

Mathematics (Class – I)

Unit – I

Shapes and Space

Time Frame	Topic / Theme	Subject Matter	Activities / TLM	Evaluation
20 hrs.	Shapes and Spatial understanding	<ul style="list-style-type: none">• Create writing ability by drawing horizontal vertical, slanting & curved lines in sand and notebook.• Awareness of space through top – bottom, up on – under, inside- outside, far – near, before – after – between, through pictures and visual objects from surroundings.• Understanding of one and	Collection of objects from surroundings having different sizes, shapes, colours like pebbles marbles, boxes, bath pipes, etc. Sorts, classifies and describes the objects in the class room on the basis of shape, size and other observable properties.	By showing the pictures, charts objects & asking questions about the shape, size & colour etc.

		many.		
Unit – II				
Numbers - I				
35 hrs.	Numbers (1-9)	<ul style="list-style-type: none"> • Counting through rhyme • Counts the number of objects in a collection • Recognizes and speaks numbers from 1 to 9 • Arranges the collection of objects by matching. • Read & write numerals from 1 to 9 • Adds & subtracts using real objects • Adds & subtracts using symbols (+,-) • Write numerals in words from 1 to 9 	<ul style="list-style-type: none"> • Arranges the collections of objects in order by matching and 1 to 1 correspondence • Counts the numbers of objects in a collection and understand that the last number name also represents the total number of objects in a collection. • Makes collection of objects corresponding to a 	<ul style="list-style-type: none"> • By asking to speak the number names in correct order. • By asking questions through charts, objects related to numbers • Using flash cards.

			specific number.	
Unit – III				
Numbers - II				
30 hrs.	Numbers (10-20)	<ul style="list-style-type: none"> • Number sequence from 10-20 (Read & write numerals) • Counts objects using their numbers. • What comes after, before, in between the missing numbers, bigger-smaller, biggest-smallest numbers in given numbers. • Reverse counting (20-0) • Addition & subtraction of numbers using real object, pictures & symbols (Numbers up to 20) • Pictorial statement 	<ul style="list-style-type: none"> • Arranges the collection of objects in order by matching and one to one correspondence. • Counts the number of objects in a collection • Makes collection of objects corresponding to a specific number. • Forms number sequence from 10-20. • Reverse counting by subtraction of objects 	<ul style="list-style-type: none"> • Oral questions based on activities • Written exercises on matching, addition & subtraction.

		<p>based problems on addition & subtraction</p> <ul style="list-style-type: none"> • Concept of zero through poem • Approaches zero through subtraction pattern e.g. $3-1=2$, $2-1=1$, $1-1=0$ 	one by one.	
Unit – IV Numbers – III				
20 hrs.	Numbers (21-50)	<ul style="list-style-type: none"> • Read and Write numerals from 21 to 50 • Simple addition & subtraction without carryover & borrowing (21-50) 	<ul style="list-style-type: none"> • Using real objects such as match sticks, pebbles etc. for the counting from 21 to 50 . • For addition & subtraction use snake & ladder and also charts and abacus. 	Evaluation will be done with real objects, by making charts and also by asking questions.

Unit – V
Numbers - IV

45 hrs.	Numbers (51-100)	<ul style="list-style-type: none"> • Read & Write numerals from 51 to 100 • Addition & subtraction of numbers with simple problems from everyday life of child. (without carry over & borrowing). 		
	Multiplication table (1-5)	Construct multiplication table from 1 to 5 using respective addition.	<ul style="list-style-type: none"> • Oral drill for tables • Repeated addition with objects eg. 3 leaves + 3 leaves = 6 leaves $3 \times 2 = 6$ 	Orally

Unit – VI
Money

10 hrs.	Money	<ul style="list-style-type: none"> • To identify common currency notes & coins 	By showing different currency notes & coins to the	By asking questions about currency
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		<ul style="list-style-type: none"> Through poem, given in chapter should be kept as such as it is presently being taught in HP Board syllabus. 	students.	notes through charts.
Unit – VII Measurement				
10 hrs.	Measurement	<p>Length :</p> <p>Distinction between small-big, thick – thin, near-far; longer-shorter</p> <p>Weight :</p> <p>Comparison between heavy and light objects.</p> <p>Time:</p> <p>Distinction between events occurring in time using terms earlier – later.</p> <p>Narrate the sequence of events in a day.</p>	<ul style="list-style-type: none"> By showing & comparing two sticks. By showing two places of the surroundings. Comparing real objects. Events from daily life . When do we have Breakfast, Lunch, Dinner. 	By asking questions orally based on activities.

Unit – VIII
Patterns

10 hrs.	Patterns	<ul style="list-style-type: none">• Draw sequence of simple patterns found in shapes in the surroundings.• Complete a given sequence of simple patterns.	<ul style="list-style-type: none">• Teachers should start the activity by clapping in a pattern. e.g. 1-1-1 2-2-1 1-2-3-1-2-3.• Complete a given sequence of pattern in regular shape.	While doing the activities, ability of the students can be assessed.
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