



CLASS PREP-2 MATHS PLANNER

TERM-2

Session 2025-26



FORMATIVE ASSESSMENT-2

Shapes

Sorting and Grouping

Pairing of Objects

FORMATIVE ASSESSMENT-3

Comparing Positions

Patterns

Addition

SUMMATIVE ASSESSMENT-2

Shapes

Sorting and Grouping

Pairing of Objects

Comparing Positions

Patterns

Addition

Counting in Tens and Ones

Skip Counting

Take Away



Lesson Overview – 5: Shapes

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	59	5.a 5.c	<ul style="list-style-type: none"> Recognise and name a circle Draw a circle 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB IMAX 2D Shapes Blank sheets of paper 	—
2 DD/MM/YYYY	59	5.a 5.c	<ul style="list-style-type: none"> Recognise and name a square Draw a square 	<ul style="list-style-type: none"> Demonstration Activity 	<ul style="list-style-type: none"> TB IMAX 2D Shapes Ice cream sticks 	—
3 DD/MM/YYYY	59	5.a 5.c	<ul style="list-style-type: none"> Recognise and name a triangle Draw a triangle 	<ul style="list-style-type: none"> Demonstration Activity 	<ul style="list-style-type: none"> TB IMAX 2D Shapes Ice cream sticks 	—
4 DD/MM/YYYY	59-60	5.a 5.c	<ul style="list-style-type: none"> Recognise and name a rectangle Draw a rectangle 	<ul style="list-style-type: none"> Demonstration Practice 	<ul style="list-style-type: none"> TB IMAX 2D shapes Blank sheets of paper Paints 	TB: Pg. 60

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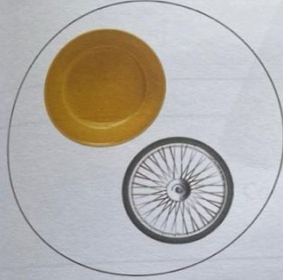
Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
5 DD/MM/YYYY	61-62	5.a 5.c	<ul style="list-style-type: none"> Recognise and name the cone shaped objects Colour the cone shaped objects 	<ul style="list-style-type: none"> Circle Time Practice 	<ul style="list-style-type: none"> TB Rhymes Book Party hat/Ice cream cone 	TB: Pg. 62
6 DD/MM/YYYY	63-64	5.a 5.c	<ul style="list-style-type: none"> Recognise and name the ball shaped objects Colour the ball shaped objects 	<ul style="list-style-type: none"> Circle Time Practice 	<ul style="list-style-type: none"> TB Rhymes Book AB (Part 1) Ball/Globe 	TB: Pg. 64 AB: Pg. 29
7 DD/MM/YYYY	65-67	5.a 5.b 5.c	<ul style="list-style-type: none"> Recognise and name the box shaped objects Match the shapes to similar shaped objects and identify different shapes Colour the box shaped objects 	<ul style="list-style-type: none"> Circle Time Practice 	<ul style="list-style-type: none"> TB Rhymes Book Gift box/Dice IMAX Activity Sheet 'Shapes' 	TB: Pgs. 66-67

5) Shapes

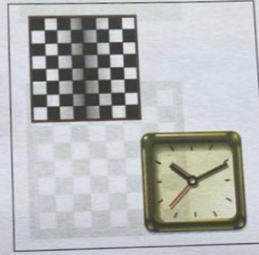


Circle, Square, Triangle and Rectangle

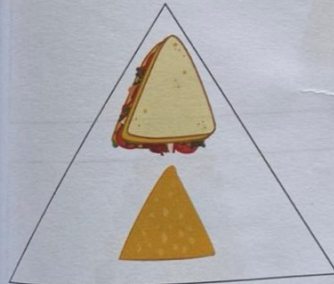
Look at the objects given below and their shapes. Identify a CIRCLE, SQUARE, TRIANGLE and RECTANGLE.



Circle



Square



Triangle



Rectangle

59



Cone Shape

Look at the CONE shape. How is it different from other shapes? Point out the objects that look like the CONE shape.



Cone Shape



Birthday Cap



Stacking Toy



Ice cream Cone

61



Ball Shape

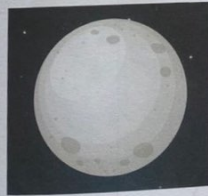
Look at the BALL shape. How is it different from other shapes? Point out the objects that look like the BALL shape.



Ball Shape



Football



Moon



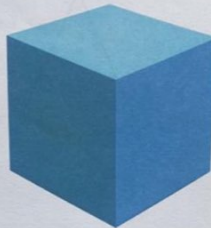
Orange

63



Box Shape

Look at the BOX shape. How is it different from other shapes? Point out the objects that look like the BOX shape.



Box Shape



Die

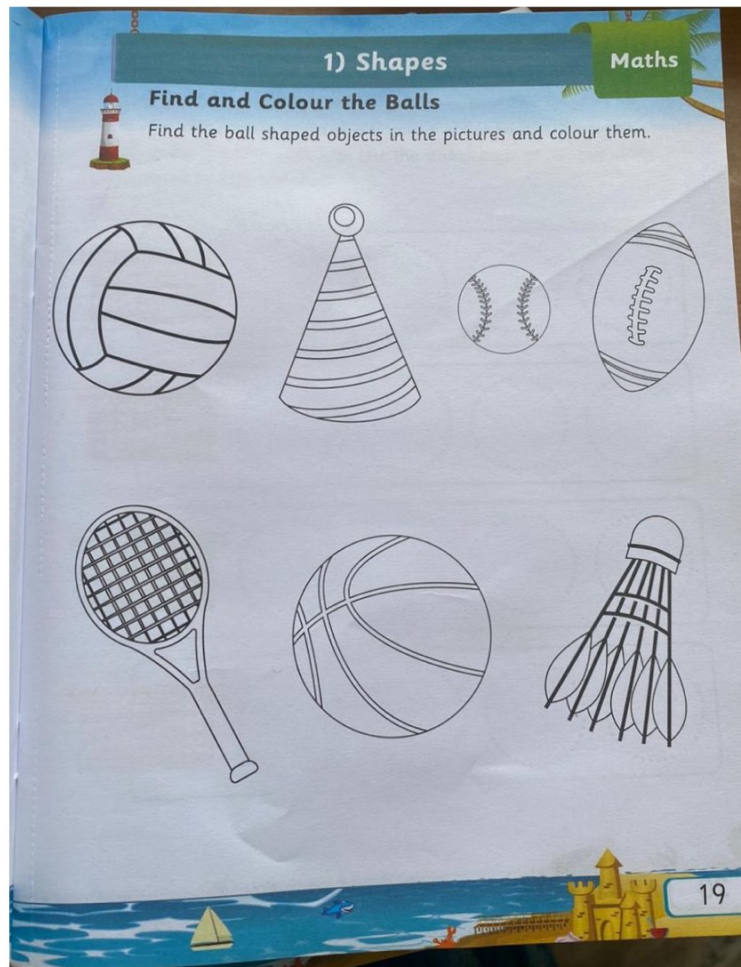



Gift Box



Blocks

65



 Reflection		
	Suggested questions to test the key concept(s)	Key Concept(s)
1	What are the shapes are the following objects? (Show a cone shaped and a ball shaped object.)	Day 6 - Recognise the following shapes: Circle, Square, Triangle, Rectangle, Cone, Ball, Box
2	Match the pictures of a mat and the Sun to their shapes.	Day 6 - Match different objects to their corresponding shapes
3	Draw a ball, a clock and an ice cream cone on the board.	Day 7 - Draw the various shapes

Lesson Overview – 6: Sorting and Grouping

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	68	6.a	<ul style="list-style-type: none"> Introduce the concept of sorting and grouping by colour 	<ul style="list-style-type: none"> Circle Time Activity 	<ul style="list-style-type: none"> TB Blocks of different colours Five red crayons Five blue crayons Five black crayons 	—
2 DD/MM/YYYY	69	6.b	<ul style="list-style-type: none"> Match the objects based on colour 	<ul style="list-style-type: none"> Practice Activity 	<ul style="list-style-type: none"> TB AB (Part 1) Ten white buttons Ten red buttons Ten blue buttons Bowl 	TB: Pg. 69 AB: Pg. 31
3 DD/MM/YYYY	70	6.a	<ul style="list-style-type: none"> Introduce the concept of sorting and grouping by shape 	<ul style="list-style-type: none"> Circle Time 	<ul style="list-style-type: none"> TB IMAX 2D Shapes Pictures of star, heart and square 	—
4 DD/MM/YYYY	71	6.b	<ul style="list-style-type: none"> Match the similar shaped objects 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB 	TB: Pg. 71

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Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
5 DD/MM/YYYY	72	6.a	<ul style="list-style-type: none"> Introduce the concept of sorting and grouping by size 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB Big bottle Small bottle Big pencil Small pencil Big book Small book 	—
6 DD/MM/YYYY	73	6.b	<ul style="list-style-type: none"> Match and sort the objects based on size 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB Big crayons Small crayons 	TB: Pg. 73

6) Sorting and Grouping



Sorting by Colour

These objects are sorted on the basis of their colour.



Red



White and Black



Blue



Red and Green



Yellow



Blue and Yellow



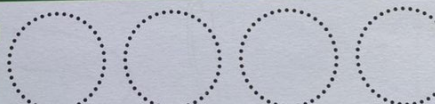
68

2) Sorting and Grouping



Sorting by Colour

Sort the objects based on the colour of the baskets. Paste the objects in the circles in each row. Use the sticker page at the end of the book for this activity.

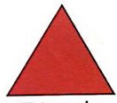


21



Sorting by Shape

These objects are sorted on the basis of their shapes.



Triangle



Circle



Rectangle



Square



Sorting by Size

These animals are sorted on the basis of their sizes.

Big Animals



Elephant



Bear



Lion



Giraffe

Small Animals



Rat



Rabbit



Squirrel



Frog

Reflection		
	Suggested questions to test the key concept(s)	Key Concept(s)
1	Match the objects that go together – pen, table, lock, shoes, chair, book, socks, key.	Day 3 - Identify and match objects that go together

Lesson Overview – 8: Comparing Positions						
Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	76	8.a	• Know the positions right and left	• Circle Time • Demonstration	• TB • Rhymes Book	–
2 DD/MM/YYYY	77	8.a	• Mark the pictures that are facing left and right	• Practice • Activity	• TB • AB • Rhymes Book	TB: Pg. 77 AB: Pg. 15
3 DD/MM/YYYY	78	8.b	• Know the positions before and after	• Demonstration	• TB • Book • Bottle • Bag	–
4 DD/MM/YYYY	79-80	8.b	• Mark the animals and numbers that come before or after the given animals and numbers	• Practice	• TB	TB: Pgs. 79- 80
5 DD/MM/YYYY	81-83	8.c	• Know the position in between • Mark the object and number that is in between the given objects and numbers	• Demonstration • Practice	• TB • PN • Book • Bottle • Bag • IMAX Activity Sheet 'Positions'	TB: Pgs. 82-83 PN: Pg. 37
			Names		Teacher's	
Handhold Learners						
Challenge Learners						

8) Comparing Positions



Left and Right

Look at the animals. Some are facing LEFT and some are facing RIGHT.



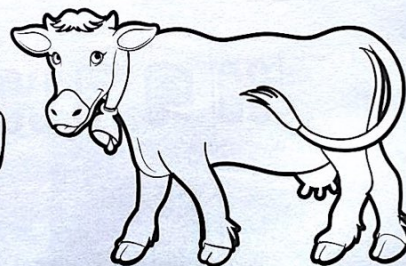
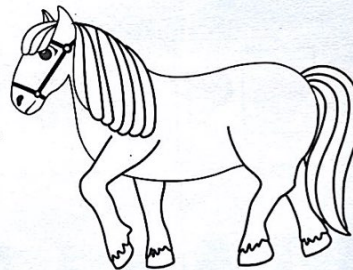
76

4) Comparing Positions

Colour Left and Right Facing Animals



Colour the animals on your RIGHT in brown. Colour the animals on your LEFT in orange.






25




Mark Before and After Animals

Look at the animals in each row and follow the instructions.




Tick (✓) the animal **BEFORE** the chick and circle (○) the animal **AFTER** the chick.




Circle (○) the animal **BEFORE** the duck.

Strike (/) the animal **AFTER** the fish.

Tick (✓) the animal **AFTER** the dog and circle (○) the animal **BEFORE** the dog.

79

Write Before and After Numbers

Write the answers to the questions in the boxes.

9
10
11

What comes **BEFORE** 10?

What comes **AFTER** 10?

23
24
25

What comes **BEFORE** 24?

What comes **AFTER** 24?

39
40
41

What comes **BEFORE** 40?

What comes **AFTER** 40?

80

Reflection		
Suggested questions to test the key concept(s)		Key Concept(s)
1	Which car is facing the right? (Place two toy cars of different colours on the table which face each other.)	Day 2 - Distinguish between left and right positions relative to each other
2	Name the object placed after the bottle. (Place a book, water bottle and a bag on the table in this order.)	Day 4 - Distinguish between before and after positions relative to each other
3	What is in between the bread slices? (Hold a bread and cheese sandwich.)	Day 5 - Identify objects in between given objects

Lesson Overview – 9: Patterns							
Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	
1 DD/MM/YYYY	84	9.a	<ul style="list-style-type: none"> Recognise the patterns and identify what comes next 	<ul style="list-style-type: none"> Circle Time Demonstration 	<ul style="list-style-type: none"> TB Fifteen blocks each of three different colours Three baskets 	–	
2 DD/MM/YYYY	85-86	9.b	<ul style="list-style-type: none"> Complete the patterns 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB Rhymes Book 	TB: Pgs. 85-86	
3 DD/MM/YYYY	87	9.a	<ul style="list-style-type: none"> Recognise the patterns and identify the missing pictures 	<ul style="list-style-type: none"> Circle Time Practice 	<ul style="list-style-type: none"> TB Cut-outs of different shapes 	–	
4 DD/MM/YYYY	88	9.b	<ul style="list-style-type: none"> Recognise the missing items and complete the patterns 	<ul style="list-style-type: none"> Practice Activity 	<ul style="list-style-type: none"> TB AB 	TB: Pg. 88 AB: Pg. 17	
5 DD/MM/YYYY	89	9.b	<ul style="list-style-type: none"> Recognise the missing items and complete the patterns 	<ul style="list-style-type: none"> Practice Activity 	<ul style="list-style-type: none"> TB IMAX Activity Sheet 'Patterns' 	TB: Pg. 89	



What Comes Next?

Use crayons to draw and colour the shape that comes next in the patterns in each row.



Use crayons to write the letter or number that comes next in the patterns in each row.

G S K | G S K | G S |

5 16 2 | 5 16 2 | 5 16 |

L D J | L D J | L D |

2 8 19 | 2 8 19 | 2 8 |

5) Patterns

Stick the Missing Item



Look at the patterns. Stick the missing letter or number in the given space. Use the sticker page at the end of the book for this activity.

P H F | P H F | P F

8 2 | 8 1 2 | 8 1 2

H F P | H F P | H P

1 8 2 | 1 8 2 | 1 8

What is the Missing Item?

Look at the patterns. Use crayons and write the missing shape, number or letter in the missing places.

V
Q
Z
V
Q

V
Q

6

7
6
2
7
6
2
7

V
Q
Z

6
2
7

89

Reflection		
	Suggested questions to test the key concept(s)	Key Concept(s)
1	Identify the letter that comes next in the pattern. A F T A F T A F T A F ?	Day 3 - Recognise different patterns
2	Write the missing number and complete the pattern. 59 47 12 59 47 12 ____ 47 12	Day 5 - Complete the given patterns

Lesson Overview – 10: Addition

Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	90-91	10.a 10.b	<ul style="list-style-type: none"> Learn to add objects together Count and add the given objects 	<ul style="list-style-type: none"> Demonstration Practice 	<ul style="list-style-type: none"> TB Crayons Bowl Six apples AB Four balloons 	TB: Pg. 91 AB: Pg. 21
2 DD/MM/YYYY	92-93	10.b	<ul style="list-style-type: none"> Count and add the given number of objects 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB PN 	TB: Pgs. 92-93 PN: Pg. 38
3 DD/MM/YYYY	94-95	10.c	<ul style="list-style-type: none"> Understand the concept of adding numbers using fingers 	<ul style="list-style-type: none"> Circle Time Demonstration 	<ul style="list-style-type: none"> TB 	—
4 DD/MM/YYYY	96	10.c	<ul style="list-style-type: none"> Count and add numbers using fingers 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB 	TB: Pg. 96

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Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Te
5 DD/MM/YYYY	97-98	10.c	<ul style="list-style-type: none"> Count and add numbers using fingers 	<ul style="list-style-type: none"> Practice Activity 	<ul style="list-style-type: none"> TB AB 	TB: Pgs. 97-98 AB: Pg. 19	
6 DD/MM/YYYY	99	10.d	<ul style="list-style-type: none"> Understand the concept of counting by drawing lines 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB 	—	
7 DD/MM/YYYY	100	10.d	<ul style="list-style-type: none"> Count and add the lines to find the sum 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB 	TB: Pg. 100	
8 DD/MM/YYYY	101	10.d	<ul style="list-style-type: none"> Count and add by drawing lines 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB PN 	TB: Pg. 101 PN: Pgs. 39-40	

10) Addition



Count and Add

Read the story and add the numbers.

There are 3 fruits on a table. Raju puts 3 more fruits on it.



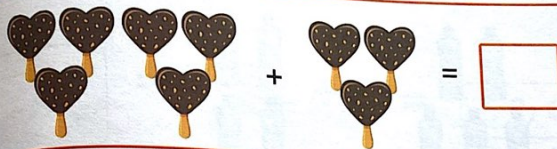
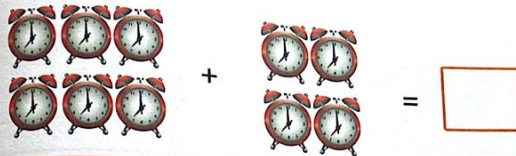
How many fruits are there now?



Say the answer aloud.

Count and Add

Count and add the objects in each set. Write the total number in the boxes.



6) Addition

Count, Add and Colour

Read the story. Count and add. Colour the correct number.

Maya has 4 birthday gifts. Two of her friends gave her 2 more gifts. How many gifts does Maya have now?


















5 6 7

29



Add with Your Fingers

Numbers can also be added using fingers.

1 	2 	3 	4 
5 	6  		7  
8  	9  	10  	

Add by Drawing Lines
Add and write the answers in the boxes by drawing lines and counting them.

$\begin{array}{r} 2 \\ + 4 \\ \hline \square \end{array}$	$\begin{array}{r} 3 \\ + 2 \\ \hline \square \end{array}$	$\begin{array}{r} 7 \\ + 1 \\ \hline \square \end{array}$
$\begin{array}{r} 8 \\ + 2 \\ \hline \square \end{array}$	$\begin{array}{r} 3 \\ + 7 \\ \hline \square \end{array}$	$\begin{array}{r} 5 \\ + 6 \\ \hline \square \end{array}$
$\begin{array}{r} 3 \\ + 4 \\ \hline \square \end{array}$	$\begin{array}{r} 8 \\ + 6 \\ \hline \square \end{array}$	$\begin{array}{r} 9 \\ + 9 \\ \hline \square \end{array}$

101

Reflection		
	Suggested questions to test the key concept(s)	Key Concept(s)
1	Add the two sets of crayons. (Give two sets of crayons – one with 2 crayons and the other with 3 crayons.)	Day 1 - Know addition as a concept of putting groups of objects together
2	Count the total number of balloons. (Draw two sets of balloons on the board.)	Day 2 - Count given objects and add
3	Add 4 + 5 using your fingers.	Day 5 - Add using fingers
4	Draw lines and count them to find the answer. 7 + 5 = ?	Day 7 - Add by drawing lines


Lesson Overview – 11: Counting in Tens and Ones


Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	102-103	11.a	<ul style="list-style-type: none"> Learn to group ten objects as one unit 	<ul style="list-style-type: none"> Circle Time Practice 	<ul style="list-style-type: none"> TB One fifty ice cream sticks Rubber bands Basket 	TB: Pg. 103
2 DD/MM/YYYY	104-105	11.a	<ul style="list-style-type: none"> Count the number of tens Match or write the correct number 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB PN 	TB: Pgs. 104-105 PN: Pg. 44
3 DD/MM/YYYY	106-107	11.b	<ul style="list-style-type: none"> Learn the concept of tens and ones 	<ul style="list-style-type: none"> Circle Time Practice 	<ul style="list-style-type: none"> TB Ice cream sticks Basket 	TB: Pg. 107
4 DD/MM/YYYY	108	11.b	<ul style="list-style-type: none"> Count the tens and ones and write the number 	<ul style="list-style-type: none"> Circle Time Activity 	<ul style="list-style-type: none"> TB Ice cream sticks AB 	AB: Pg. 23


11) Counting in Tens and Ones


Counting in Tens


Let us see how to count objects in TENS. Look at the pictures. The objects are grouped together in sets of 10.


 = 1 Ten


 = 2 Tens

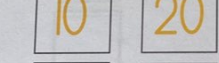
 = 3 Tens

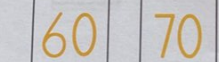
 = 4 Tens


 = 5 Tens

 = 6 Tens

 = 7 Tens

 = 8 Tens

 = 9 Tens

 = 10 Tens

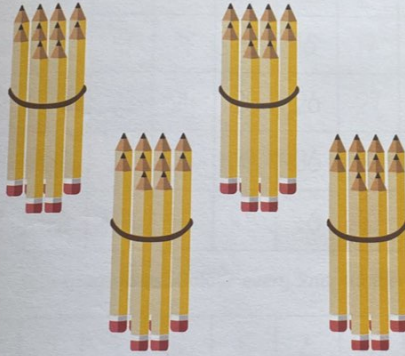
10	20	30	40	50
60	70	80	90	100

02

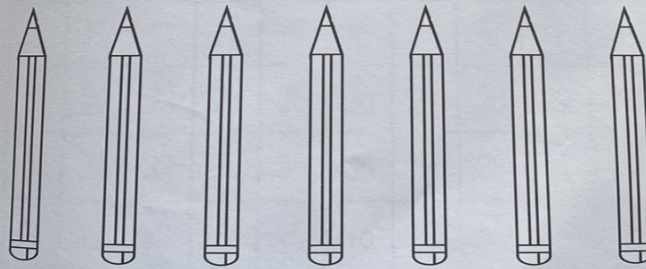
7) Counting in Tens and Ones

Colour the Pencils

Count the pencils that are tied in tens. Colour the loose pencils so that the total number of pencils matches the number given in the box.



45



31

Reflection

Suggested questions to test the key concept(s)		Key Concept(s)
1	How many tens are there in 60?	Day 1 - Know the concept of grouping ten ones as a unit
2	How many tens and ones are there in 74?	Day 4 - Represent given number in tens and ones

Lesson Overview – 12: Skip Counting

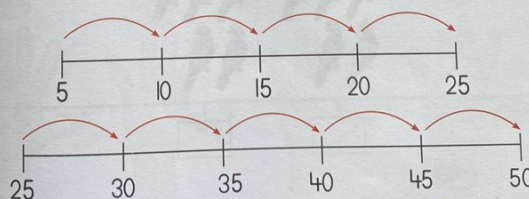
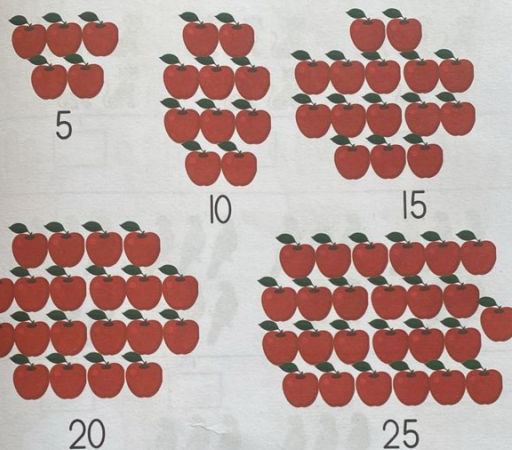
Day and Planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice
1 DD/MM/YYYY	109	12.a 12.b	<ul style="list-style-type: none"> Learn the concept of skip counting Learn to skip count in 5s 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB Crayons 	—
2 DD/MM/YYYY	110	12.b	<ul style="list-style-type: none"> Skip count in 5s and write the numbers 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB PN 	TB: Pg. 110 PN: Pg. 45
3 DD/MM/YYYY	111	12.b	<ul style="list-style-type: none"> Practise skip counting in 5s 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB PN 	TB: Pg. 111 PN: Pg. 47
4 DD/MM/YYYY	112	12.b	<ul style="list-style-type: none"> Learn to skip count in 2s 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB Crayons 	—
5 DD/MM/YYYY	113	12.b	<ul style="list-style-type: none"> Practise skip counting in 2s 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB PN 	TB: Pg. 113 PN: Pg. 46
6 DD/MM/YYYY	114	12.b	<ul style="list-style-type: none"> Revise skip counting in 2s 	<ul style="list-style-type: none"> Practice Activity 	<ul style="list-style-type: none"> TB PN AB 	TB: Pg. 114 PN: Pg. 48 AB: Pg. 25

	Names	Teach
Handhold Learners		
Challenge Learners		

12) Skip Counting

Skip Counting in 5s

We skip 4 numbers in between to skip count in 5s.



Skip Count in 5s and Write

skip count in 5s and write the missing numbers.

5 15 20

35 55

65 80

111

Skip Counting in 2s

We skip 1 number in between to skip count in 2s.

2 4 6 8 10

11 13 15 17 19 21

22 24 26 28 30 32

33 35 37 39 41 43

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Suggested questions to test the key concept(s)		Reflection
1	Count the total number of fingers on the hands. (Ask ten learners to hold out their hands.)	Day 1 - Know the use of skip counting for quick mental math and to recognise patterns in arithmetic
2	Skip count in 2s and write the missing numbers. 88, _ , _ , _ , _ , _ , 100	Day 5 - Know skip counting in 5s and 2s

Lesson Overview – 13: Take Away							
Day and planned Date	Page No.	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Te
1 DD/MM/YYYY	115	13.a	<ul style="list-style-type: none"> Know the concept of take away 	<ul style="list-style-type: none"> Circle Time Demonstration 	<ul style="list-style-type: none"> TB Five tennis balls Two bowls Crayons 	—	
2 DD/MM/YYYY	116	13.a	<ul style="list-style-type: none"> Understand the concept of take away 	<ul style="list-style-type: none"> Demonstration Practice 	<ul style="list-style-type: none"> TB PN 	TB: Pg. 116 PN: Pg. 41	
3 DD/MM/YYYY	117	13.b	<ul style="list-style-type: none"> Count the number of objects left after taking away a given number 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB 	TB: Pg. 117	
4 DD/MM/YYYY	118	12.b	<ul style="list-style-type: none"> Write the number of objects left after taking away a given number of objects 	<ul style="list-style-type: none"> Practice 	<ul style="list-style-type: none"> TB 	TB: Pg. 118	
5 DD/MM/YYYY	119	12.b	<ul style="list-style-type: none"> Practise writing the number of objects left after taking away the given number of objects 	<ul style="list-style-type: none"> Practice Activity 	<ul style="list-style-type: none"> TB AB PN 	TB: Pg. 119 PN: Pgs. 42-43 AB: Pg. 27	
6 DD/MM/YYYY	120	12.b	<ul style="list-style-type: none"> Represent a number story with numbers to solve the problems 	<ul style="list-style-type: none"> Demonstration 	<ul style="list-style-type: none"> TB 	TB: Pg. 120	

13) Take Away

Let us see how to take away numbers by the crossing out method.

There are **5 balls**.

Take away **2 balls**.

How many balls are left?



$$5 - 2 = 3$$

How Many Left?

Cross (X) the items in each row according to the questions. Count the remaining objects and write the number in the boxes.

 $5 - 2 = 3$

 $6 - 5 = \square$

 $5 - 4 = \square$

 $3 - 2 = \square$

 $4 - 1 = \square$

 $9 - 7 = \square$

Reflection

	Suggested questions to test the key concept(s)	Key Concept(s)
1	Ram has 9 marbles. His brother takes away 5 marbles. How many marbles are left with Ram?	Day 1 - Know taking away as a concept of taking away a particular number of objects from a group of objects
2	5 mangoes – 3 mangoes = _____ mangoes (Draw the mangoes on the board.)	Day 5 - Perform taking away on a group of objects