use of words today, yesterday, tomorrow, day after tomorrow and day before yesterday. | Recitation of rhymes about seven days of the week and the names of the months.  Group activity using calendars.  Group activity using class time table.  Counting of months on knuckles.  Write months having 30 days,31 days and less than 30 days.  Identify the month in which their favorite flower bloom, fruits ripe and festival falls. | Number cards.  Chart of days and months.  Calendar.  Time-table of class 2.  Charts of fruits, vegetables and flowers.  Charts of festivals, seasons with months. | Worksheet on days of the week, months of the year, seasons etc. |

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| **December** | **10. Add our points**  **(Concepts Based)** | Tens and ones  Addends and sums  Addition of two, 2-digit numbers.  Missing addends.  Shopping- Add notes and coins of different  Denomination s like 10,20,50, and 1,2 and 5 respectively. Add three 1- digit numbers. | Identifies addends and sum in an additional fact.  Identifies the properties of addition.  Add two or three numbers with or without regrouping.  Add using dice as in Ludo game. | Oral drilling using correct mathematical language.  Game of purchasing the given items with the combinations of notes and coins.  Throwing two dice and the numbers to get their points and fill in the blanks.  Throw start points on dice  1.  2.  3. .  **This activity provides learning experiences for**: Understanding of addition facts and comparison of numbers (greater and less than).  **Type of Activity**: Whole class is divided in groups of 4 children. | Different things eg. Ice spoons, pencils, colours, stones etc.  Flashcards of numbers.  Fake notes and coins.  Through transparency sheets. | Worksheet on addition.  Add the numbers using fake notes of 10, 20, 50. |

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| **December** | **11. Lines and Lines**  **(Activity Based)** | Concept of standing, slanting and sleeping lines.  Concept of straight and curved lines  Forming letters of English alphabet and numbers with the help of matchsticks.  Making designs with dots  Stick drawing. | Students should be able to draw and recognize curved and straight lines, standing, sleeping and slanting lines.  Students should be able to draw different types of pictures with the help of dancing lines and joining dots. | .  Draw straight and curved lines, sleeping, slanting and standing lines.  Forming letters of English alphabet and numbers with the help of match sticks.  Stick drawing.  Worli painting. | Popsicles  Match sticks  Crayons | Make some designs by joining dots with curved lines and straight lines.  Write your name using straight lines. |

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| **January** | 1. **Give and take**   **(Concepts Based)**   1. **The longest Step**   **(Activity Based)** | **Concepts**  Tens and Ones represented by necklace (of 10 beads) and loose beads respectively.  Addition of two 2-digit numbers with carrying.  Subtraction of 2- digit numbers by borrowing.  Word problems related to addition and subtraction.  Denomination of 10 and 1 notes and coins respectively in money to add and subtract.  Measurement of length by non – standard units.  Hand span, cubit, foot span, stride and fingers.  Objects like pencils, dusters, matchsticks etc. to measure length, | Uses the mathematical language of give and take away correctly.  Find the sum and difference of two numbers by arranging the digits in columns.  Learns the properties of carrying and borrowing.  Solving daily life problems involving addition and subtraction.  Measures lengths using their hand span, stride, fingers foot span, cubit.  Compares length using an improvised unit.  Compares and arranges the length using descriptive languages. Eg. short, long, high, low etc | Converse about giving and taking things.  Group material like beads, buttons, spoons, matchsticks etc.  Tell stories it’s time to buy (give money and take things).  To make a garland with colorful beads.  Explanation of inadequacy of nonstandard units and the need of standard units.  Make a group of 3 to 4 friends find out by drawing lines whose step is the longest.  Measures the table with your hand span.  Measures height of yours and your friend by hand span.  Take some objects and measure them using different standard units. | Beads, buttons, matchsticks, marbles, ice spoons etc.  Fake notes and coins.  Story books regarding selling and buying things.  Transparency  Scale, rope, inch tape, meter scale. | Worksheet on addition and subtraction  Solve word problems addition & subtraction  Worksheet on finding length using non standard units.  Circle the objects which is long and short. |

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| **February** | **14.Birds come, birds go**  **(Concepts Based)** | Addition and subtraction of 2 two digit numbers using token cards.  Know how to keep an account of the expenditure of a month.  Word problems (related to daily life)- addition and subtraction.  Making different combinations to get a desired sum or difference. | Learns how to add and subtract 2 two digit numbers.  Learn how to carry while addition.  Learn how to borrow while subtraction. | Poems on birds.  Telling why some birds migrate?  Using token cards of 10 &amp; 1 to do addition and subtraction.  Word problems on addition and subtraction.  Maintaining diary of expenditure for the month. | Story telling with puppets. | Addition and subtraction of two digit numbers. worksheets |
|  | **15. How many ponytails?**  **(Activity Based)** | Collecting data (information) in small groups and filling the information in tables and attempt to answer the find out questions. (DATA HANDLING) | Students will learn how to collect data and represent it in tabular form. | Various activities involving collecting data and answering questions based on it. | Pictorial presentation. | Collect data from your class and solve the sums like given in textbook. |
| **MARCH** | **Revision and Final Examination** | | | | | |