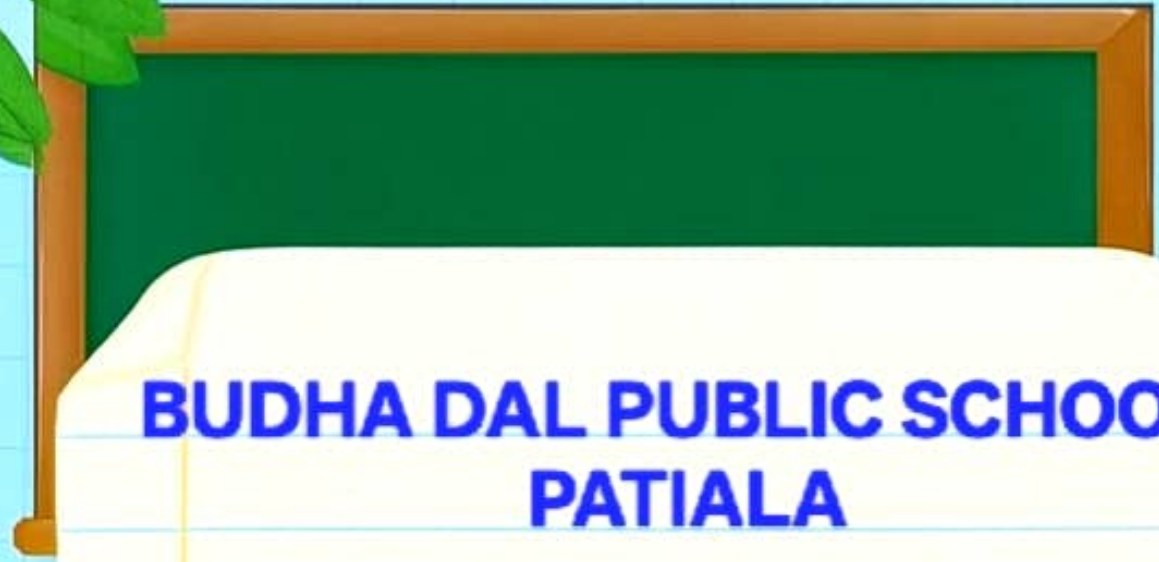




**BUDHA DAL PUBLIC SCHOOL
PATIALA**

Class- Prep -1

**MATHS PLANNER
TERM-1**

Session -2026-27





FORMATIVE ASSESSMENT 1

**Theme 1 : I Love Mondays
Numbers 0 to 10 (Revision)**

SUMMATIVE ASSESSMENT 1

**Theme 2 : I Love Tuesdays
Triangle ,Square ,Rectangle,
Circle ,Oval**

**Theme 3 : I Love Birthdays
Numbers 11 to 20
(Revision)**

**Theme 4 : I Love
Wednesdays Tall and
Short ,Big and Small , Full
and Empty , More and Less**



Numbers 0 to 10 (Revision)

Theme 1:
I Love
Mondays



OMT

LSV

ELPS

CL

It is Monday morning. Sam sees her father in the kitchen.



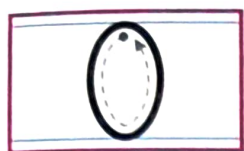
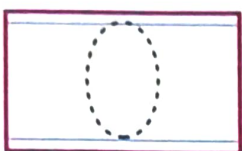
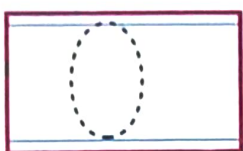
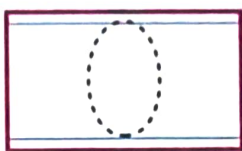
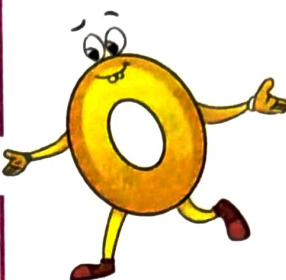
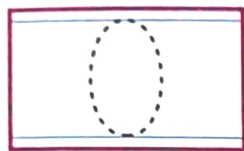
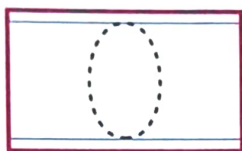
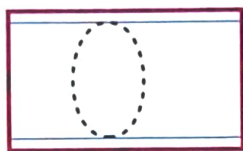
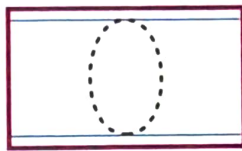
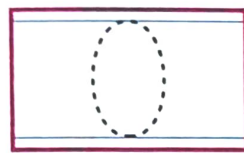
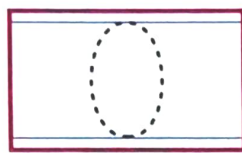
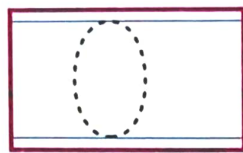
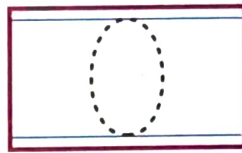
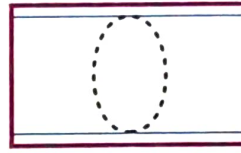
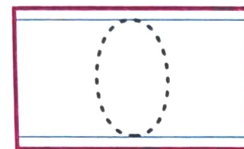
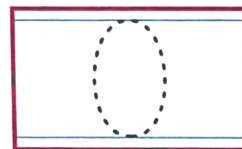
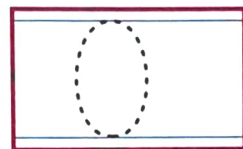
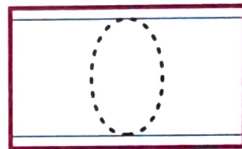
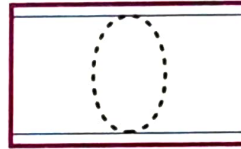
Pick each vegetable one by one. Count 1, 2, 3, 4, 5, 6 and so on. Place them on the table.



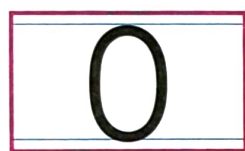
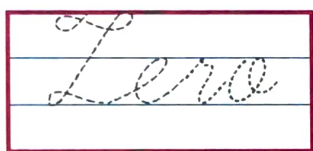
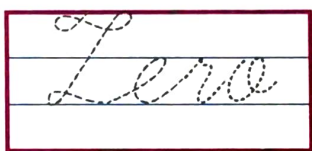
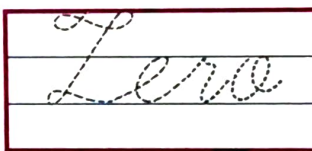
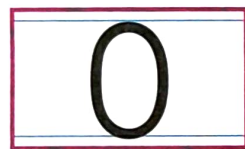
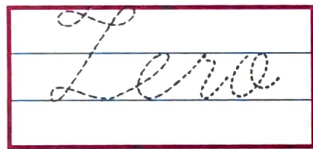
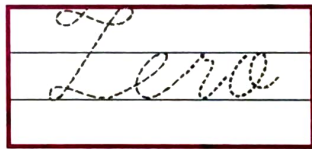
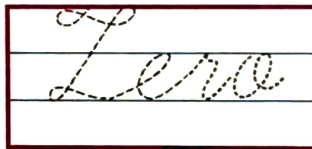
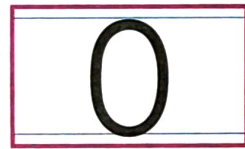
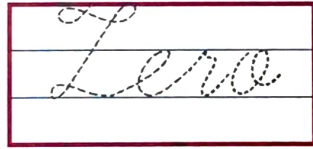
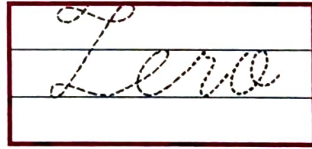
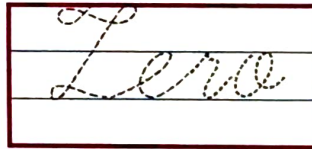
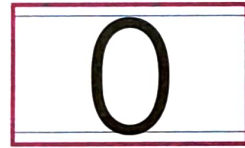
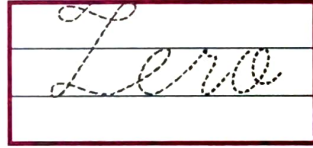
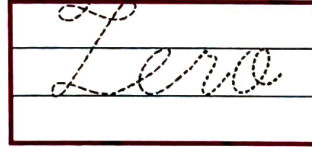
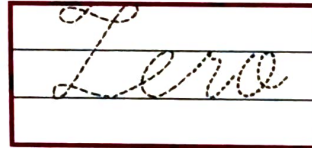
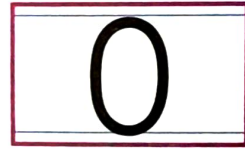
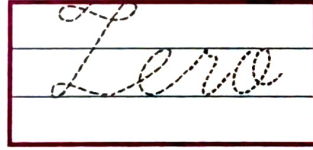
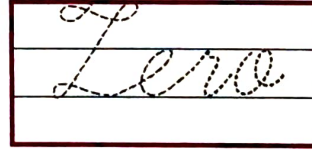
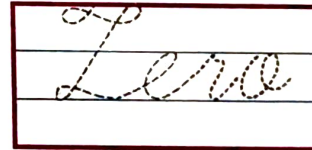
Baba, here are 5 onions, 6 tomatoes and 4 potatoes.



1. Trace and write the number 0.

2. Trace and write the number name 0.

COD

PMD

SP

COD

PMD

SP

3. Count and write. One has been done for you.

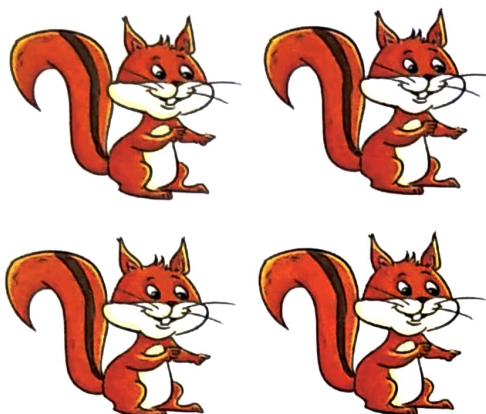


Dice

3

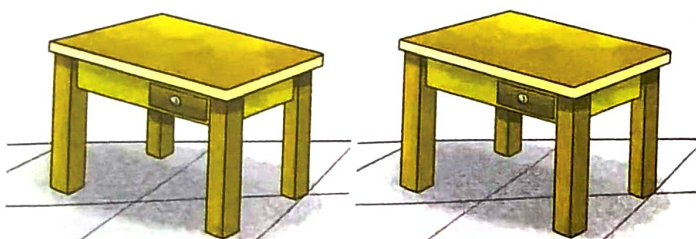
Dots

9



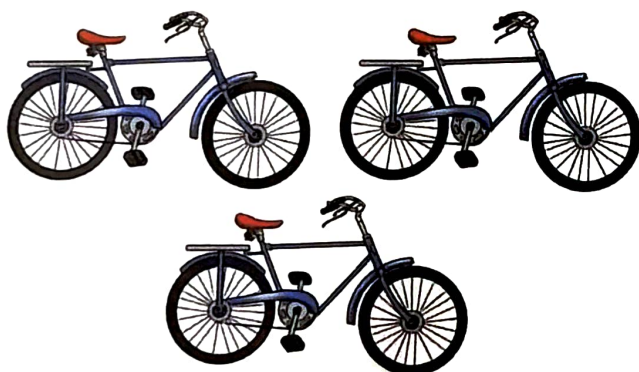
Squirrels

Tails



Tables

Legs



Bicycles

Wheels

4. Trace and write the numbers from 1 to 10.

COD
PMD
SP

1

1

1

1

1

2

2

2

2

2

3

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10

10

6. Spot and circle the hidden numbers.



Let Us Sing

ELPS OMT

I can count, want to see?
Here are my fingers – one, two, three.

Four and five, this hand is done.
Now I will count on the other one.



Six, seven, eight and nine.
Just one more, I am doing fine.

The last little finger is number ten.

Now I will count them all again.

One, two, three, four, five,
six, seven, eight, nine, ten!



Teacher's Note: Sing this rhyme with actions. Ask the students to repeat after you.

Curricular Goals and Objectives (ECCE)

To enable the students:

- identify shapes, colours of various objects
- listen to the story and relate it to the numbers 0 to 10
- recognise and write the numbers

Learning Outcomes

The students will:

Physical Development	• draw, colour pictures • write/trace the numbers 1-10
Socio-Emotional and Ethical Development	• spend time with family and enjoy activities
Cognitive Development	• learn through experiment on colours that water releases colours • identify and arrange the numbers 1-10 in order



Jas and his grandmother go to a bakery.

CL
ELPS
ONT

Teta, can we buy some sandwiches and pastries?

Yes, Jas. First can you tell me what shape do these look like?

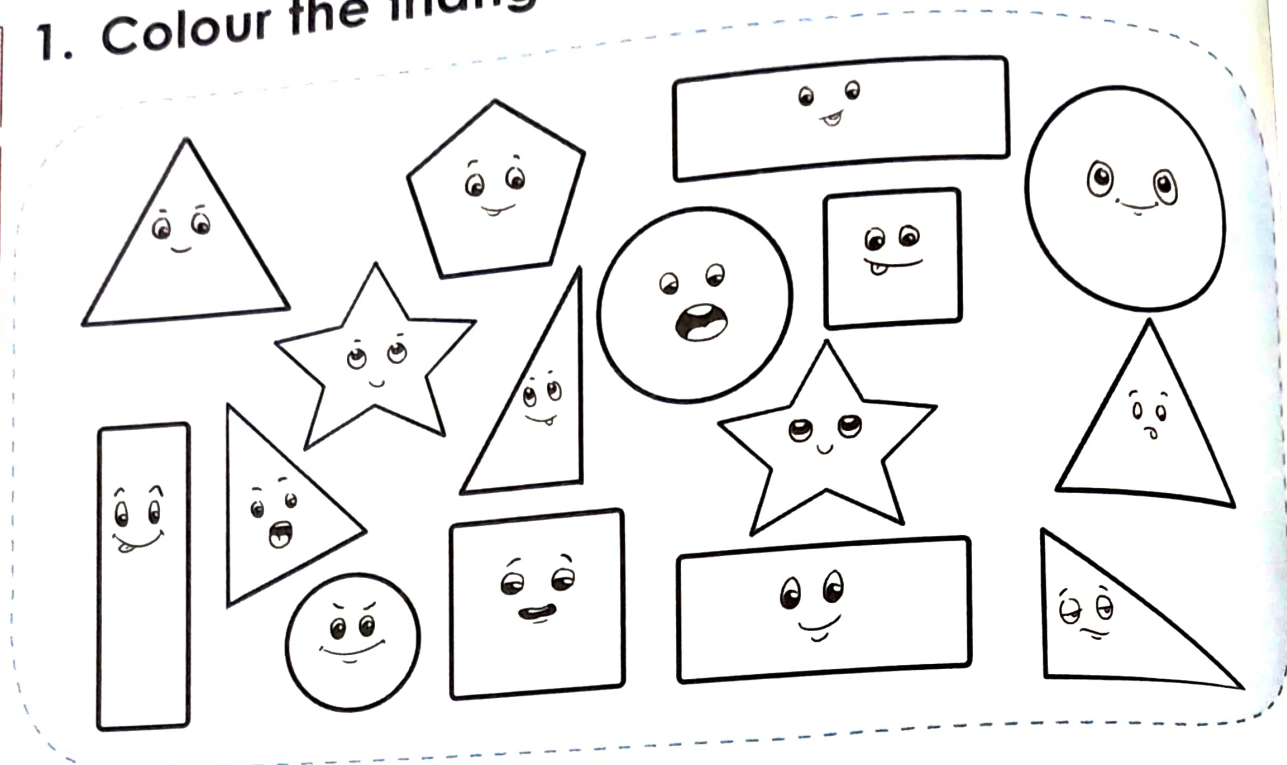
The sandwiches and pastries look like triangles.

Teta, this birthday cap also looks like a triangle. May I have this one as well?

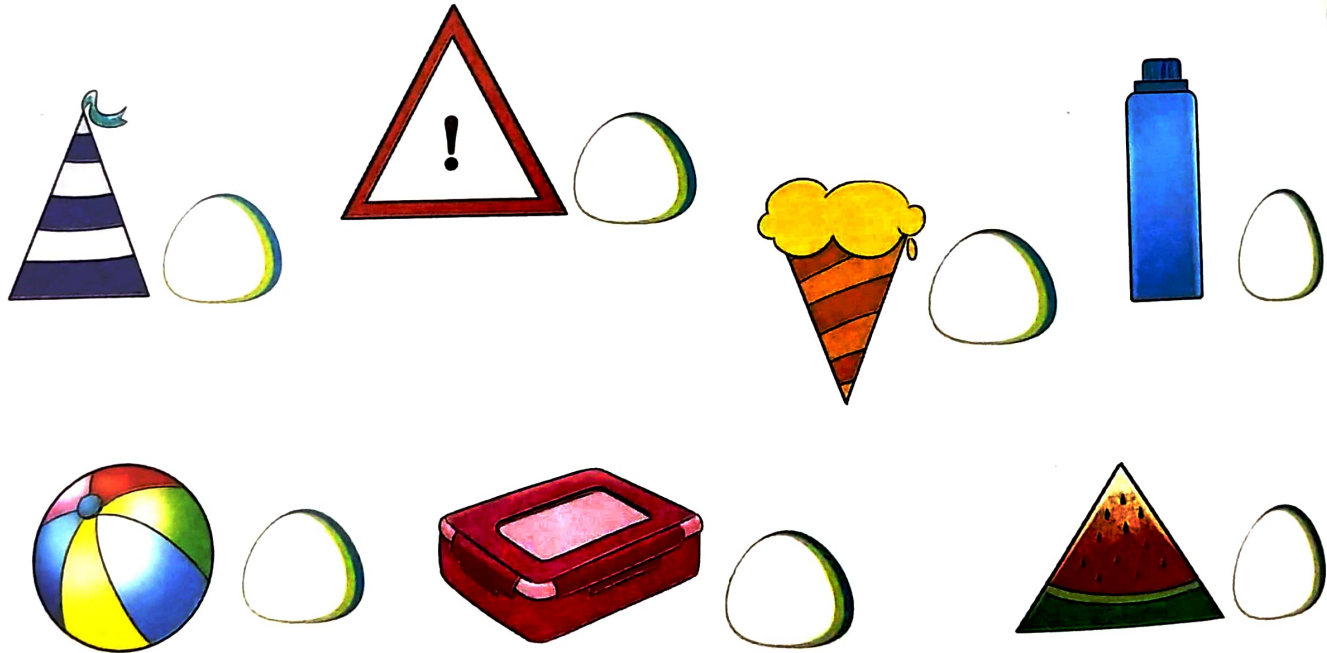
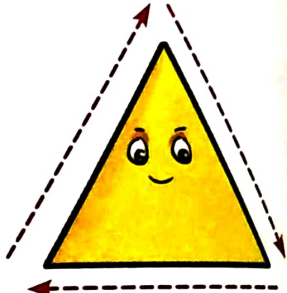
Of course, Jas!

Yay! Thank you, Teta.

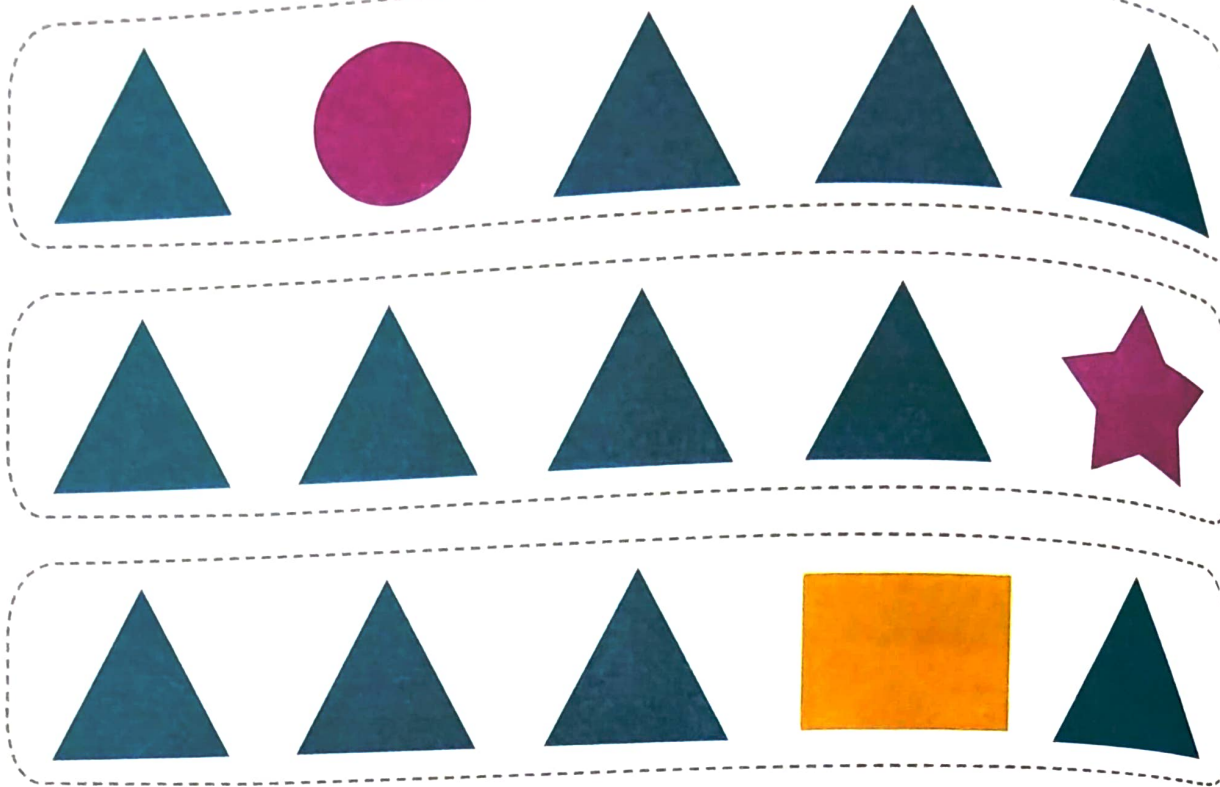
1. Colour the triangles.



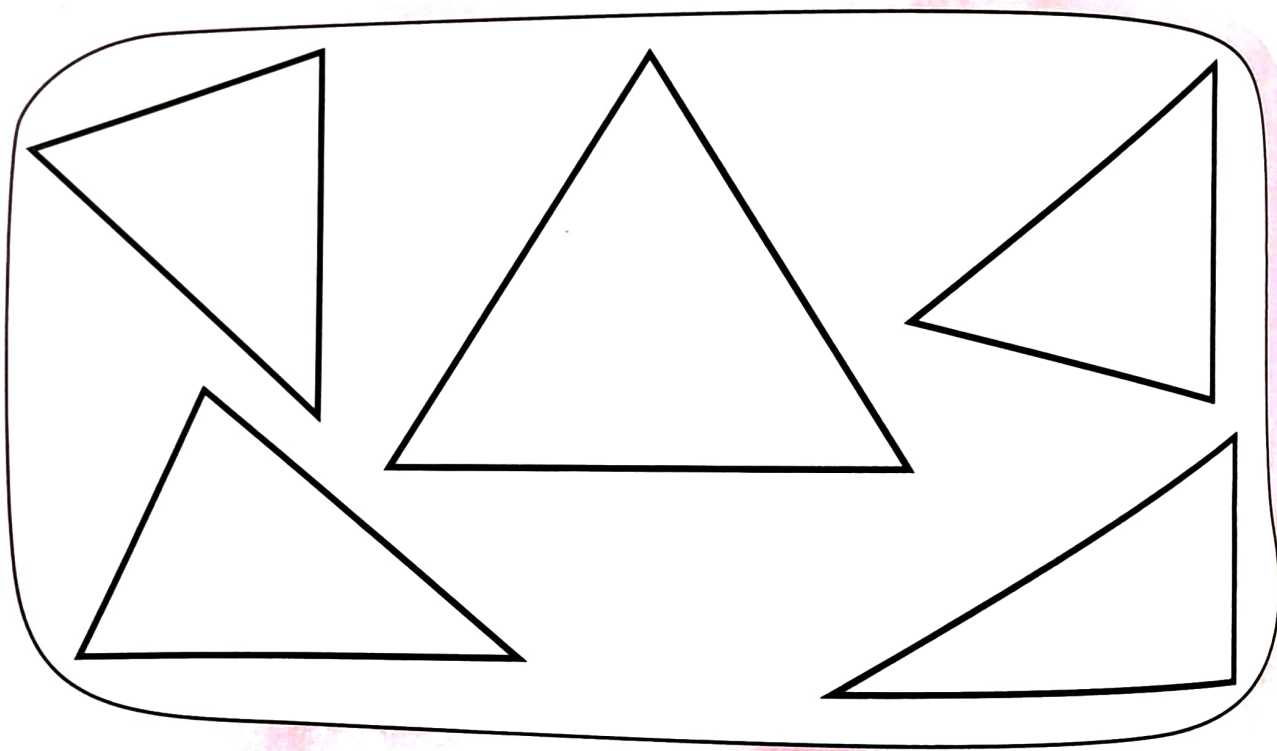
2. Tick (✓) the things that look like a triangle.



4. Tick (✓) the odd one out.



5. Colour the triangles.



How many triangles did you colour?

Curricular Goals and Objectives (ECCE)

To enable the students:

- apply knowledge, skills and concepts
- practice oral calculation
- understand the concept taught and practice reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- reinforce the concepts taught through Maths game
- develop positive learning habits

Learning Outcomes

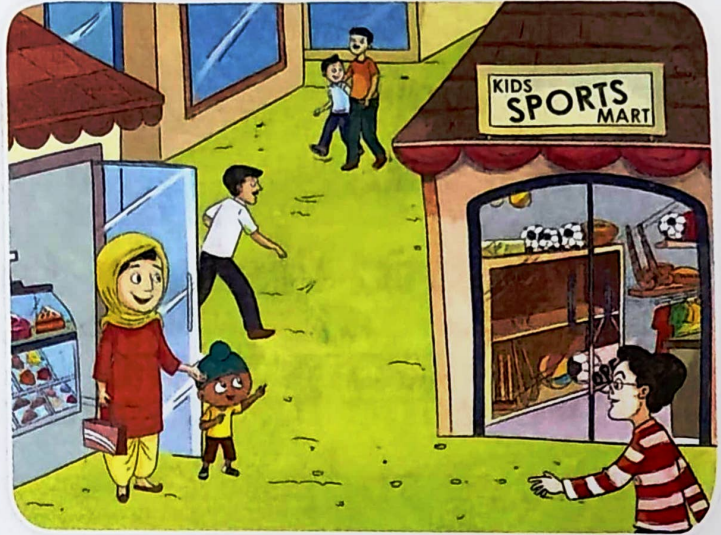
The students will:

Physical Development	• draw, colour triangles
Socio-Emotional and Ethical Development	• express their thoughts and feelings about the shapes at a bakery shop
Cognitive Development	• identify the objects that are triangle in shape • solve a maze following triangles • sort the shapes • find the odd one in the given pattern
Language and Literacy Development	• communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• explore and play with colours
Positive Learning Habits	• help parents in chores at home



Near the bakery,
Jas sees a sports
shop. He says to
his grandmother,
"Teta, that is the
sports shop!"

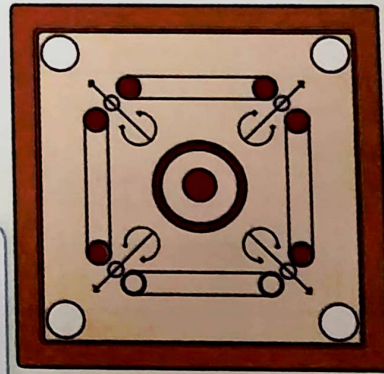
Teta replies, "Yes, it
is. Let us go and buy
Ryan's birthday gift from there."

CL
ELPS
OMT

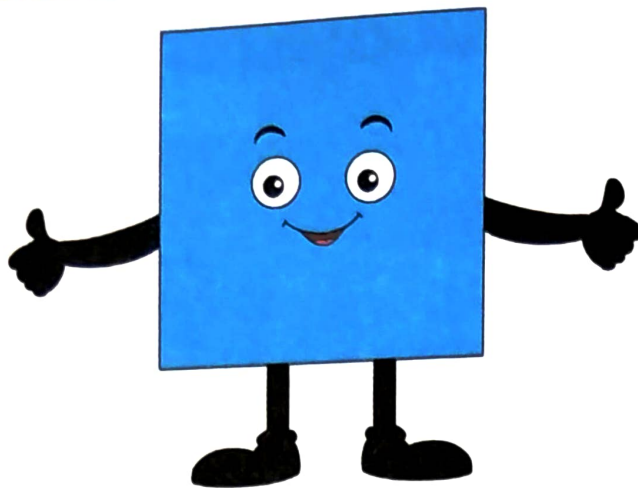
Jas, this is a carrom board. Can
you tell me, what shape is it?

Yes, Teta.
The shape of
the carrom
board is
square. Teta,
Ryan likes to
play carrom.

You are right! That
is great! Let us buy
this gift for him.



What shape am I?

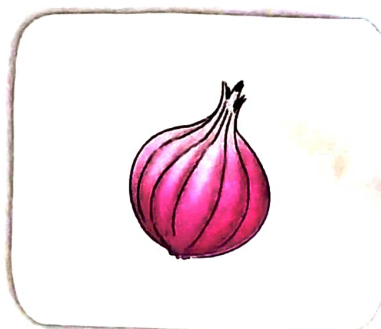
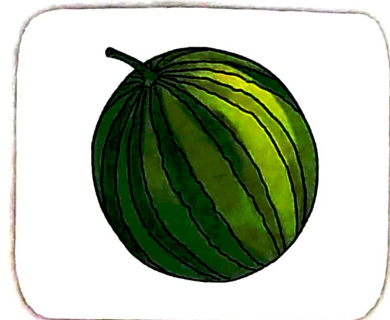
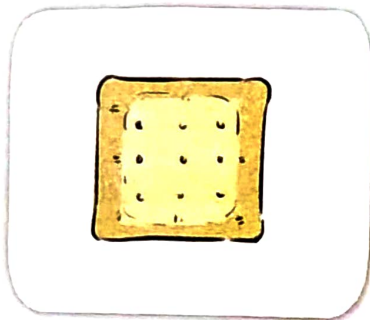
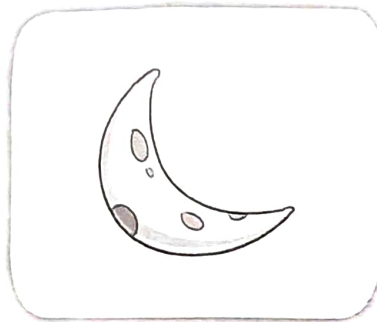


Square

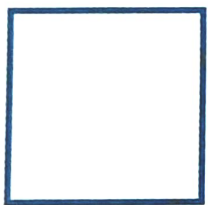
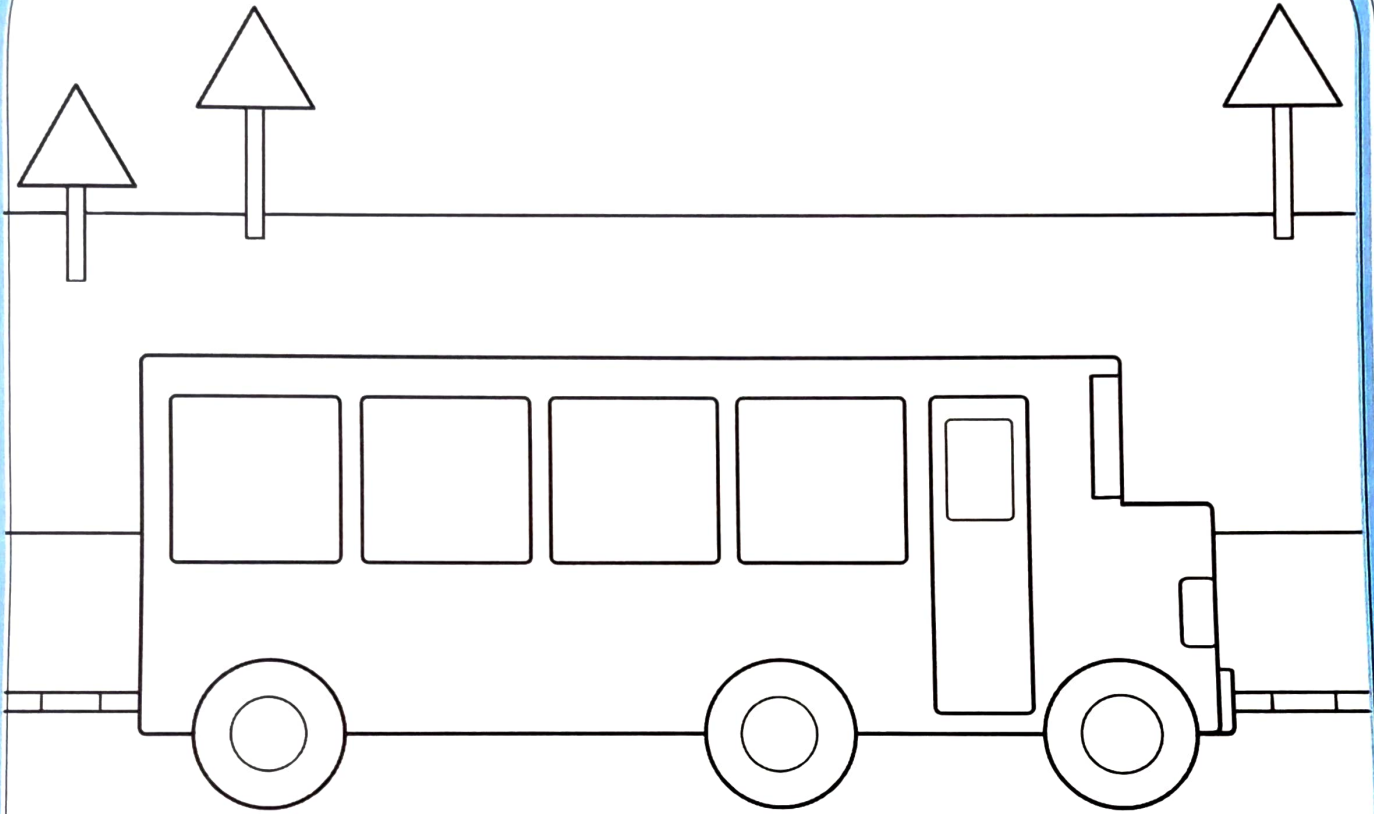
COD ST

LOTS SP

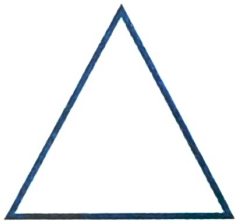
1. Circle the things that look like the above shape.



2. Count the number of squares and triangles.
Write your answer in the given space. Colour the squares blue. Colour the triangles green.

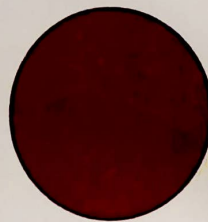
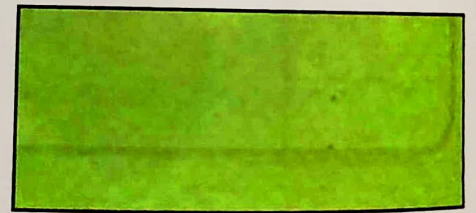
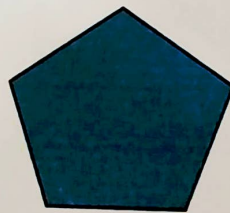
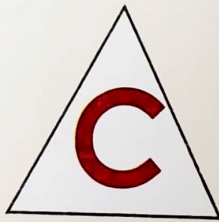
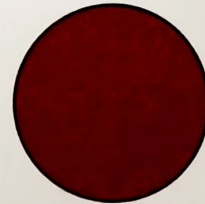
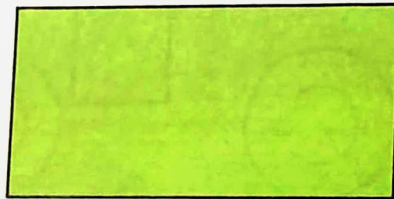
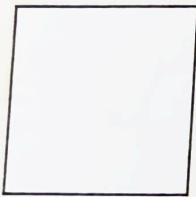
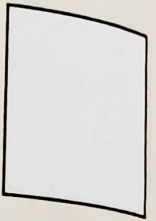
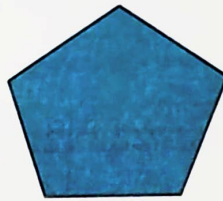
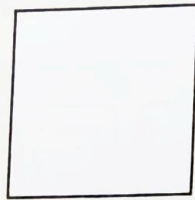
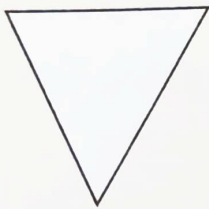
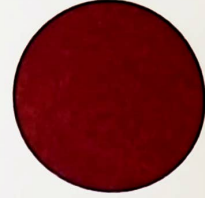
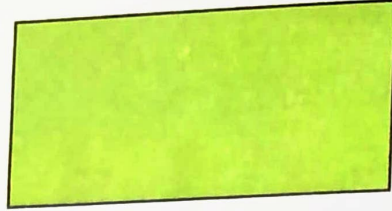


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3. Write the missing numbers inside each square. Write the missing letters inside each triangle.



Curricular Goals and Objectives (ECCE)

To enable the students:

- apply knowledge, skills and concepts
- practise oral calculation
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• draw and colour pictures • draw square shape and objects
Socio-Emotional and Ethical Development	• identify square objects • sort the shapes and count them • write the missing number/letter in the shapes specified
Cognitive Development	• identify the number 1 and recognise the objects one in quantity
Language and Literacy Development	• listen to the story and talk about it in simple words • communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• make their own scrapbook of squared objects • make squared objects with playdough
Positive Learning Habits	• care about friends and family



Teta is paying money to the shopkeeper.

Jas observes and says, "Teta, this note looks like a square."

Teta replies, "No, Jas. This note is a rectangle."



CL
ELPS
OMT



Picture Talk

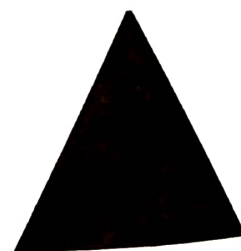
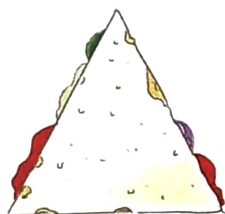
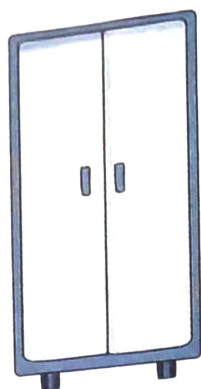
COD ELPS ST

Teacher's Note: Tell the students to point at the people and things. Get the students to talk about colours and shapes.

1. Think and talk about the picture. Colour by code.



2. Match the objects with their shadows.



Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- apply knowledge, skills and concepts
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

The students will:

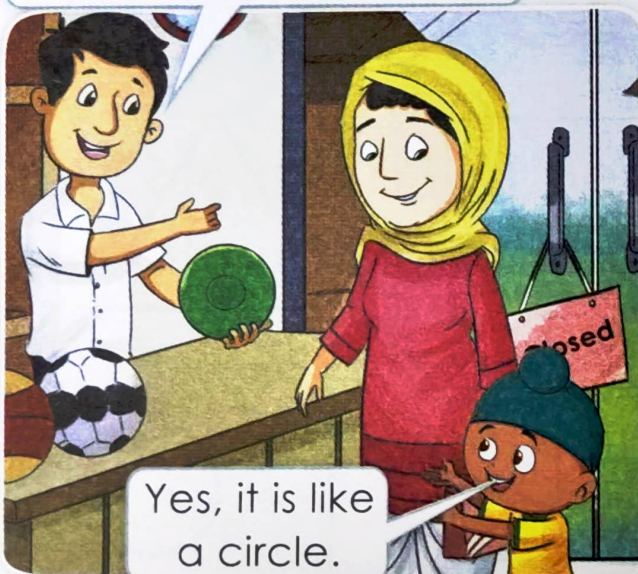
Physical Development	• draw and colour rectangles and other shapes with crayons
Socio-Emotional and Ethical Development	• express their thoughts and feelings about rectangular objects like doors, window, book, etc.
Cognitive Development	• identify objects that are rectangle in shape • match the objects with their shadows
Language and Literacy Development	• listen to the story and talk about it in simple words • communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• make their own scrapbook of rectangular objects • make rectangular objects with playdough
Positive Learning Habits	• observe their surroundings • recreate and enjoy with friends and family



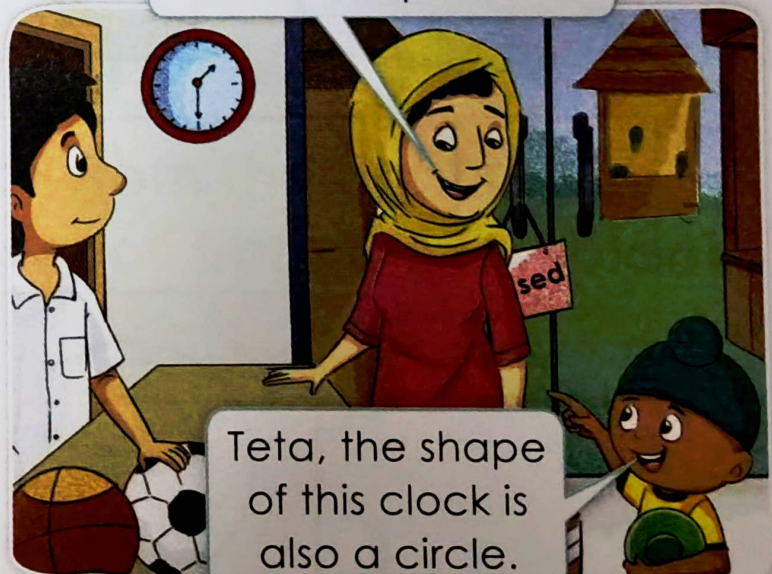
Jas and Teta look for more toys.



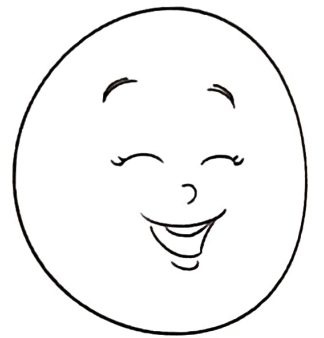
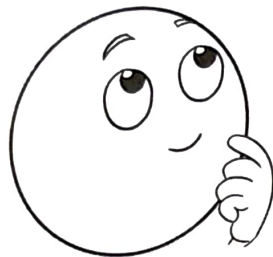
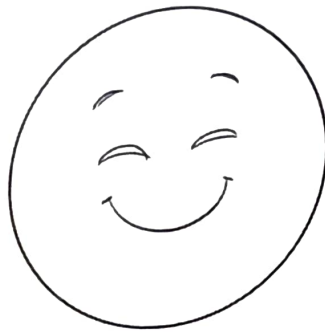
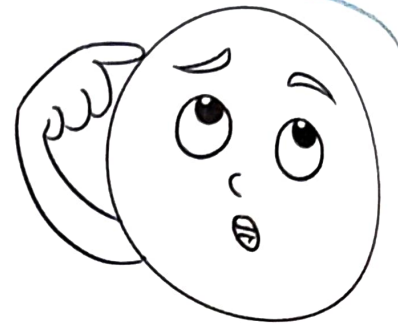
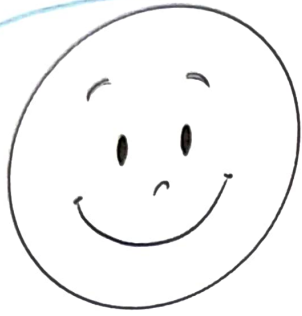
Do you know the shape of the flying disc?



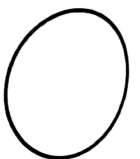
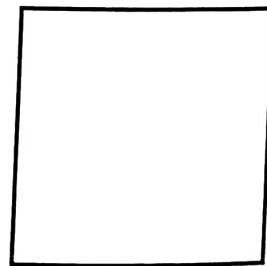
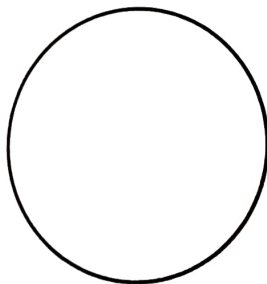
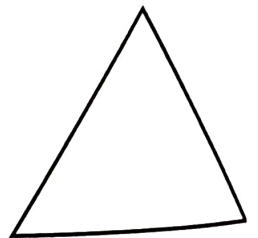
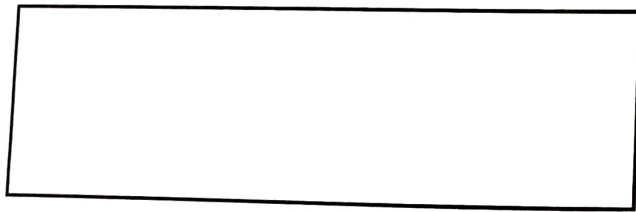
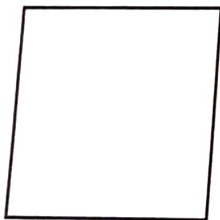
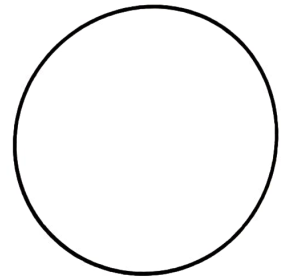
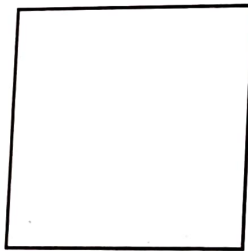
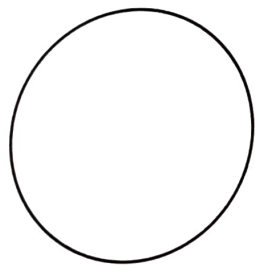
Jas, look at this clock. What shape is it?



1. Colour the happy circles yellow. Colour the curious circles red.

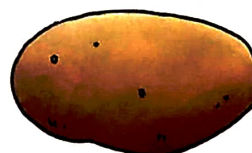
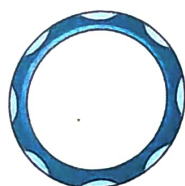
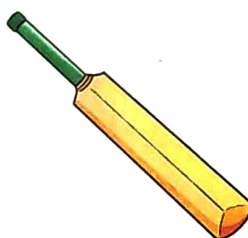
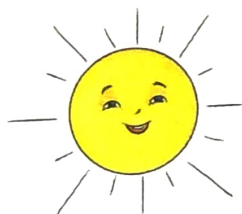
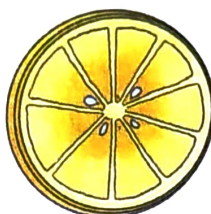


2. Identify the circles. Colour them yellow. Colour the squares blue. Colour the rectangles green.



3. Tick (✓) the pictures that look like a circle.

COD
LOTS
SP



NOT FOR SALE

Theme 2: I Love Tuesdays

27

COMPLIMENTARY COPY

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- apply knowledge, skills and concepts
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• draw and colour circles with crayons • draw circles using a bangle or bottle caps
Socio-Emotional and Ethical Development	• recognise happy and curious expressions
Cognitive Development	• identify objects that are circle in shape • differentiate the given shapes • solve the jigsaw puzzle and put the pieces together to form the moon



Jas and Teta then go to a cloth shop.

CL
ELPS
OMT

Hello. How may
I help you?

Please show me
some t-shirts for
my grandson.

Sure,
madam.

Jas, try this.

Look, Jas. The shape
of the mirror is oval.

Teta, this design
on the carpet is
also oval.

You are right, Jas.

3. Match the pictures that are oval in shape.



Fun Time

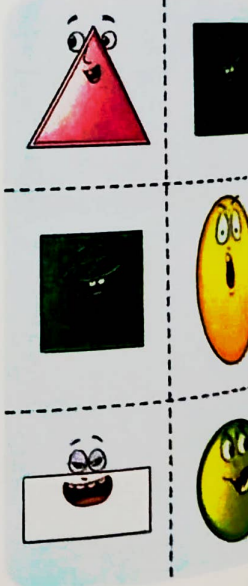
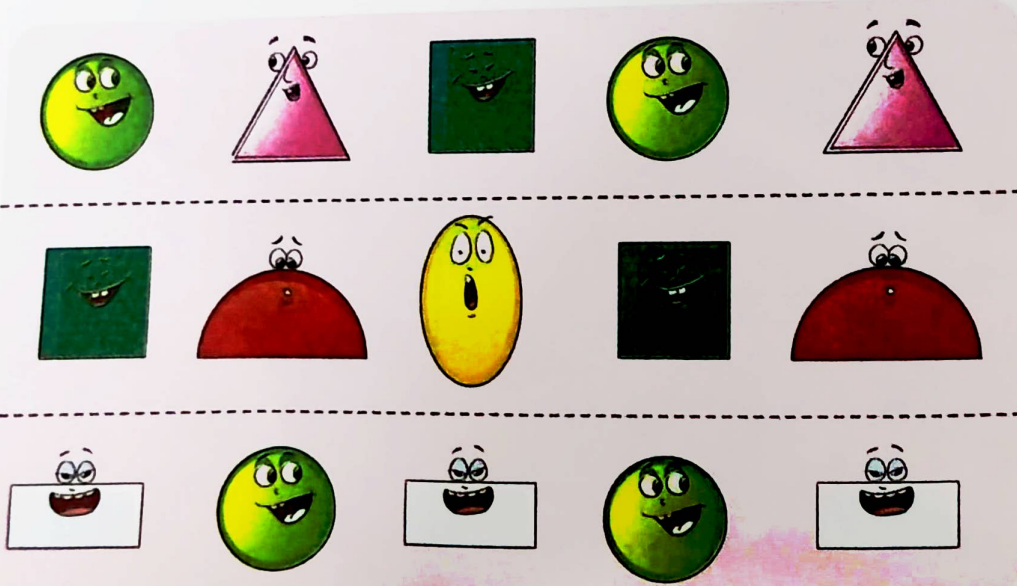
COD HOTS

1. Complete the pattern.



COD HOTS

2. Which shape comes next in the pattern?
Circle them.



Curricular Goals and Objectives (ECCE)

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- develop cognitive skills
- develop positive learning habits

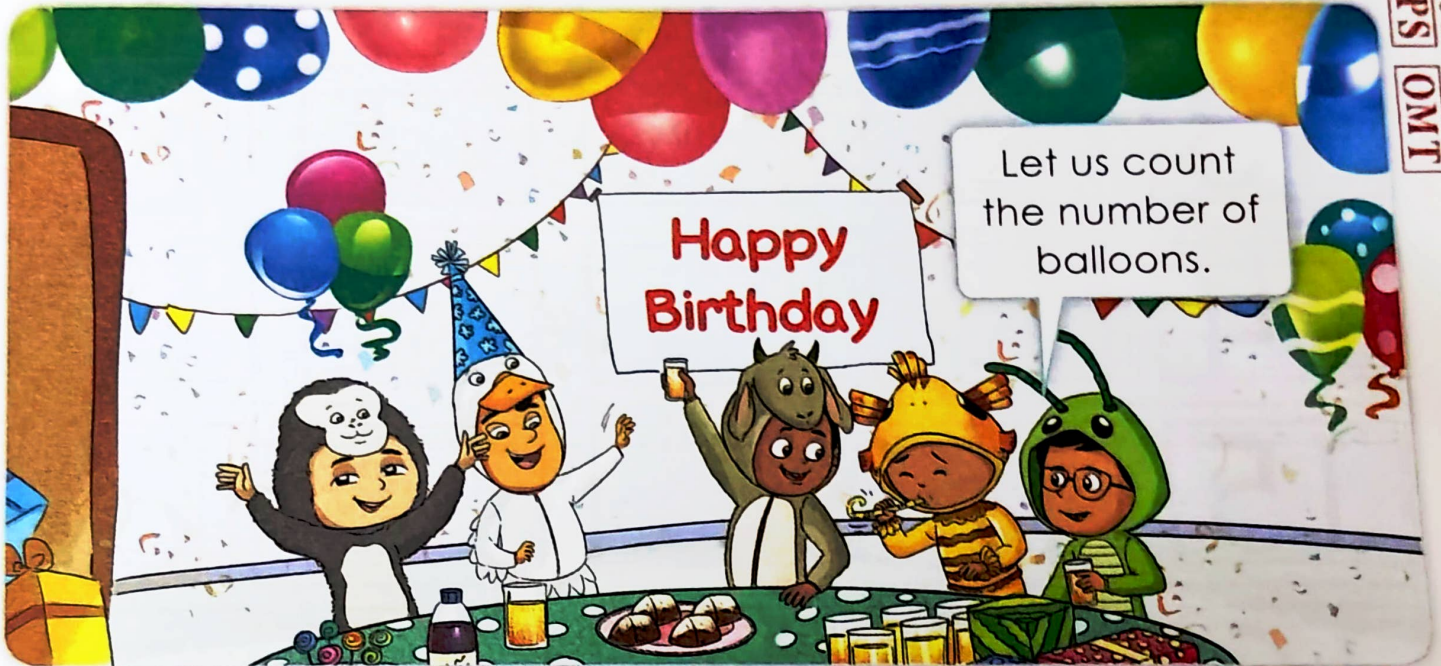
Learning Outcomes

The students will:

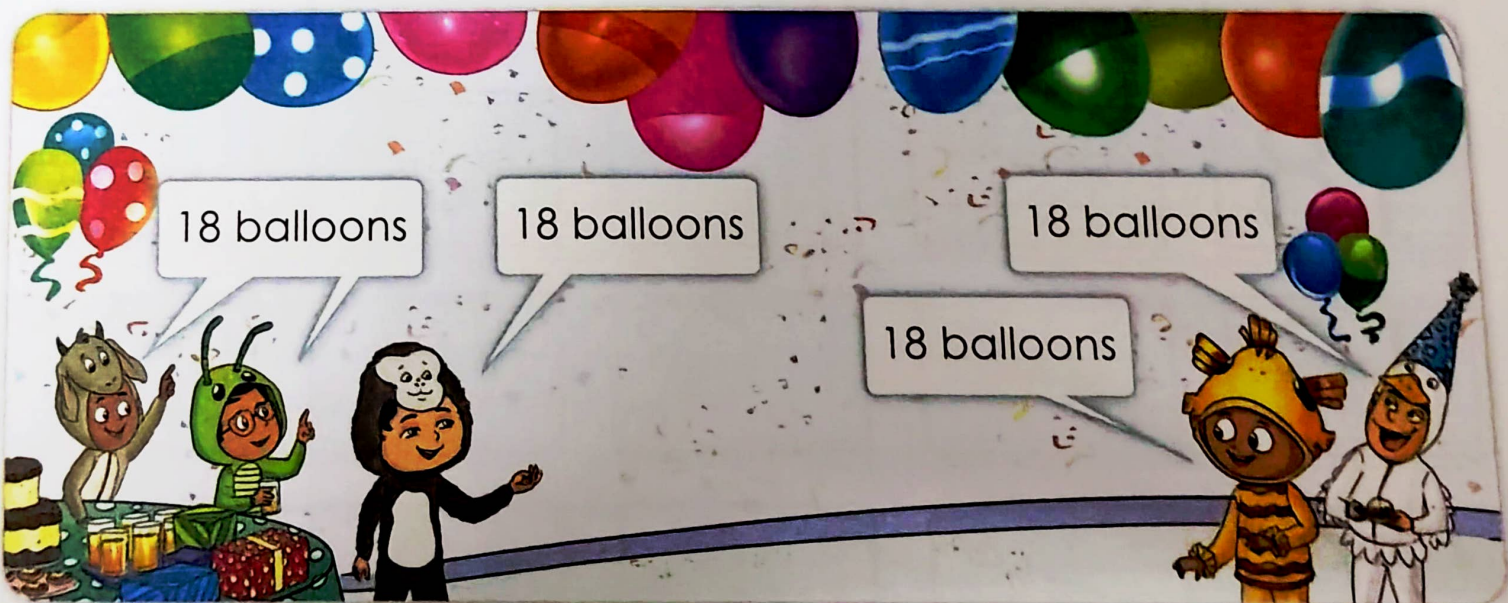
Physical Development	• draw and colour ovals with crayons
Socio-Emotional and Ethical Development	• learn to converse at a shop with elders
Cognitive Development	• identify objects that are oval in shape • match the objects that are oval in shape with the oval at the centre • recall the number count 1-10 • join the dots to form an oval shape
Language and Literacy Development	• listen to the story and talk about it • communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• make their own scrapbook of oval shaped objects • make oval shaped objects with playdough
Positive Learning Habits	• participate in family activities like games, festivals, etc.



The children are having fun at Ryan's birthday party.

 CL
ELPS
OMT


Sam, Jas, Lina, Maria and Ryan are counting balloons.



1. Trace and write the numbers from 11 to 20.

SP
PMD
COD

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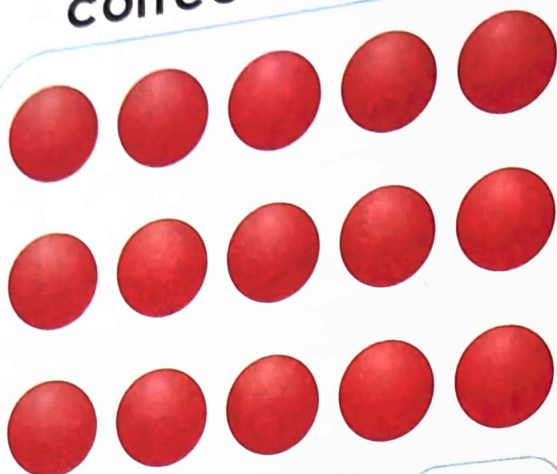
20

20

20

20

3. Count the number of shapes. Colour the correct answer.



12

15

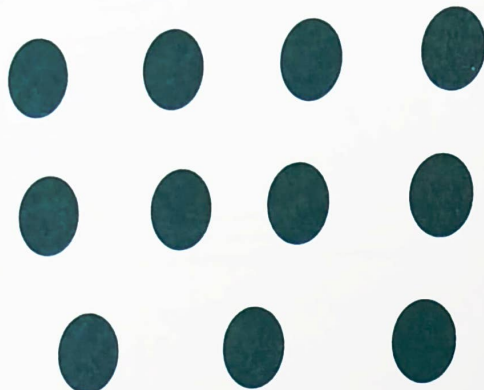
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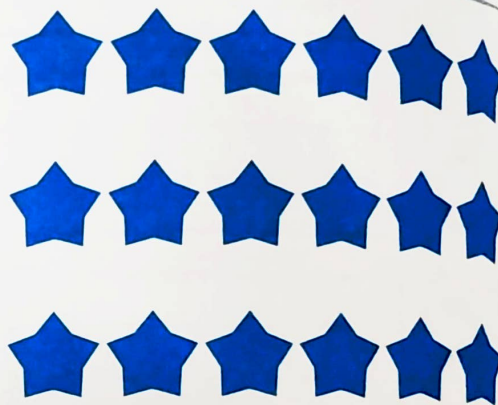
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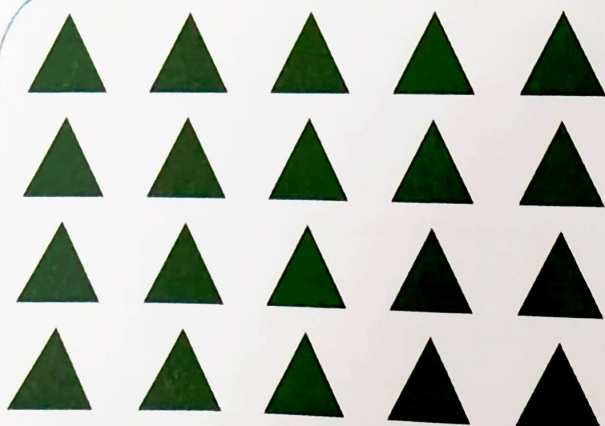
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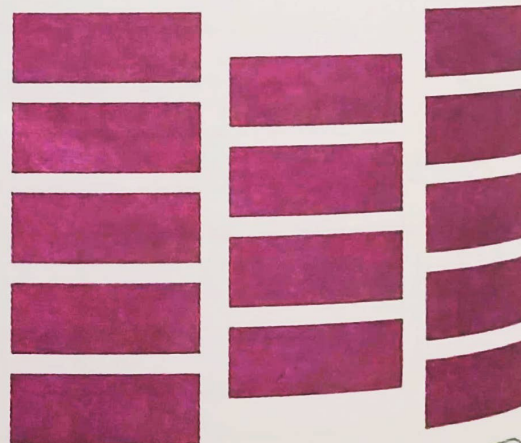
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20

19

11

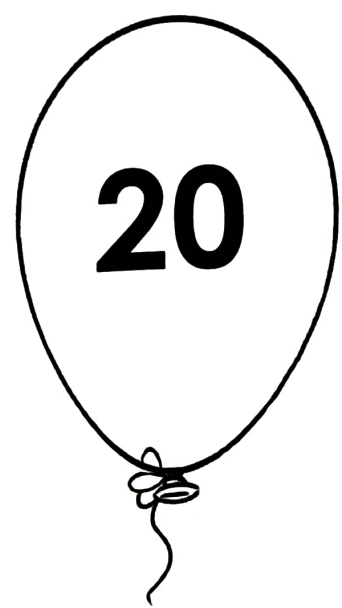
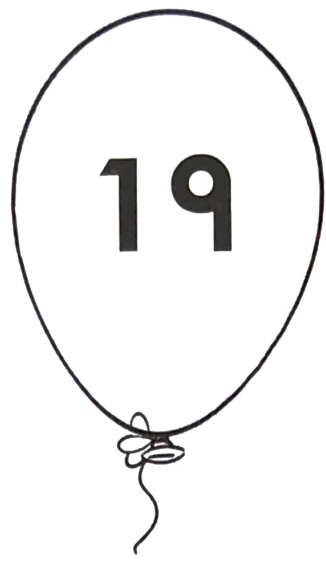


12

14

18

4. Match the pencils with the balloons. Colour by code.



Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- apply knowledge, skills and concepts
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• draw and colour with crayons • trace and write the numbers from 11 to 20
Socio-Emotional and Ethical Development	• spend time with family and enjoy activities
Cognitive Development	• identify and count the number of objects • match the numbers with their number names • recall the number count 11-20



Lina is dreaming of a park. She notices a bee buzzing around her.

Wow, look!
A bee! Hello,
Mr Bee.



I see tall trees and
short trees here. They
are so beautiful!



Yes, some trees are
very tall and some
are short.

Wow! This tall
tree is touching
the sky.



Look at this
short tree.



Wow! Short
trees are like
little friends.

1. Who is tall? Tick (✓) the correct answer.

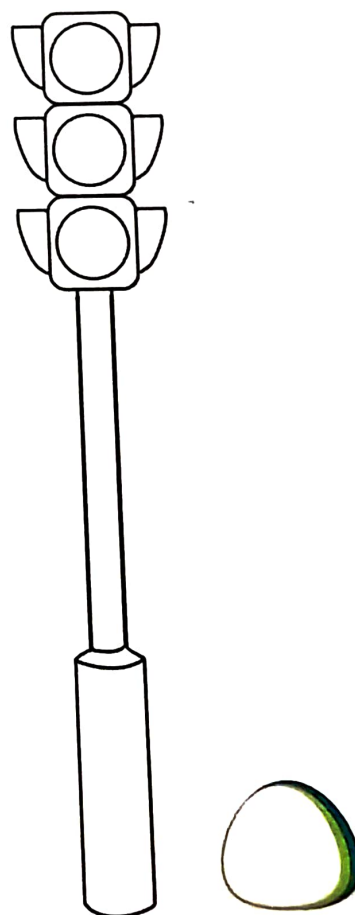
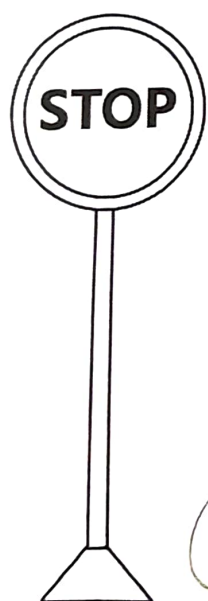


2. Which is short? Tick (✓) the correct answer.



3. Identify the tall and short objects. Write T for tall and S for short. Colour the pictures.

COD
LOTS
PMD



Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- apply knowledge, skills and concepts
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• draw and colour pictures with crayons
Socio-Emotional and Ethical Development	• express their feelings on seeing the bees and flowers
Cognitive Development	• identify objects that are tall or short • understand the concept of tall and short objects/people
Language and Literacy Development	• listen to the story and describe it • communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• make tall and short trees with playdough
Positive Learning Habits	• observe nature and appreciate the living beings



Lina stops near a very big tree.

Look, this tree is very tall and big!

Yes, this tree is so big. Many small birds live here.

Oh, see these flowers. They are so small and beautiful!

Yes, the tree is big and flowers are small.

Wow, there are so many rocks. Can I take this rock?

Look at these small pebbles! You can take these.

It is too big to carry!

Yes, they are as beautiful as you, little Bee.

Lina collects the pebbles and puts them in her pocket.

1. Tick (✓) the one that is big.



2. Tick (✓) the one that is small.



Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- apply knowledge, skills and concepts
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

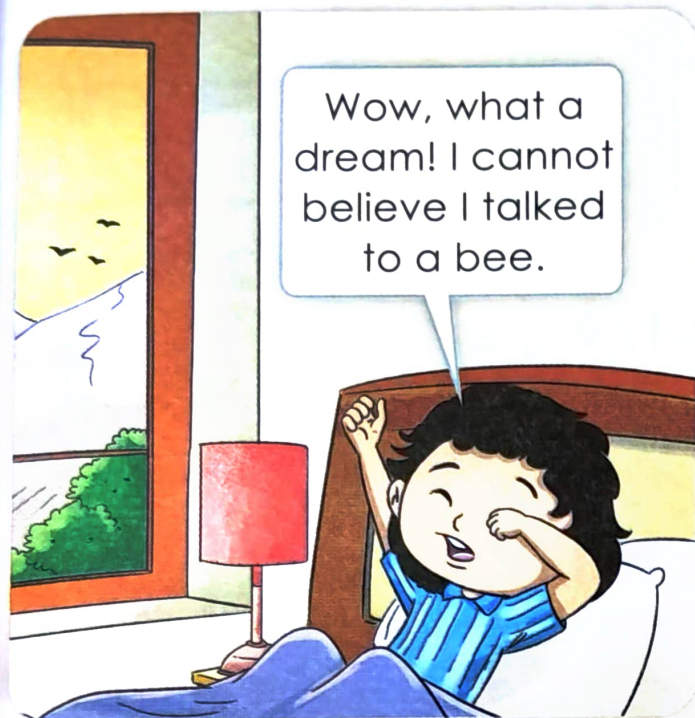
Learning Outcomes

The students will:

Physical Development	• draw and colour big and small objects/animals with crayons
Socio-Emotional and Ethical Development	• express their thoughts and feelings about the cycle or bus ride they had
Cognitive Development	• identify objects as big or small • understand the concept of size and differentiate between big and small objects



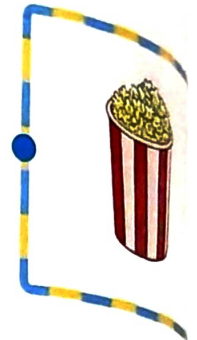
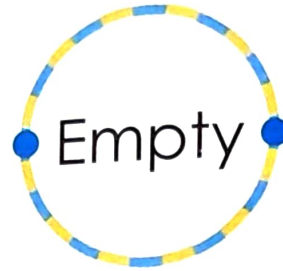
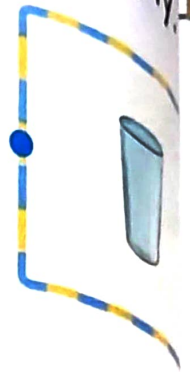
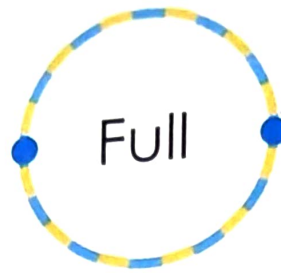
Lina wakes up and rubs her eyes.



After drinking milk, Lina gets ready for the evening walk.

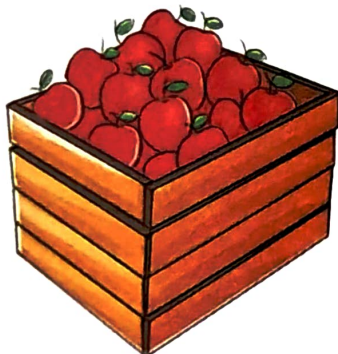
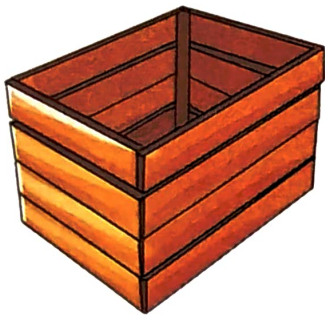
1. Match the pictures with the full and empty

COD LOTS



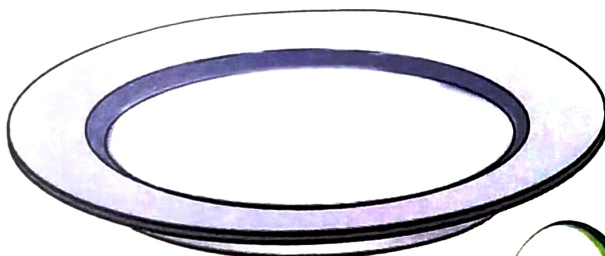
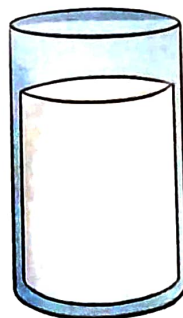
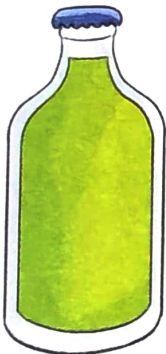
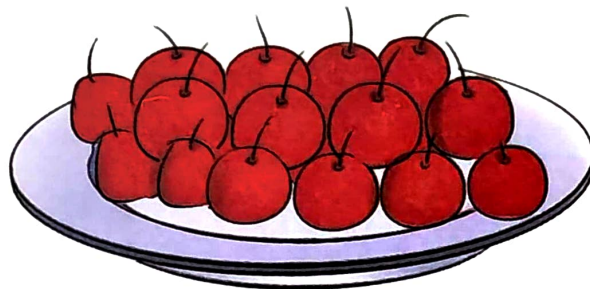
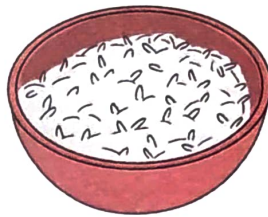
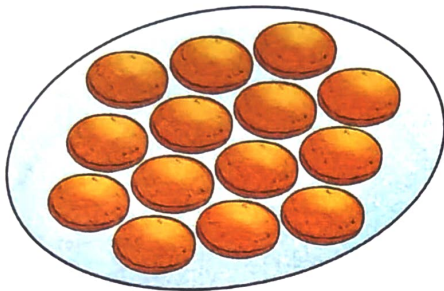
COD LOTS

2. Tick (✓) the one that is full.



3. Write E for the items which are empty.
Write F for the items which are full.

AL
LOTS



Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- learn by applying knowledge, skills and concepts
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

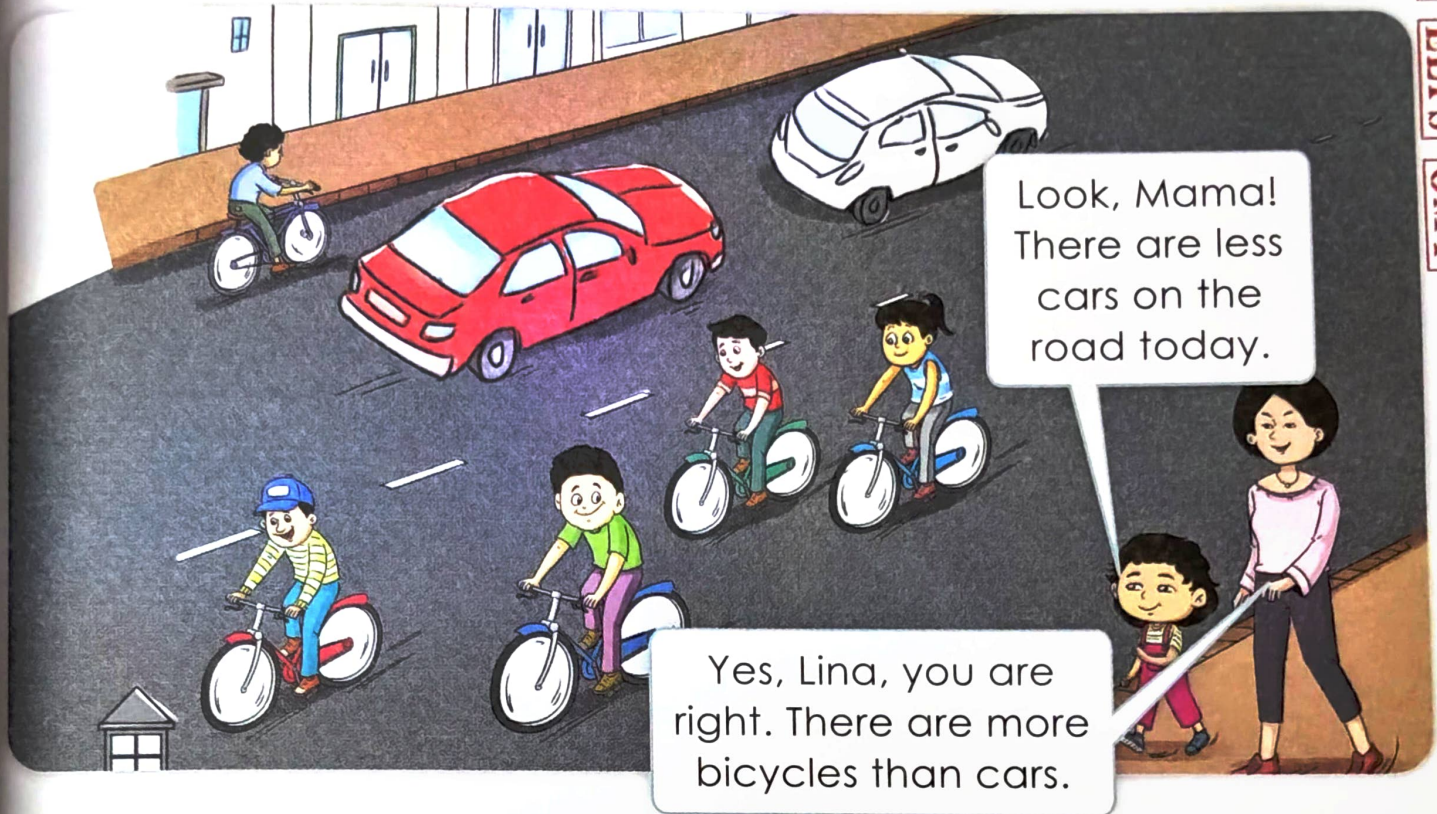
Learning Outcomes

The students will:

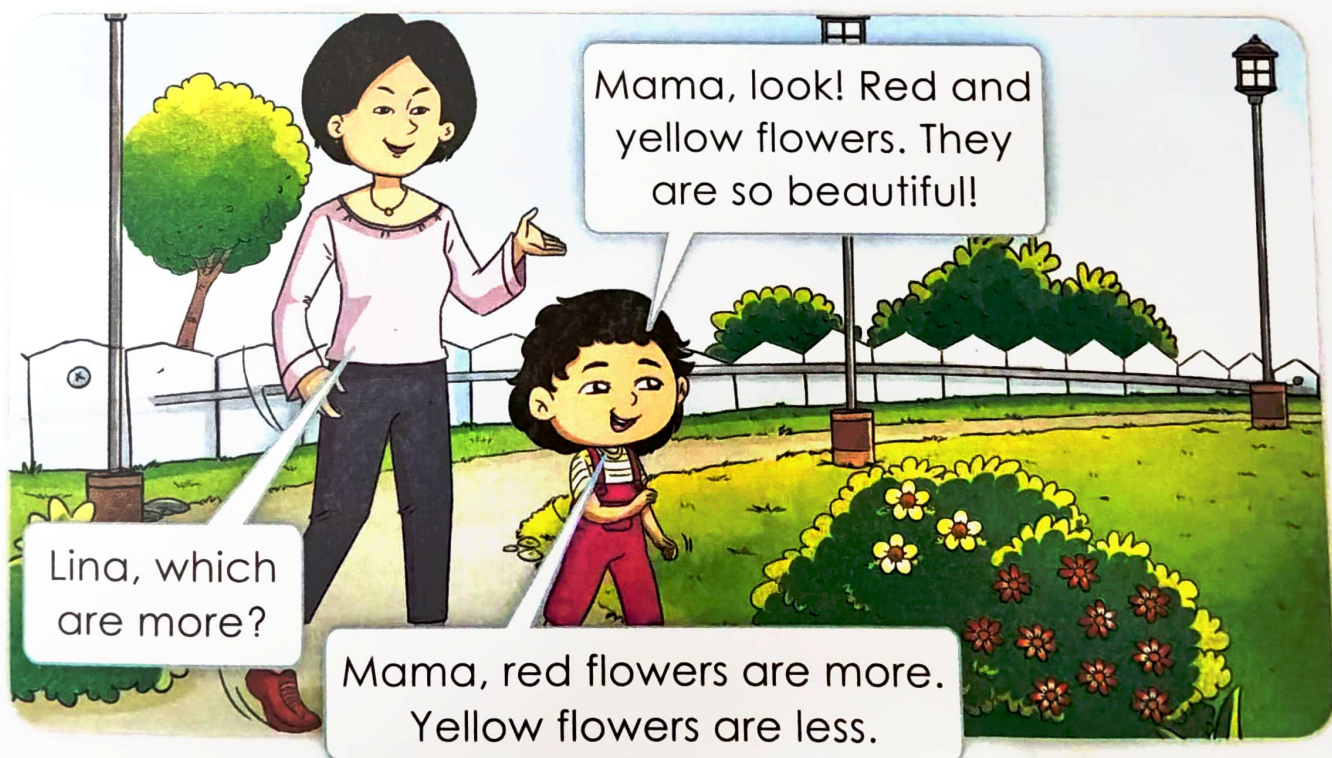
Physical Development	• draw and colour pictures that are full or empty with crayons
Socio-Emotional and Ethical Development	• express their thoughts and feelings about full and empty boxes, bags, glasses, etc.
Cognitive Development	• identify objects as full or empty • understand the concept of quantity in places and objects



Lina and her mother are going for a walk.



Lina and her mother reach the park.

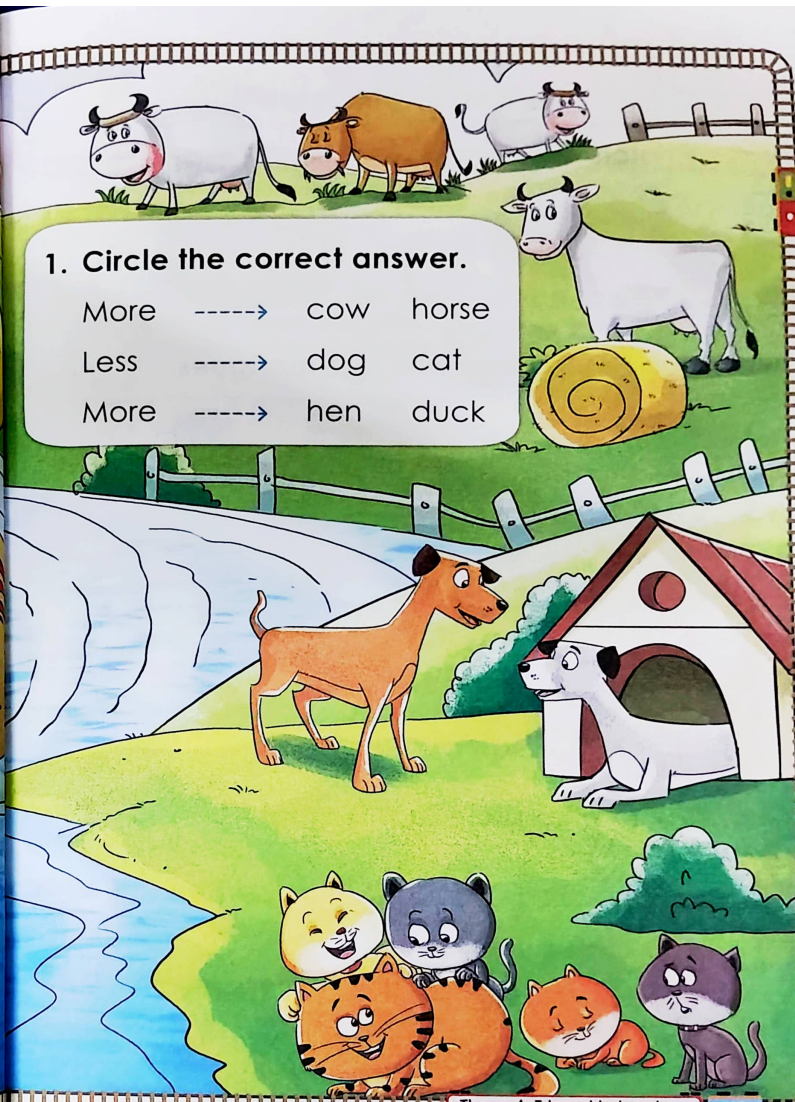


Look at the picture carefully.



1. Circle the correct answer.

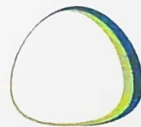
- | | | | |
|------|--------|-----|-------|
| More | -----> | cow | horse |
| Less | -----> | dog | cat |
| More | -----> | hen | duck |



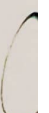
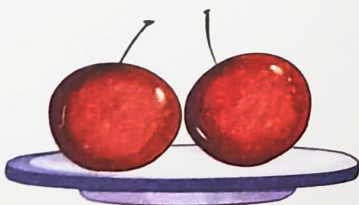
2. Tick (✓) the basket with more apples.



3. Tick (✓) the tree with less mangoes.



4. Tick (✓) the plate that is empty.



Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- apply knowledge, skills and concepts to learn
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• draw and colour pictures that are more or less with crayons
Socio-Emotional and Ethical Development	• care for farm animals
Cognitive Development	• understand the concept of more or less • count the given number of objects and compare to find more or less quantity
Language and Literacy Development	• listen to the story and describe it in short simple sentences • communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• make their own scrapbook of more and less objects
Positive Learning Habits	• learn about the season in which mangoes are available - Positive • tell them how farm animals are reared for getting meat, milk and eggs

A decorative header featuring a stack of colorful books on the left and a row of sharpened colored pencils in various colors (orange, green, yellow, black, purple, white, brown) on the right, set against a blue sky with a rainbow.

*Budha Dal Public School
Patiala*

Class Prep I

A red pencil with a yellow eraser, oriented vertically on the left side of the page.

Maths Planner

Term 2

Session 2026-27



Formative Assessment II

*Theme: I love Thursdays
Counting 21-50*

*Theme: I love Fridays
Comparing Qualities

Summative Assessment II

*Theme : I love Fun Days
Putting Together*

*Theme: I love Saturdays
Taking Away*

*Theme: I love Sundays
Ordinal Numbers
Data Handling*



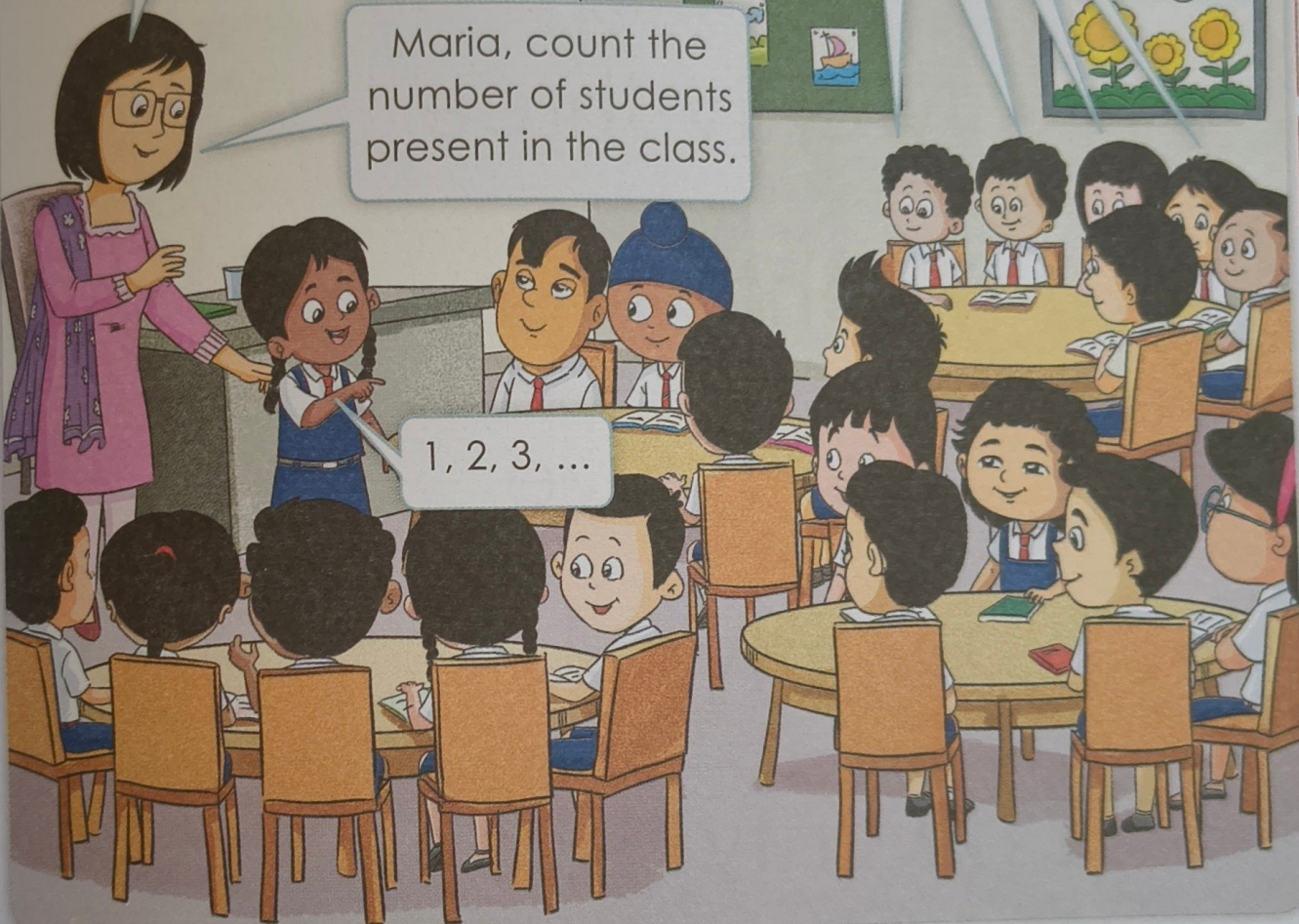


Good afternoon, students!
We will learn about numbers
21 to 30. Are you ready?

Good afternoon
teacher! Yes, we
are ready.

Maria, count the
number of students
present in the class.

1, 2, 3, ...



Let us revise the numbers and their names from
1 to 20.

Write the numbers.

Four

Twelve

Seven

Sixteen

Nine

Twenty

1. Trace and write the numbers from 21 to 30.

21

21

21

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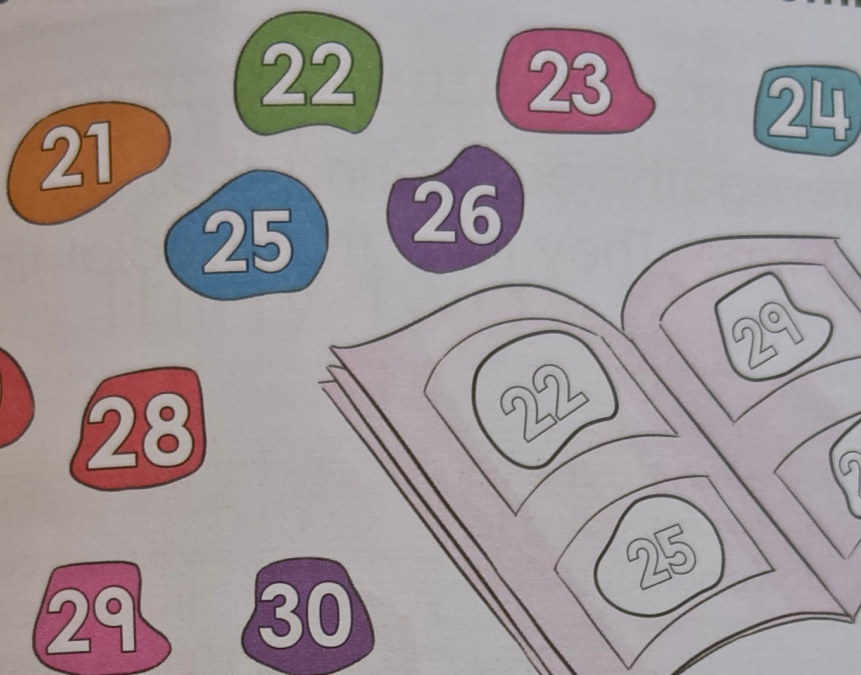
30

30

30

COD
PMD
SP

3. Help Sam match and colour the numbers.

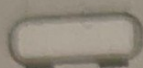


4. Write the numbers.

1	11	21
2	12	22
3	13	23
4	14	24
5	15	25
6	16	26
7	17	27
8	18	28
9	19	29
10	20	30

Lesson 12: Counting 21 to 30

Theme 5:
I Love
Thursdays



4 Periods (40 minutes each)



Flashcards, crayons, CRM signs of learning kit, Sam's standee, beads, sheets of paper, old newspapers, old business cards or cardboard pieces, jute strings



Animated Activities, eBook, Fun Practice, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

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- apply knowledge, skills and concepts to learn
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• draw and colour pictures with crayons • trace the numbers from 21-30 with pencil
Socio-Emotional and Ethical Development	• learn to interact with other children
Cognitive Development	• count the given number of objects • sort and count the number of beads
Language and Literacy Development	• listen to the story and describe it in short simple sentences • communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• make a number wall hanging and recapitulate the numbers from 1 to 30
Positive Learning Habits	• learn to work with their peers

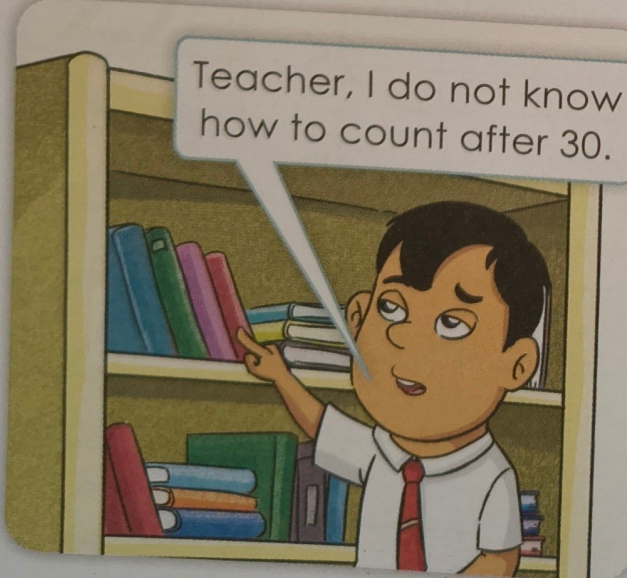
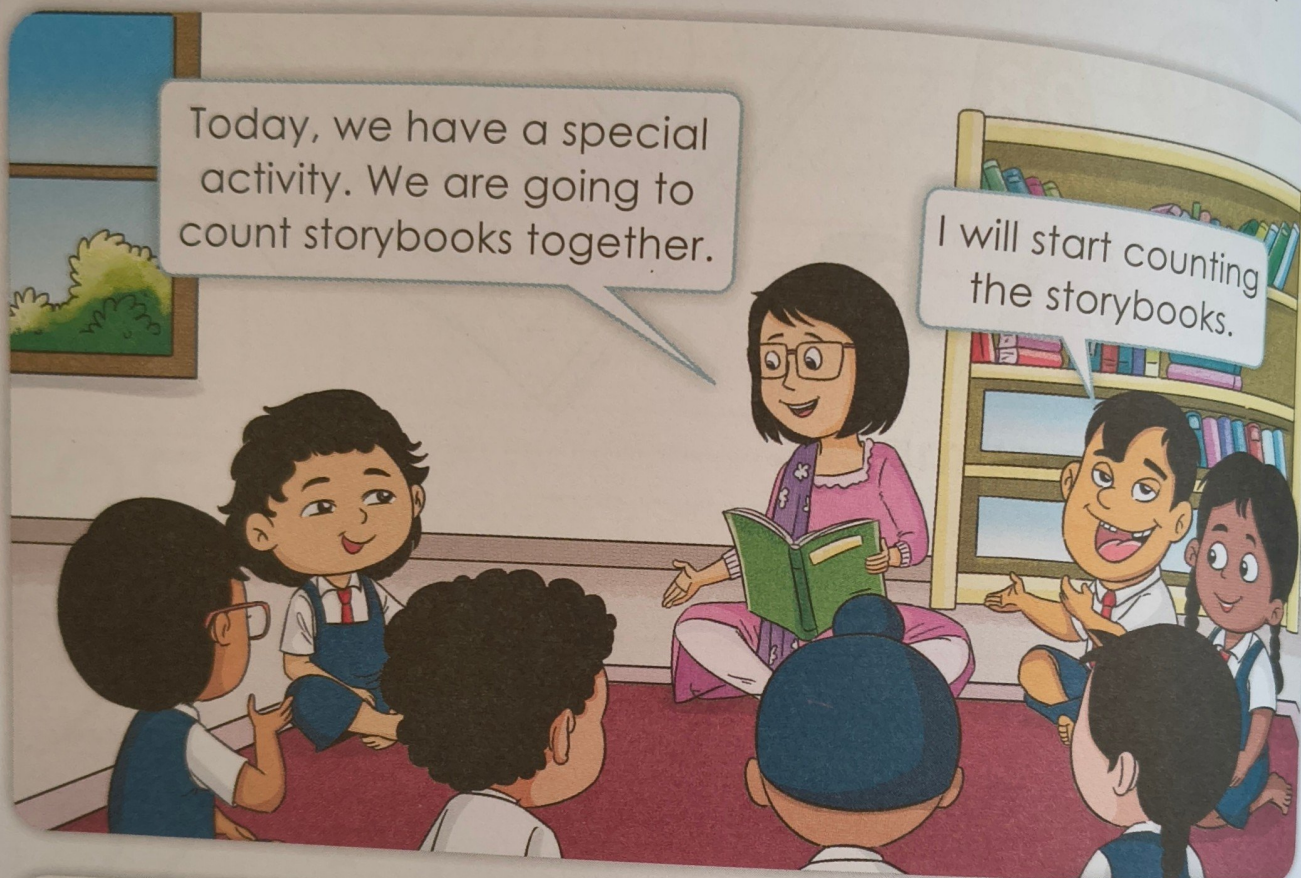


OMT

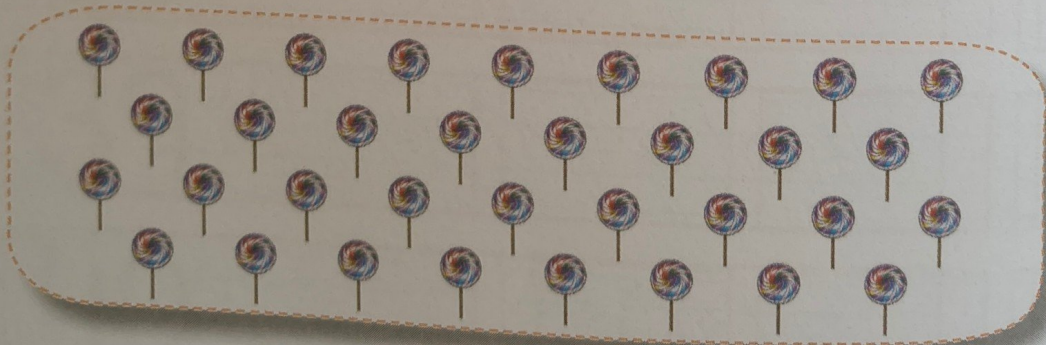
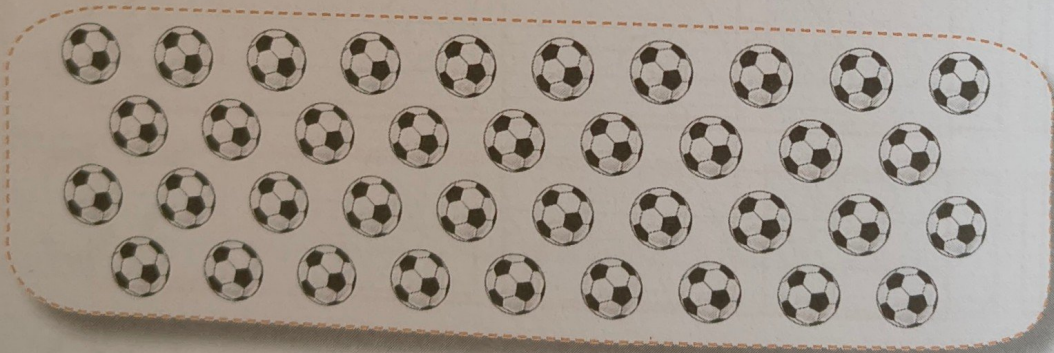
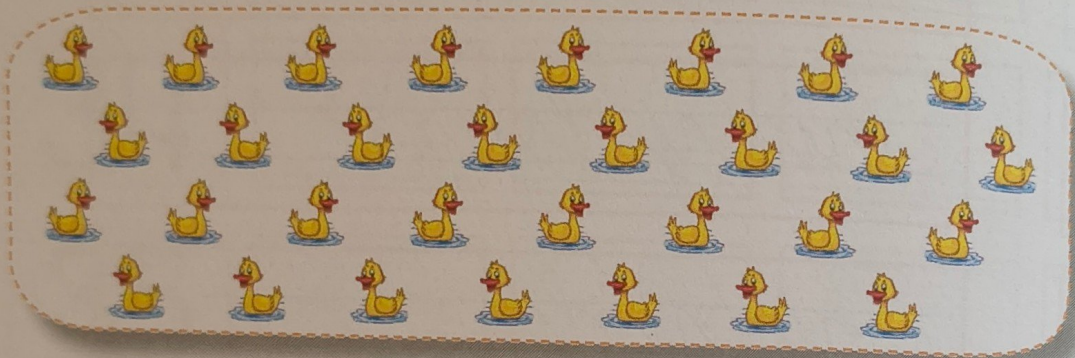
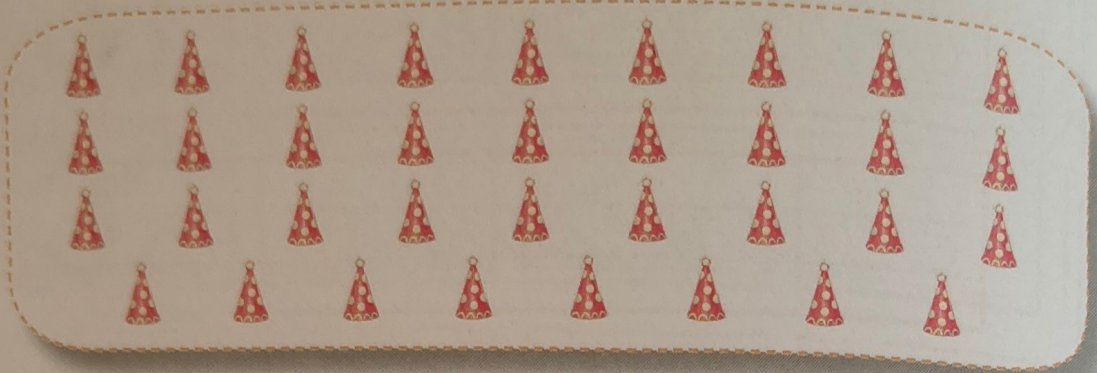
ELPS

CL

The children gathered around their teacher for storytelling time. They love this special time of the day.



3. Count and write how many.



Lesson 13: Counting 31 to 40

Theme 5:
I Love
Thursdays

4 Periods (40 minutes each)



Flashcards, crayons, CRM signs of learning kit, Sam's standee, beads, sheets of paper, old newspapers, old business cards or cardboard pieces, jute strings



Animated Activities, eBook, Fun Practice, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- apply knowledge, skills and concepts to learn
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• draw and colour pictures • trace the numbers 31-40 with pencil/crayons
Socio-Emotional and Ethical Development	• learn to interact with other children
Cognitive Development	• identify and count the given number of objects
Language and Literacy Development	• listen to the story and describe it in short simple sentences • communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• able to sing number rhymes
Positive Learning Habits	• learn to work with their partners



School is over. Everyone is going back home.

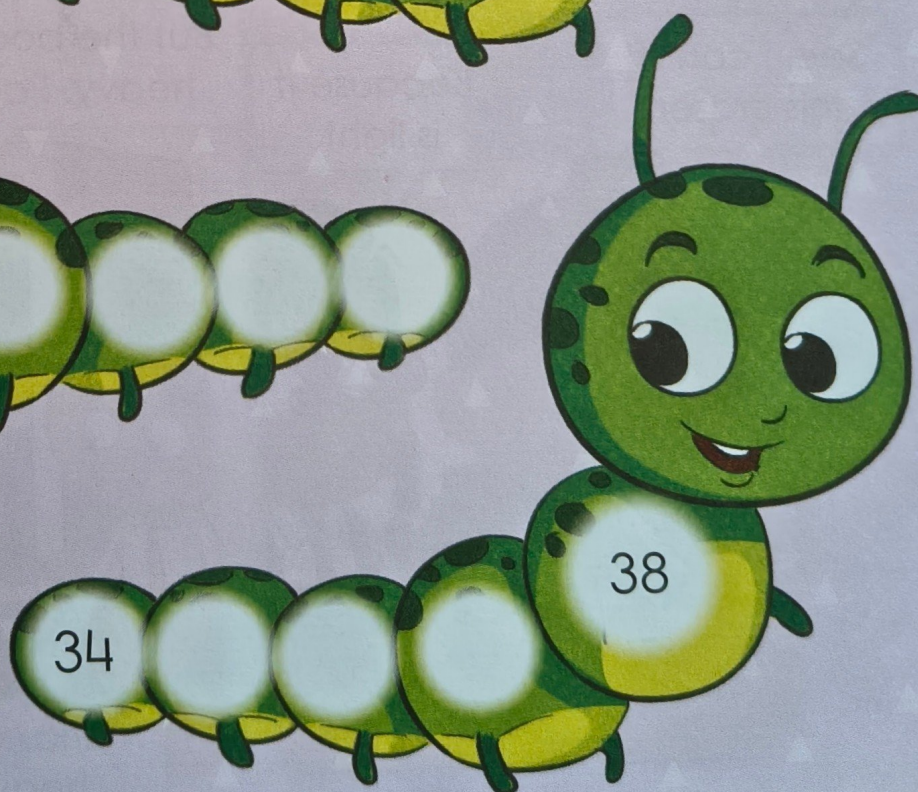
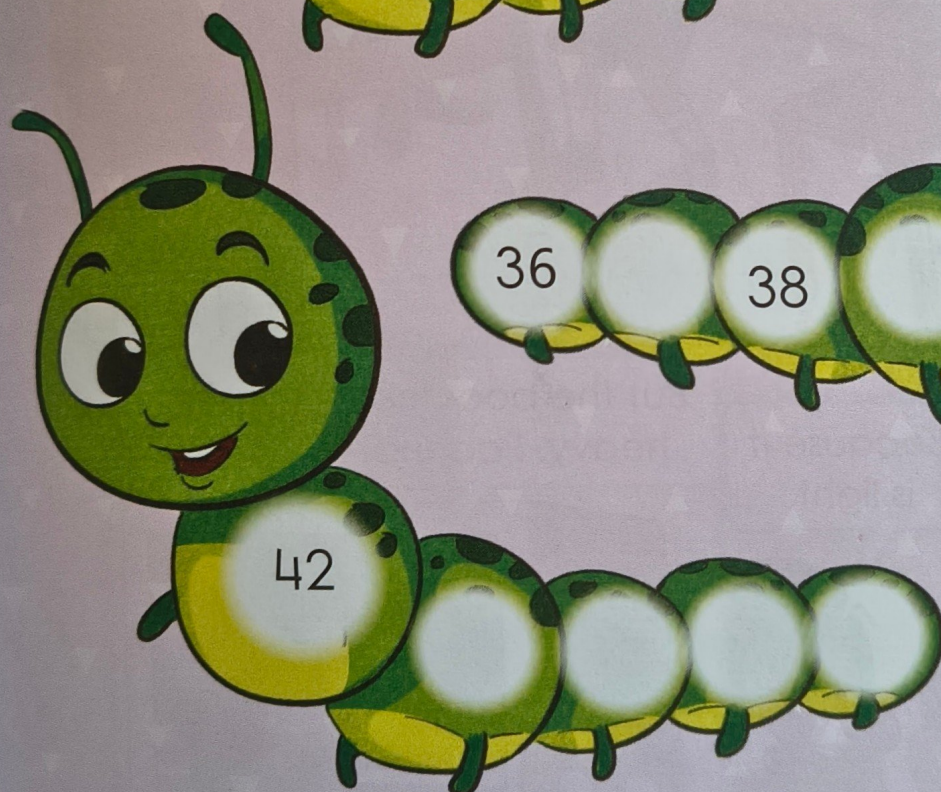
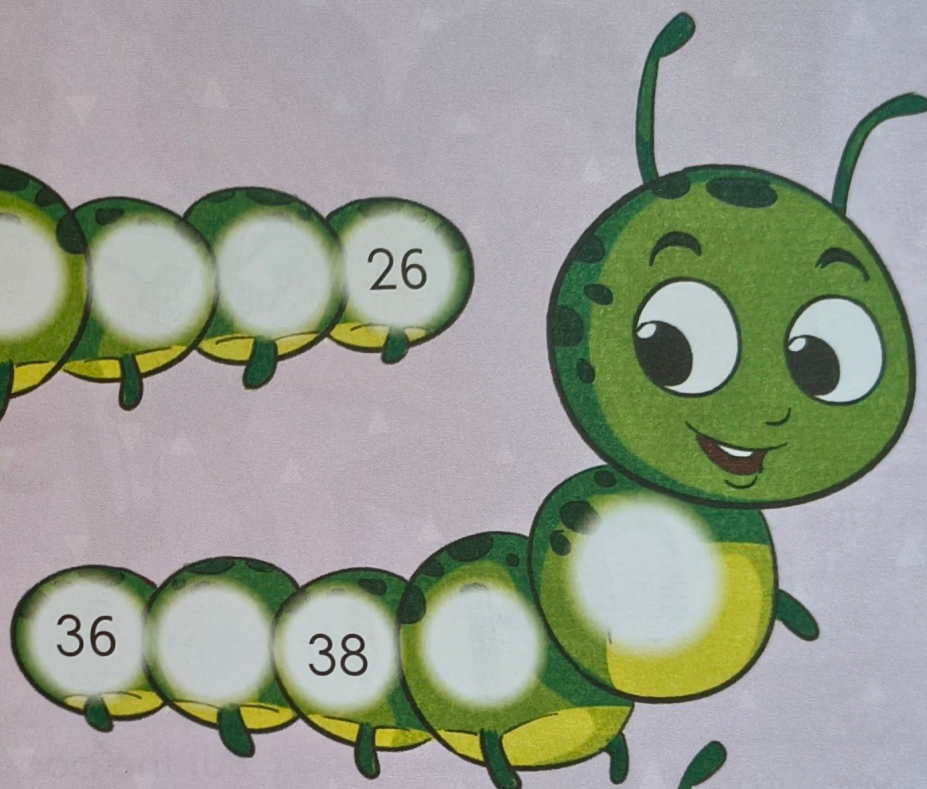
CL
ELPS
OMT

Wow! There are so many flowers.

Let us count the number of flowers.

Teacher, we do not know which number comes after 40.

41, 42, 43, 44...

AL
COD
SP

Lesson 14: Counting 41 to 50

Theme 5:
I Love
Thursdays



4 Periods (40 minutes each)



Flashcards, crayons, CRM signs of learning kit, Sam's standee, ice-cream sticks, buttons, pista shells



Animation, Animated Activities, eBook, Fun Practice, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- apply knowledge, skills and concepts to learn
- understand the concept taught and practise reasoning skills
- develop mathematical ideas through concrete experiences, spoken language, pictures and written symbols
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• draw and colour pictures • trace the numbers 41 to 50 with pencil/crayons
Socio-Emotional and Ethical Development	• learn to interact with other children
Cognitive Development	• identify and count the given number of objects
Language and Literacy Development	• listen to the story and describe it in short simple sentences • communicate their ideas using simple words or home language
Aesthetic and Cultural Development	• able to read independently
Positive Learning Habits	• learn to work with their peers



CL ELPS OMT

I am not able to lift the desk. It is heavy.

But the chair is light. See, I can lift it.

See, I can lift this eraser.

Because it is light.

But the bookshelf is too heavy. I cannot lift it.

Maria, we cannot lift heavy objects.

Sorting Activity

1. Write H for heavy and L for light objects.

AL
COD
LOTS

















Lesson 15: Heavy and Light

Theme 6:
I Love
Fridays

4 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, CRM signs, Lina's, Jas's, Maria's and Sam's standees, feather, stone, a leaf, school bag, weights, a book, a table, a water bottle, an eraser, a pencil, a balloon



Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- understand the concept taught and practise reasoning skills
- develop pre-number concepts
- develop cognitive skills

Learning Outcomes

The students will:

Physical Development	• hold crayon with thumb and fingers • show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	• respond positively during class activities
Cognitive Development	• follow CRM instructions • observe and sort objects based on their weight 'heavy' and 'light'
Language and Literacy Development	• differentiate and sort the objects based on their size • narrate a story using the objects identified as heavy and light
Aesthetic and Cultural Development	• display creativity and inventiveness with materials
Positive Learning Habits	• acquire skills to plan and focus attention



Oh! My pencil
has broken. How
will I write now?

CL
ELPS
OMT

Let me give you
a sharpener.

Thanks, Lina. I have
sharpened my pencil.

Look, now your pencil is
short. My pencil is long.





The children are excited. They will learn about near and far.

CL
ELPS
OMT

Children, let us learn about near and far. I am sitting near the bookshelf. But I am far from Maria.

I am standing near the door.

Give me some more examples.

I am sitting far from the bookshelf.

I am sitting near the bookshelf.

Jas is sitting far from the door.

1. Look at the pictures. Tick (✓) the correct sentence.

Lina is near the tree.

☐

Lina is near the ball.

☐


Jas is far from the rock.

☐

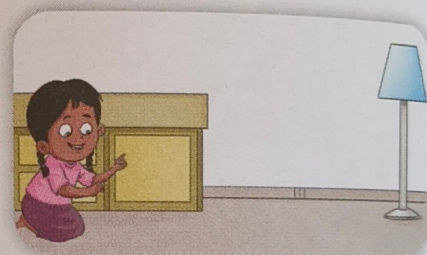
Jas is far from the swing.

☐

Maria is near the lamp.

☐

Maria is near the desk.

☐


The bird is near the kite.

☐

The bird is far from the kite.

☐

The crocodile is near the pond.

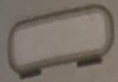
☐

The crocodile is near the duck.

☐


Lesson 16: Long and Short

Theme 6:
I Love
Fridays



3 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, CRM signs, sticks, blank sheets



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- understand the concept taught and practise reasoning skills
- develop pre-number concepts
- develop skills related to observing and logical reasoning
- develop positive learning habits

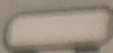
Learning Outcomes

The students will:

Physical Development	show eye-hand coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	respond positively during class activities
Cognitive Development	- follow CRM instructions - sort objects based on their length 'long' and 'short'
Language and Literacy Development	- differentiate the objects as long and short - retell the story in simple words and short phrases
Aesthetic and Cultural Development	communicate and appreciate a variety of responses
Positive Learning Habits	develop adequate working memory; follow and adopt class norms

Lesson 17: Near and Far

Theme 6:
I Love
Fridays

 4 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, CRM signs, Lina's, Jas's, Ryan's, Maria's and Sam's standees, a key, a cup and a football



Animation, Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop fine motor skills
- develop spatial awareness
- understand the concept taught and practise reasoning skills
- develop pre-number concepts

Learning Outcomes

The students will:

Physical Development	show eye-hand coordination and muscle strength in simple activities	
Socio-Emotional and Ethical Development	- respond positively during class activities - interact comfortably with peers and teacher	
Cognitive Development	- follow CRM instructions - find the number according to the position words	
Language and Literacy Development	- listen and follow short instructions - use vocabulary learnt for the position of numbers – before, between and after	
Aesthetic and Cultural Development	communicate and appreciate a variety of responses	
Positive Learning Habits	adopt class norms and engage in class activities	

Methodology

1. Introduction

- Place: The lesson can be conducted in the class.
- Use CRM signs to settle the class. Provide students with building blocks. Ask them to build a tower of 3 blocks, then add 2 more blocks and count the total.
- Show flashcards with numbers. Students count objects (blocks or buttons) and match the total with the correct flashcard.
- Divide the class into pairs. One student adds a set of blocks, and the other counts the total after adding their own. They can take turns to do this activity.
- Divide the class into small groups and ask them to collect objects around the classroom and put them in a basket. Let them count how many items they've collected together in a basket.

Book can be shown to the students to explain the concept taught. Animative activities can be shown to the students.



2. Circle the correct answer.

Sam is standing near the potted plant.

Yes

No

Jas is standing far from the tree.

Yes

No

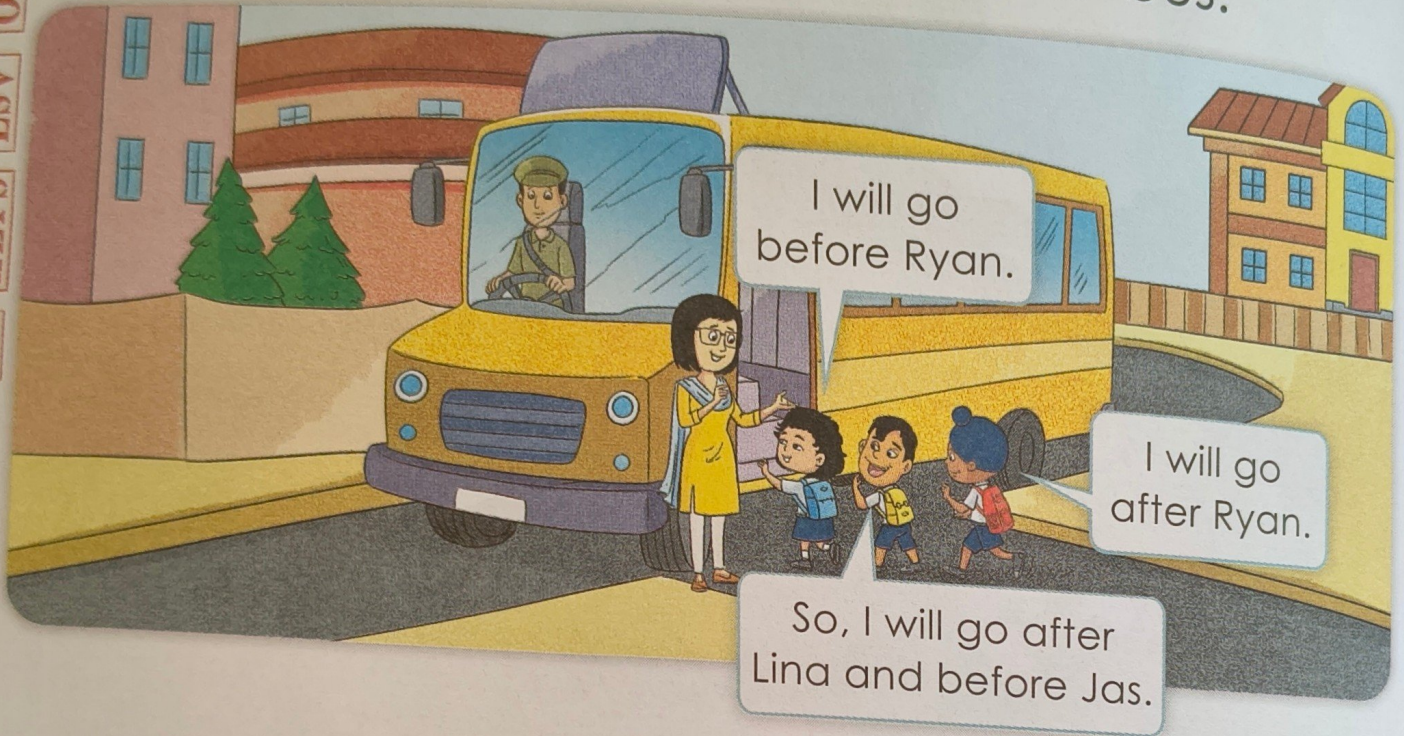
Before, Between, After

Theme 6:
I Love
Fridays



CL
ELPS
LSV
OMT

After school, the children wait for the bus.



Everyone is happy. They are going home.



1. Which shape is between the other shapes?
Tick (✓) the correct answer.


☐

☐

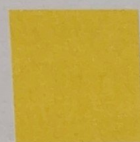
☐

☐

☐

☐

☐

☐

☐

2. Write B for before and A for after.

26

27

28

☐

34

35

36

☐

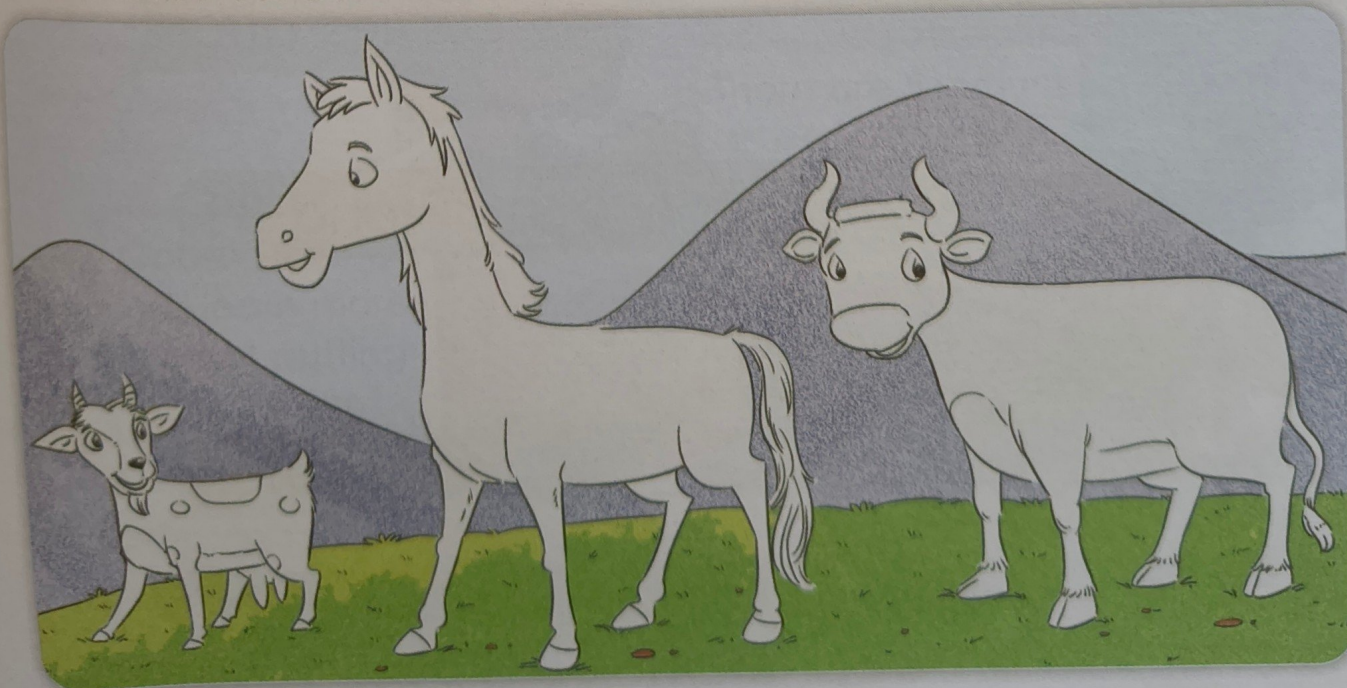
41

42

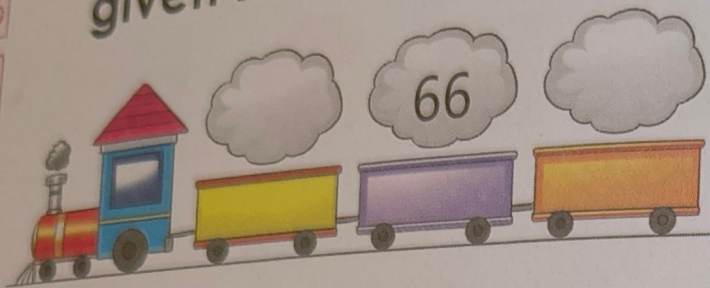
43

☐
☐

3. Colour the animal which is between the other two.



4. Choose before and after numbers from the given numbers.



66

75

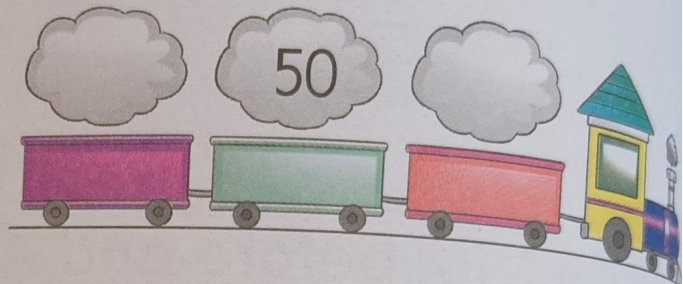
67

65

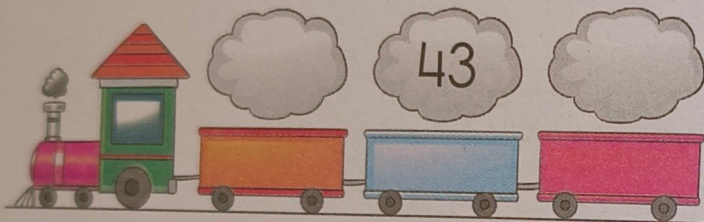
49

16

51



50



43

42

12

44

5. Fill in the boxes.



comes after 35

45 comes after



comes between 37 and 39



comes after 41

44 comes after



comes between 40 and 42

Lesson 19: Putting Together

Theme 7:
I Love
Fun Days



11 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, CRM signs, Lina's, Jas's, Ryan's, Maria's and Sam's standees, beads, blue and red ice-cream sticks



Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- use expressive and receptive communication skills
- develop various number concepts
- develop cognitive skills and learn putting objects together to find the total number



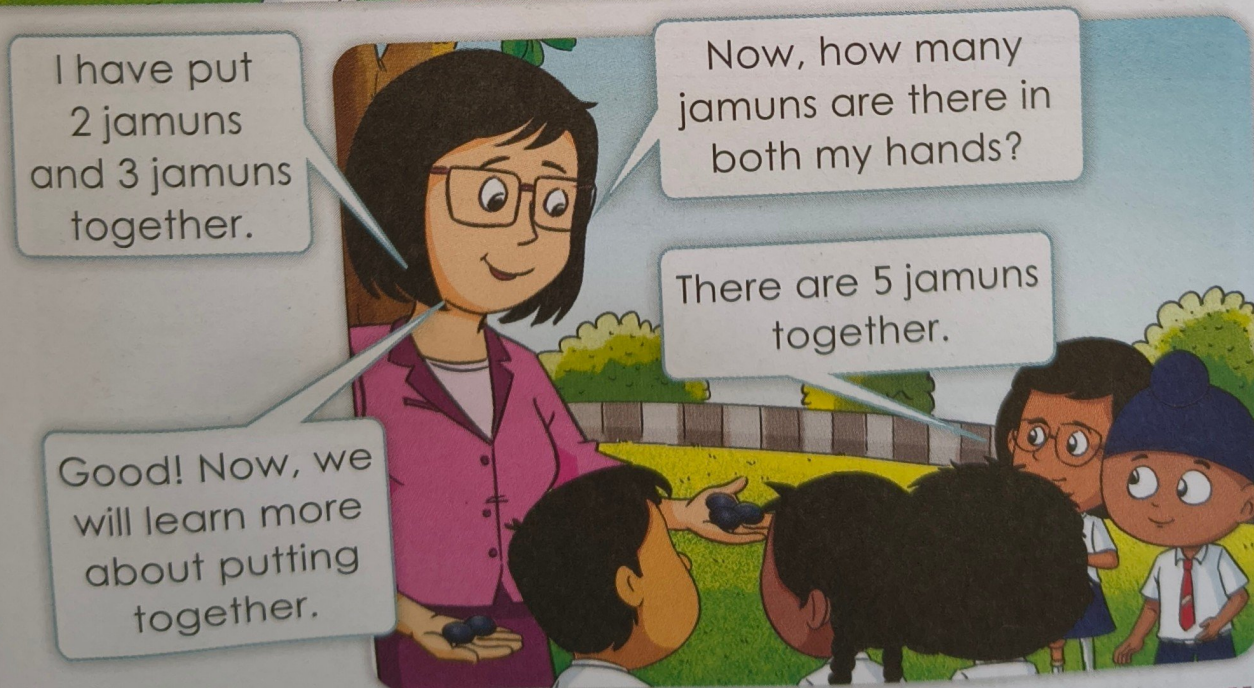
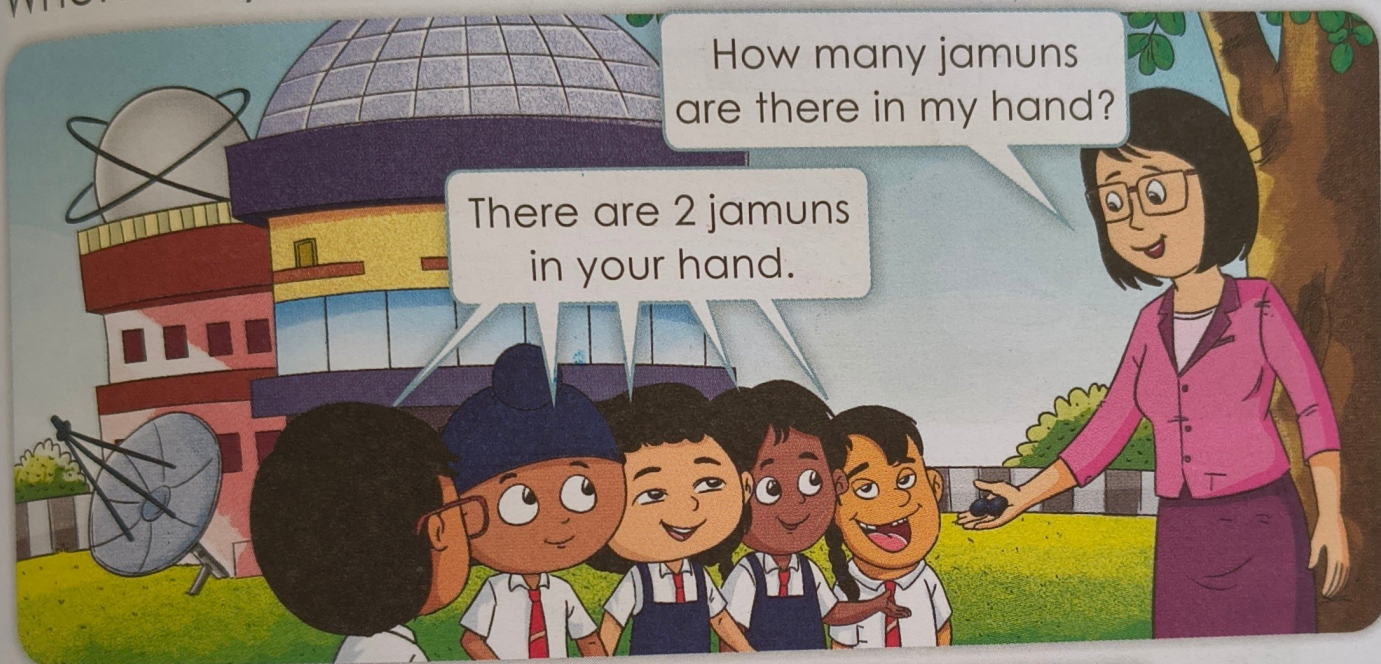
Learning Outcomes

The students will:

Physical Development	• pick objects, put them together and find the total number • hold writing tools such as a crayon firmly
Socio-Emotional and Ethical Development	• respond positively to peers and teacher during class activities
Cognitive Development	• follow CRM instructions • observe, count and put together the given set of objects and find the total number
Language and Literacy Development	• listen attentively to stories for a short Period of time • retell the story in simple words or their home language • describe the total number of objects using appropriate vocabulary
Aesthetic and Cultural Development	• display creativity and inventiveness in using a variety of materials
Positive Learning Habits	• adopt class norms and engage in class activities



Everyone learnt a lot at the Science Centre.
When they came out, they saw a jamun tree.



2 jamuns

put
together

3 jamuns

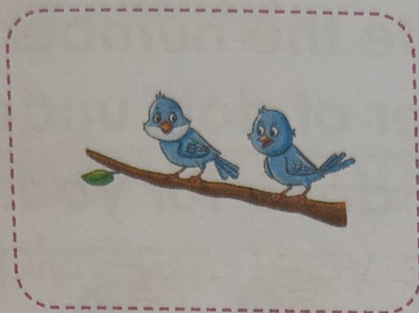
make



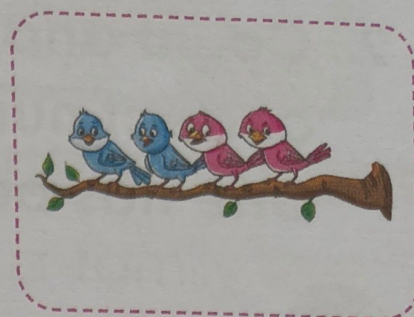
5 jamuns



There are
2 pink birds.

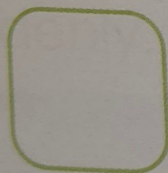


2 blue birds
join them.

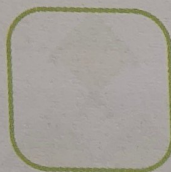


Now, there
are 4 birds.

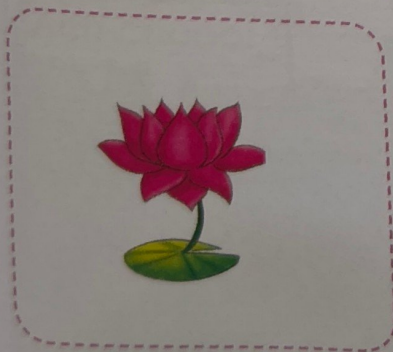
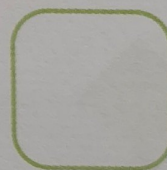
2 birds and 2 birds make 4 birds.
We can say that 2 and 2 make 4.



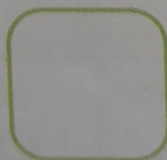
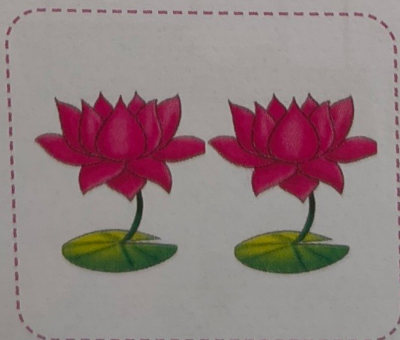
put
together



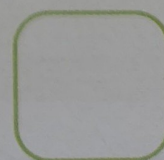
make



put
together



make



COD
ST

AL
SP



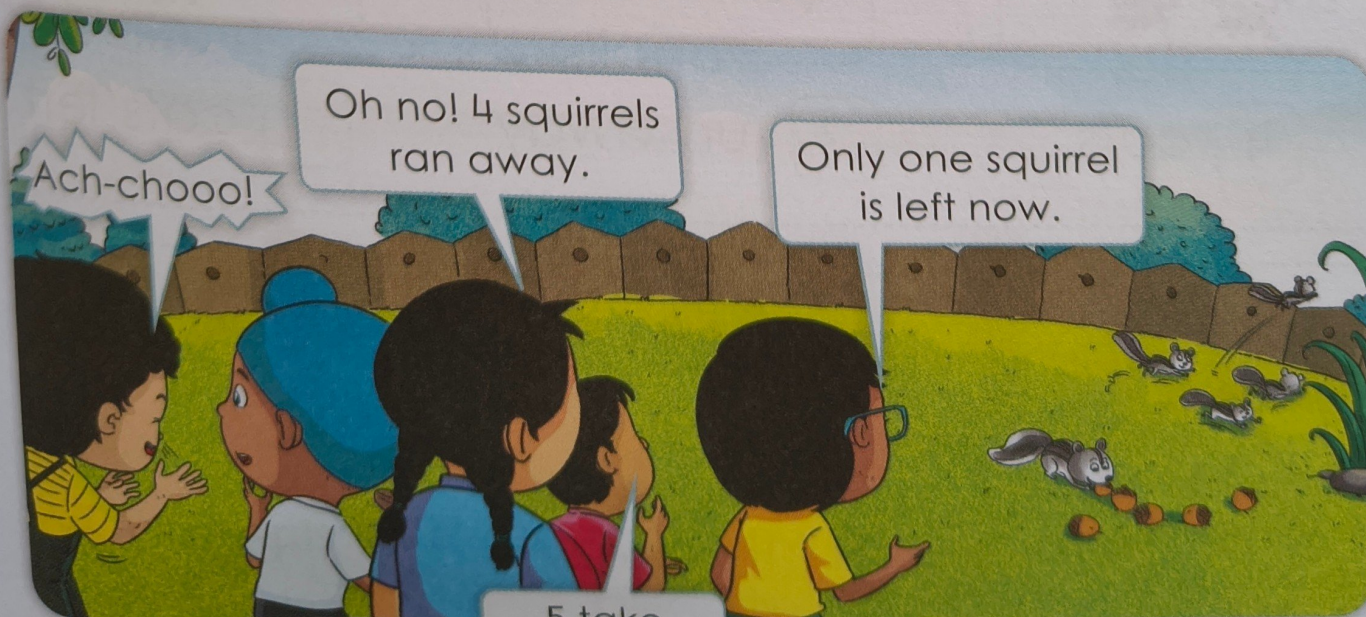
The children are playing. They see a family of squirrels.



Look, there are 5 squirrels. I want to play with them.

Do not make noise. They will run away.

Suddenly, Lina sneezes.



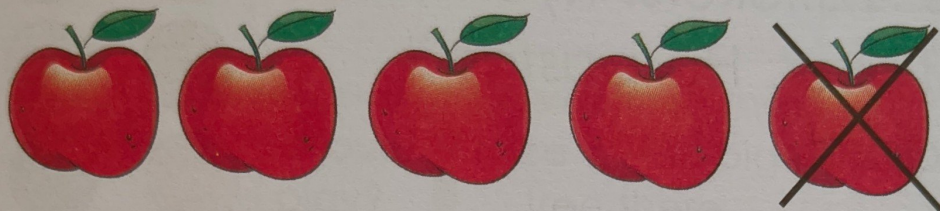
Ach-chooo!

Oh no! 4 squirrels ran away.

Only one squirrel is left now.

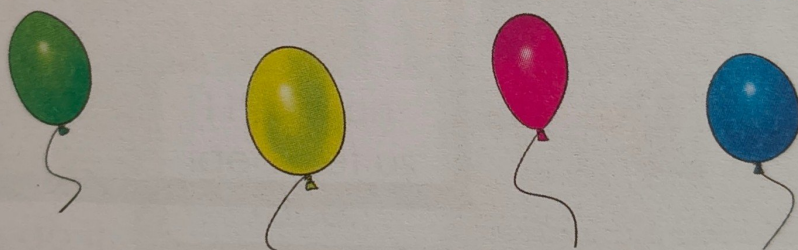
5 take away 4 is 1.

2. Cross out (X) and count how many are left.
Write the answer in the boxes.



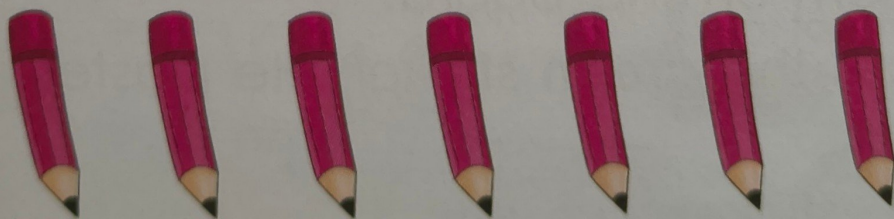
5 apples Sam took away
1 apple.

apples
left.



4
balloons Lina took away
2 balloons.

balloons
left.

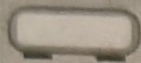


7 pencils Ryan took away
3 pencils.

pencils
left.

Lesson 20: Taking Away

Theme 8:
I Love
Sundays



10 Periods (40 minutes each)



Main Coursebook ,Flashcards, Crayons. CRM signs from Learning Kit ,Standees: Lina's, Jas's, Ryan's, Maria's, and Sam's, Ice-cream sticks, beads, buttons



Animated Activities, eBook, Infographic, Slideshow ,Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- Develop fine and gross motor skills
- Use effective communication skills
- Develop various number concepts
- Develop cognitive skills and explore the physical environment

Learning Outcomes

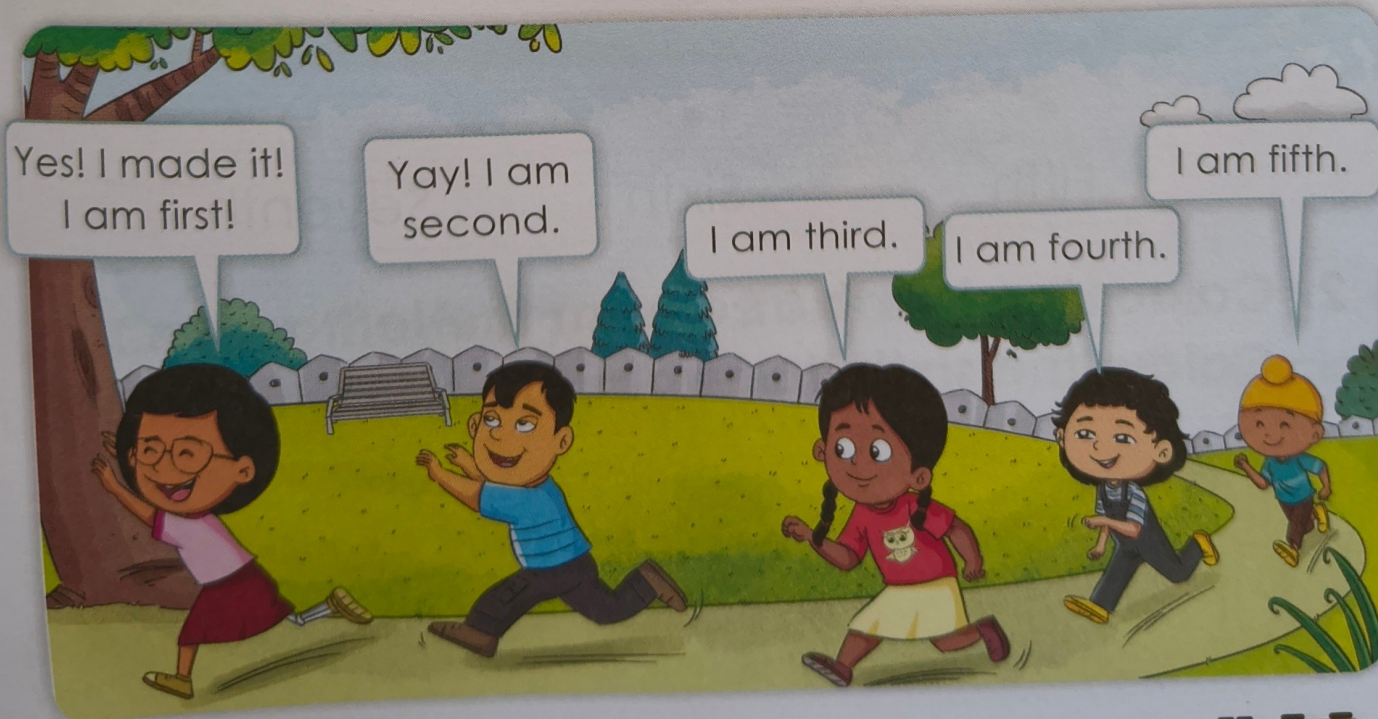
The students will:

Physical Development	• show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	• work in collaboration with peers for class activities
Cognitive Development	• follow CRM instructions • understand and use the concept of taking away through manipulatives
Language and Literacy Development	• listen attentively to the story for a short period of time • use the vocabulary for taking away and solve the problems
Aesthetic and Cultural Development	• communicate and appreciate a variety of responses
Positive Learning Habits	• adopt class norms and engage in class activities

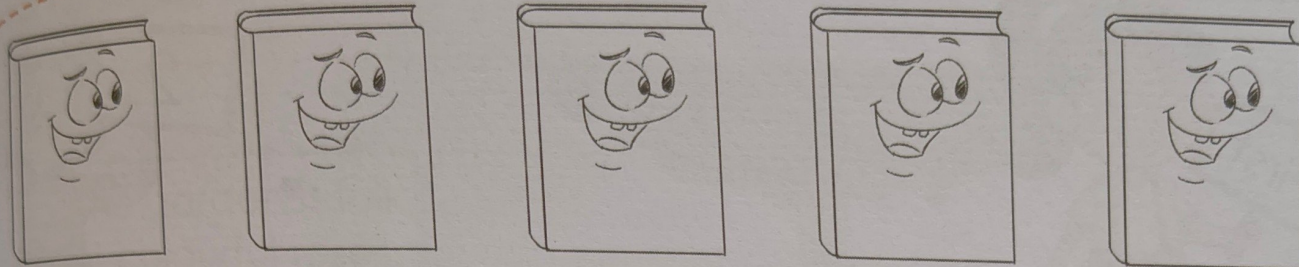


Park time is fun time. The children play and run.

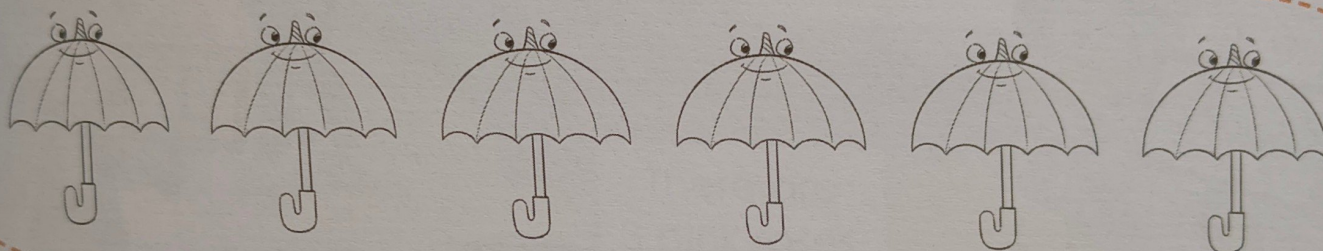
CL
ELPS
OMT



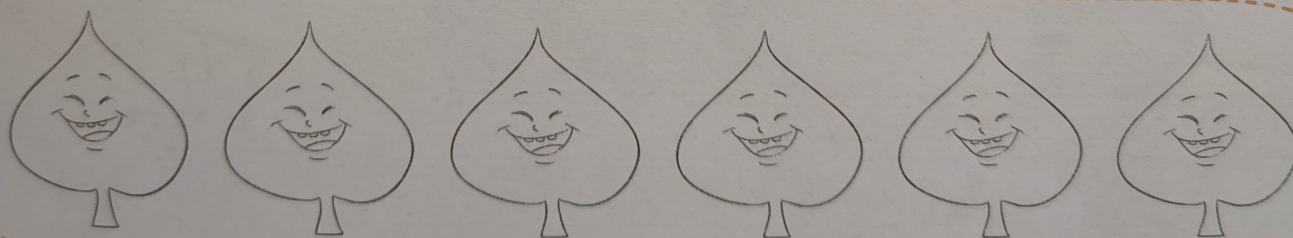
3. Colour the second book from the left green.
Colour the fifth book from the left brown.



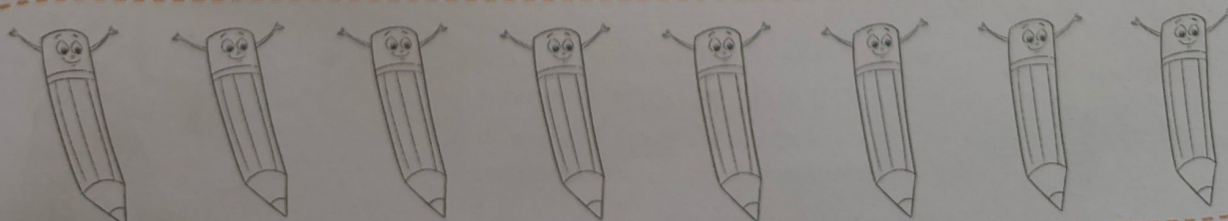
4. Colour the fifth umbrella from the right green.
Colour the third umbrella from the left blue.



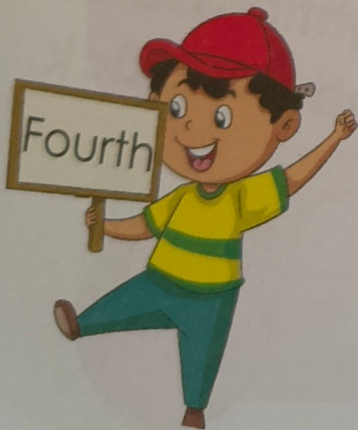
5. Colour the sixth leaf from the left green.
Colour the fourth leaf from the right yellow.



6. Colour the first pencil from the right red.
Colour the second pencil from the left black.



7. Match the ordinal numbers with their correct numbers.



Lesson 21: Ordinal Numbers

Theme 9:
I Love
Sundays



8 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, CRM signs, Lina's, Jas's, Ryan's, Maria's and Sam's standees, sashes with numbers 1-5



Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop strength and coordination of fine muscles
- use expressive and receptive communication skills
- develop various number concepts
- develop cognitive skills and explore the physical and natural environment

Learning Outcomes

The students will:

Physical Development	• show coordination between sensorial perceptions and body movements in various activities
Socio-Emotional and Ethical Development	• interact comfortably with peers and teacher
Cognitive Development	• follow CRM instructions • understand the use of ordinals to denote position of people or objects
Language and Literacy Development	• listen attentively to stories for a short Period of time • express their thoughts using the vocabulary learnt in the lesson on ordinals and numbers
Aesthetic and Cultural Development	• communicate and appreciate a variety of responses
Positive Learning Habits	• observe minute details of objects



The garden is full of colourful roses.

There are 5 white roses.

There are 3 pink roses.

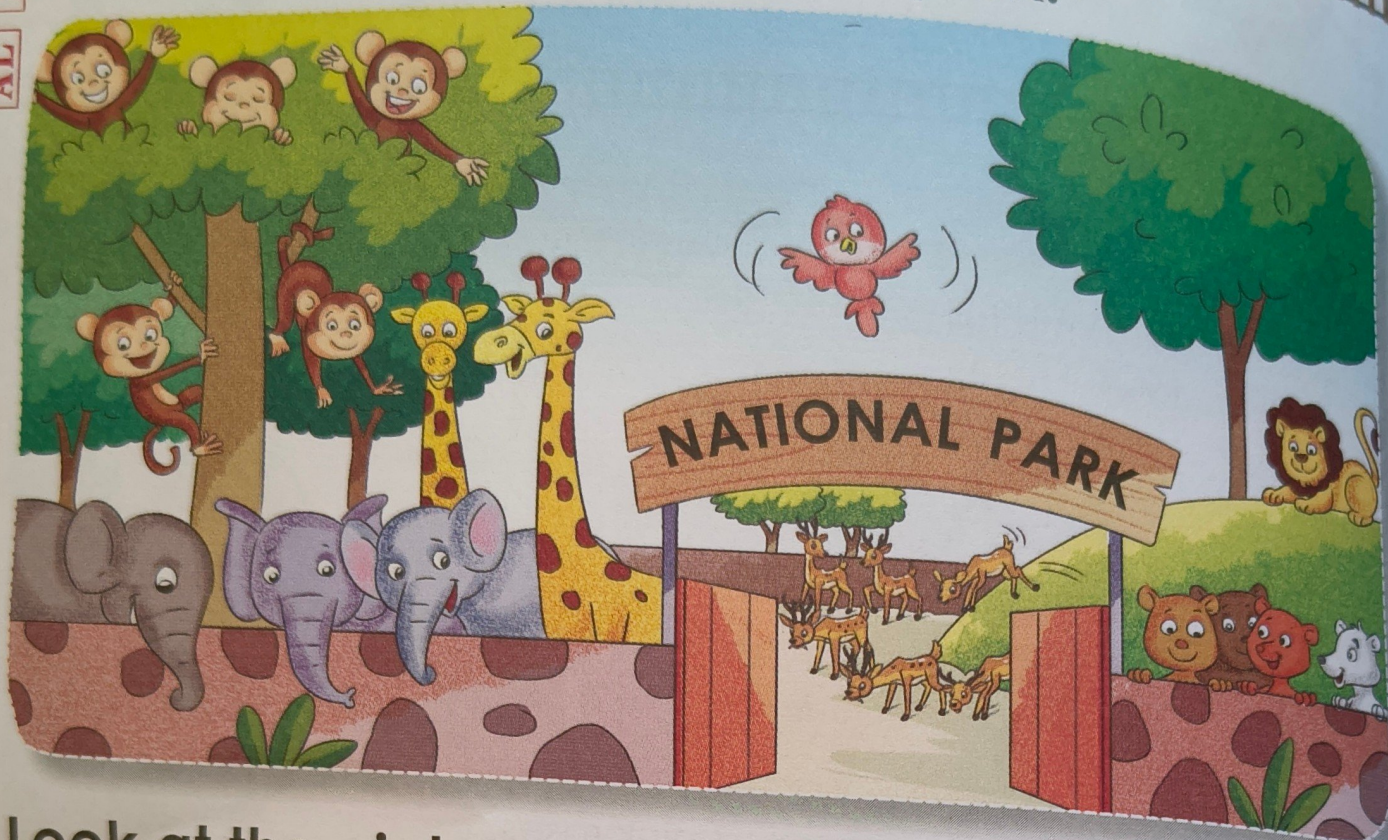
There are 4 yellow roses.

There are 7 red roses.

I have made the list of all the flowers.



AL SP There are many animals in the park.



Look at the picture. Count and write how many.



Monkey



Giraffe



Bird



Elephant



Bear



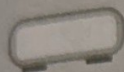
Lion



Deer

Lesson 22: Data Handling

Theme 9:
I Love
Sundays



5 Periods (40 minutes each)



Main Coursebook, flashcards, crayons, CRM signs, Lina's, Jas's, Ryan's, Maria's and Sam's standees, manipulatives (shapes), multi-coloured beads, bowls, pictures of objects



Animated Activities, eBook, Infographic, Slideshow, Test Generator

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop coordination of fine muscles with dexterity
- develop various number concepts
- develop cognitive skills and explore the physical and natural environment

Learning Outcomes

The students will:

Physical Development	• show eye-hand coordination and muscle strength in simple activities
Socio-Emotional and Ethical Development	• participate in everyday activities
Cognitive Development	• follow CRM instructions • sort and group objects based on common features like shape, colour and so on
Language and Literacy Development	• listen and follow short instructions • listen attentively to stories for a short Period of time • begin to use appropriate vocabulary for common objects
Aesthetic and Cultural Development	• communicate and appreciate a variety of responses
Positive Learning Habits	• observe minute details of objects