

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*



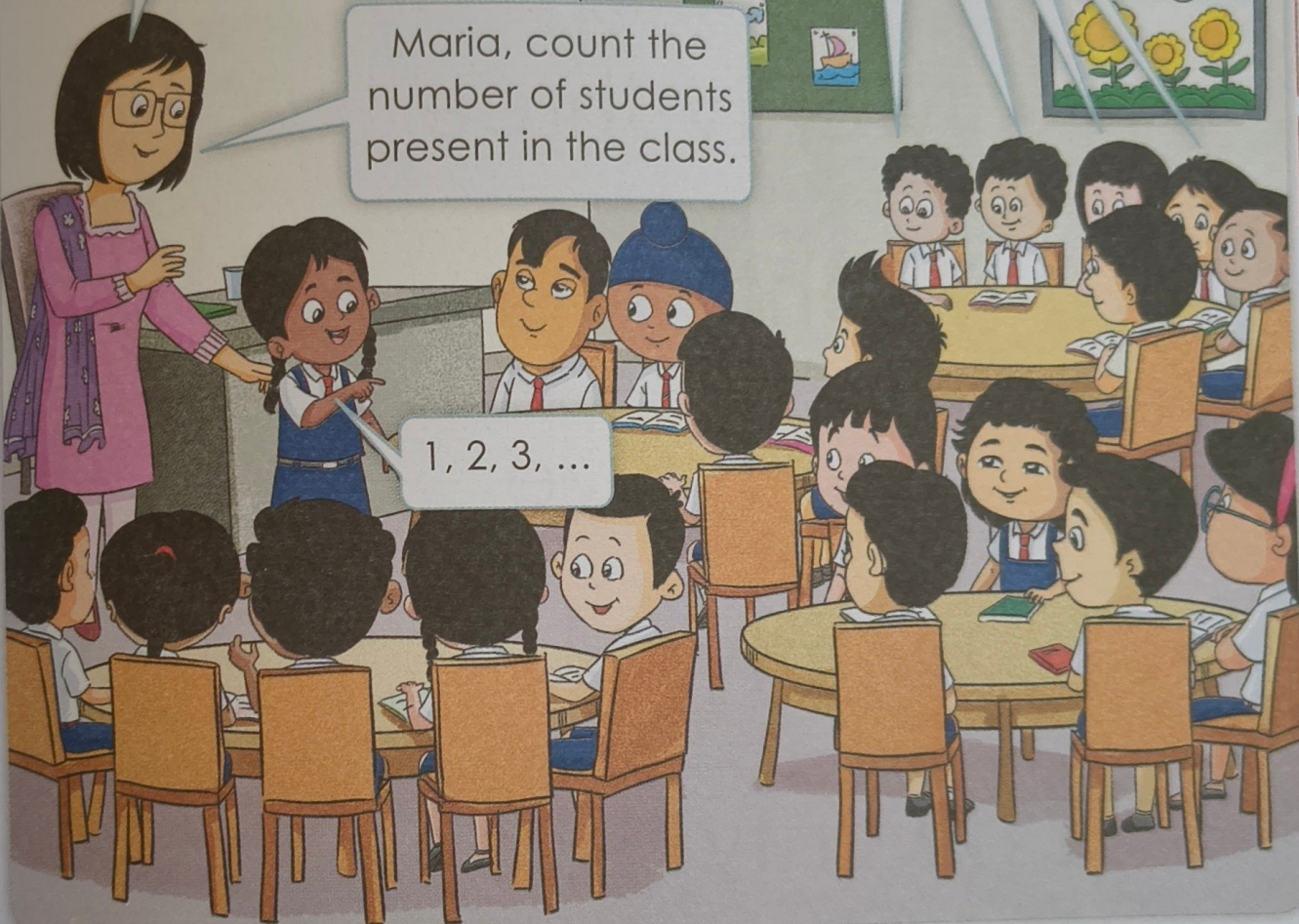


Good afternoon, students!
We will learn about numbers
21 to 30. Are you ready?

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

22

22

22

23

23

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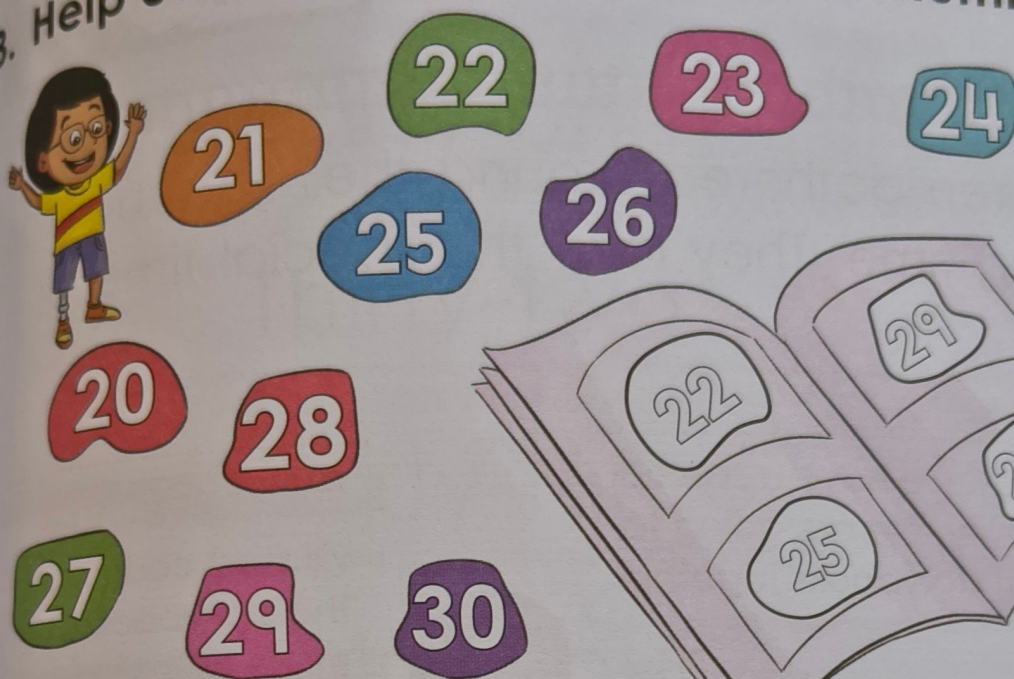
30

30

30

COD
PMD
SP

3. Help Sam match and colour the numbers.

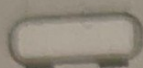


4. Write the numbers.

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)

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 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

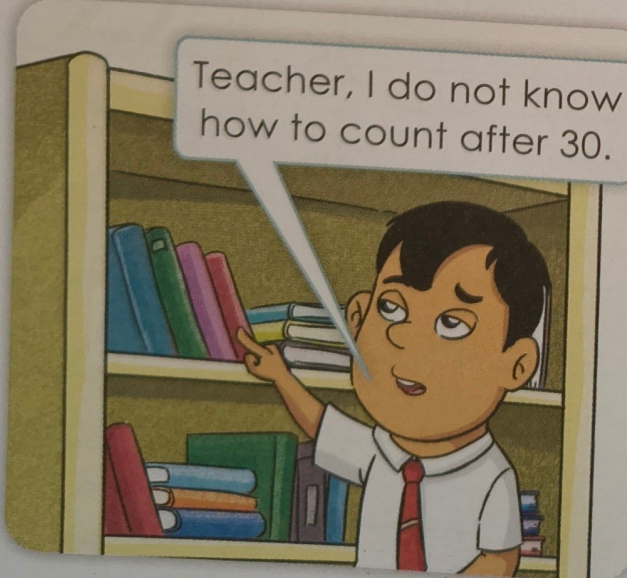
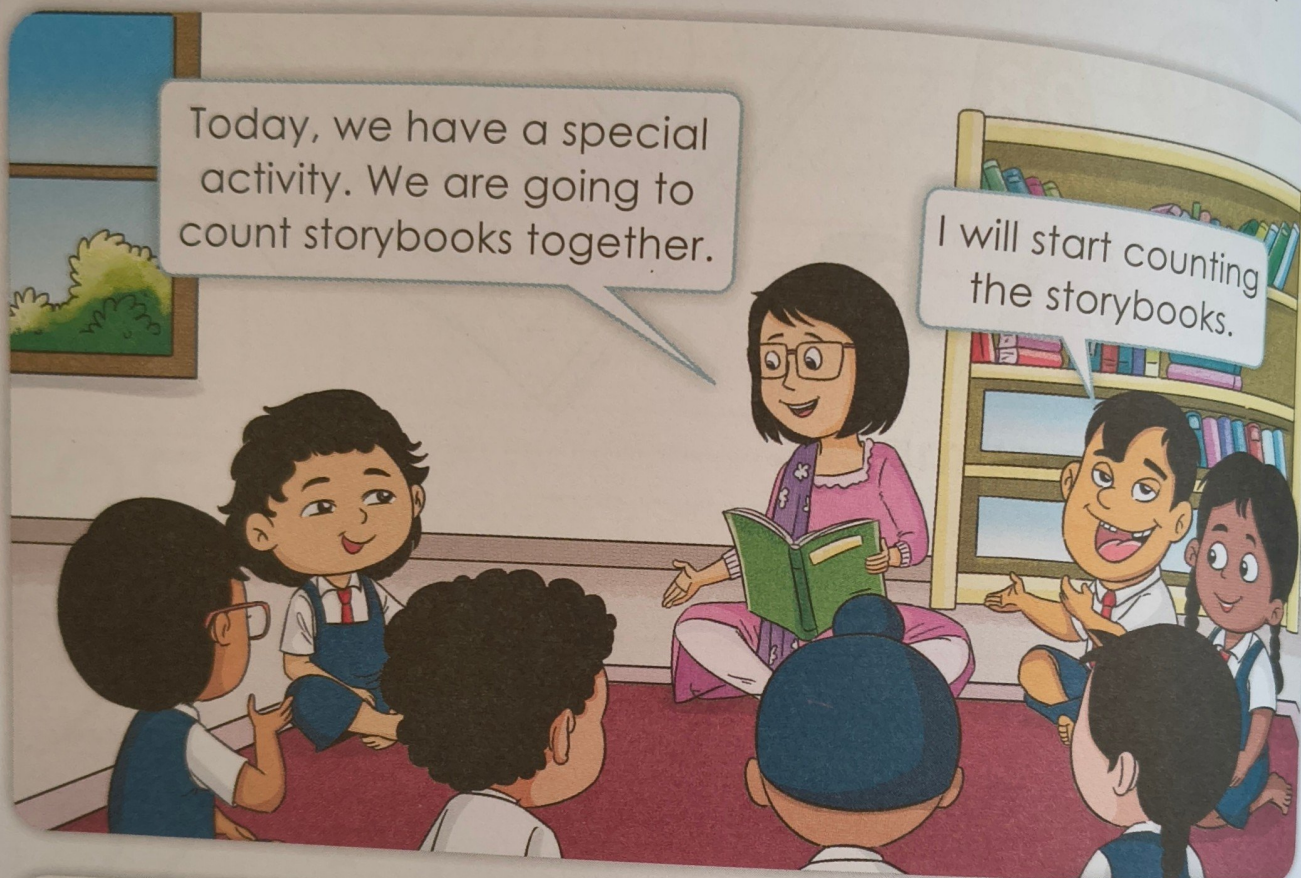


OMT

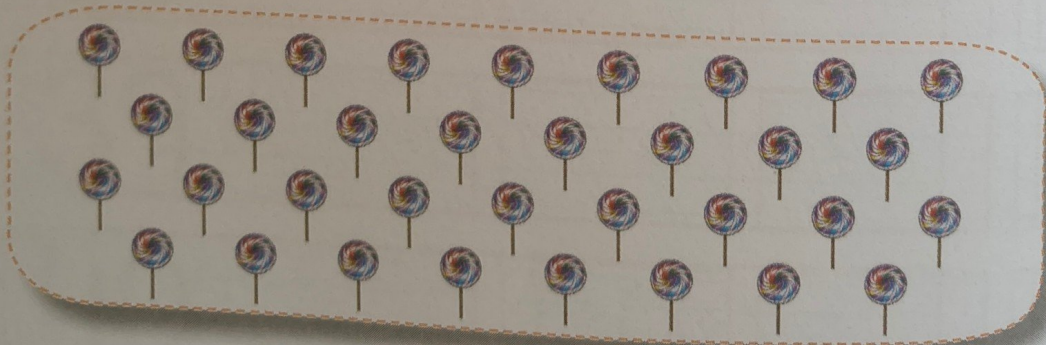
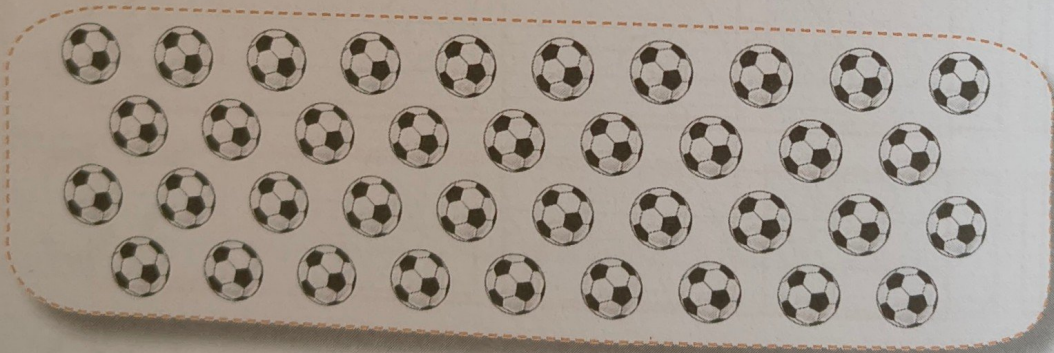
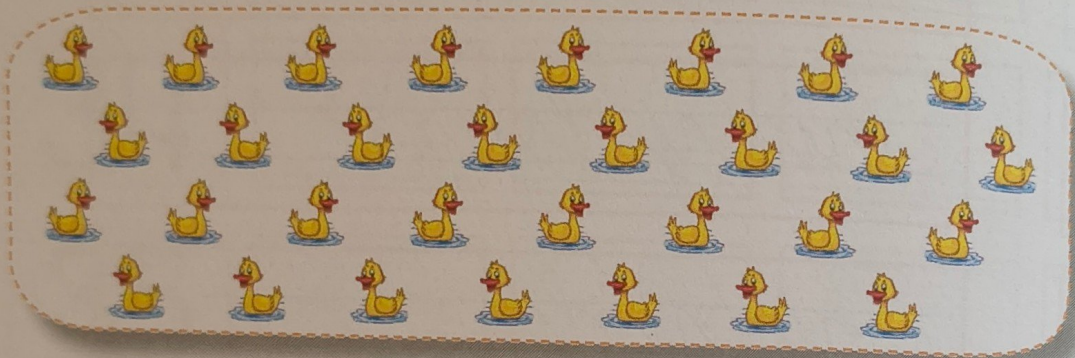
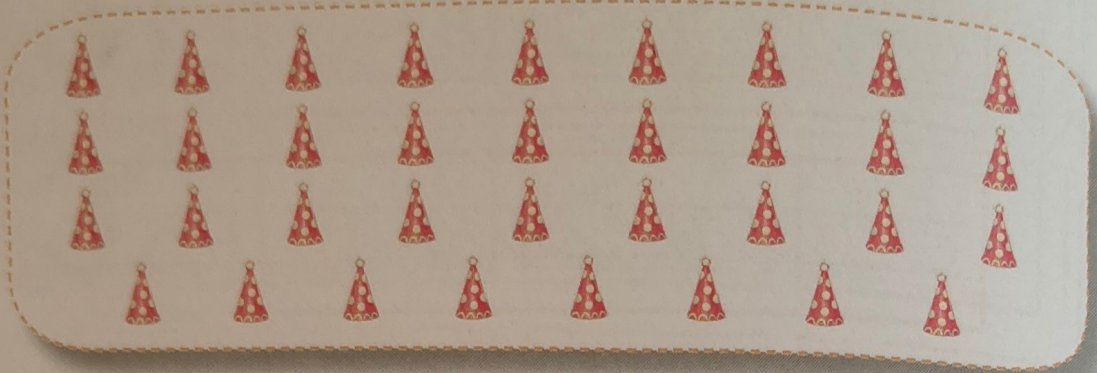
ELPS

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.

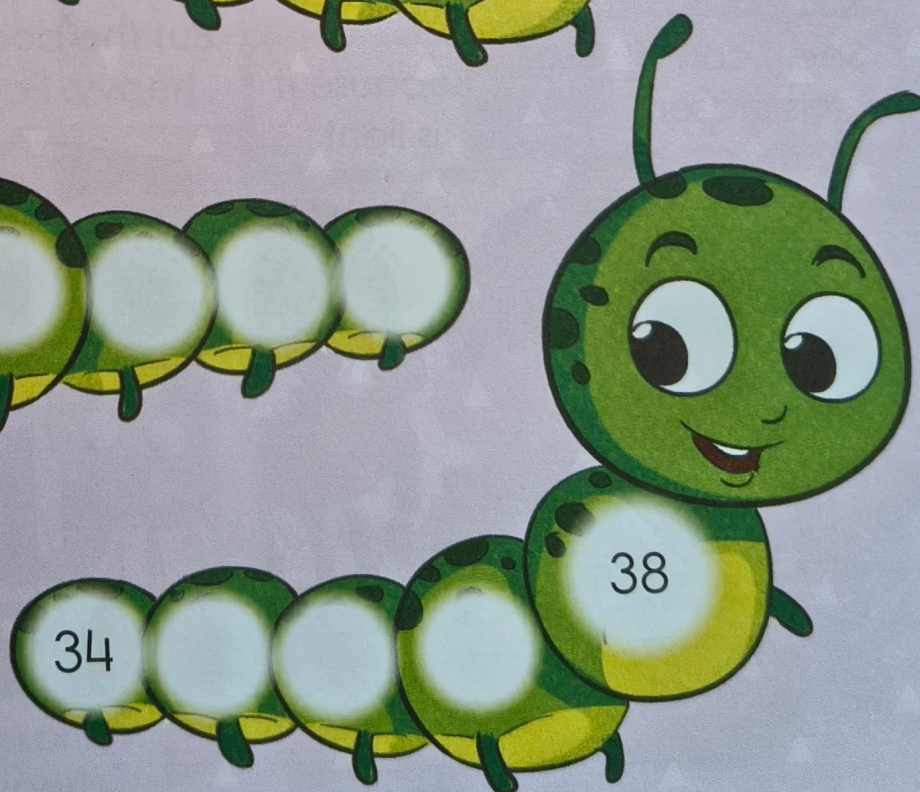
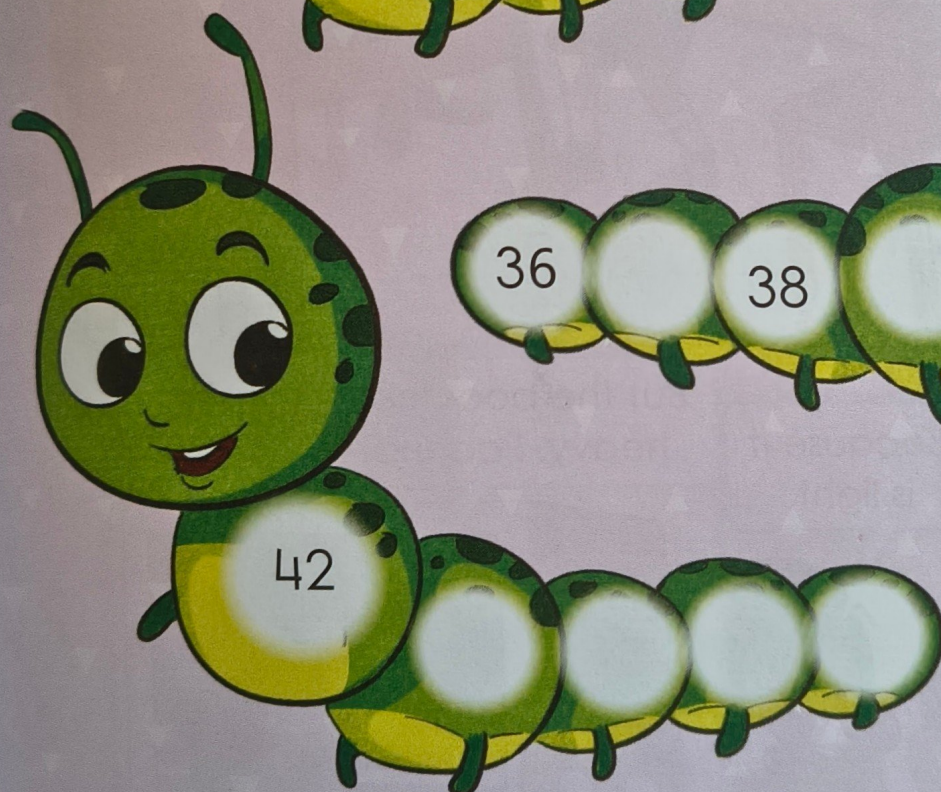
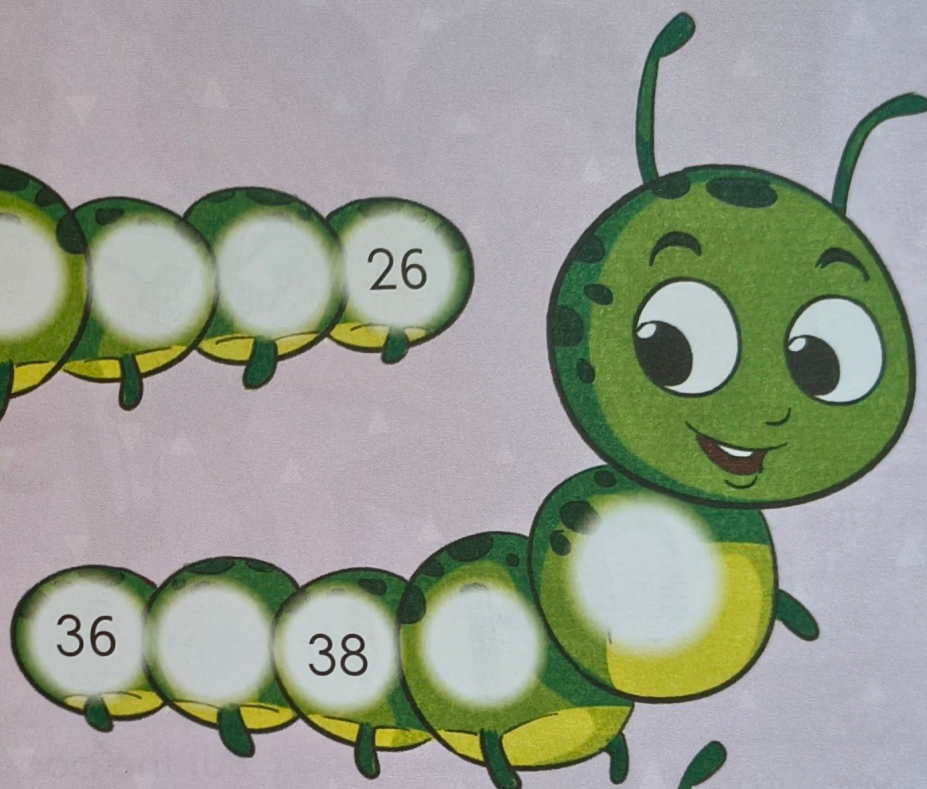
CL
ELPS
OMT

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.



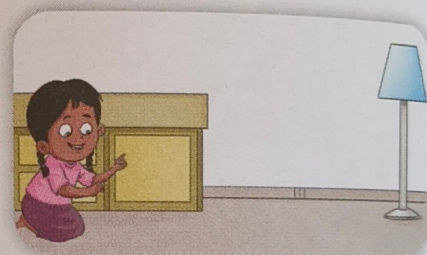
Jas is far from the swing.



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

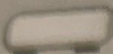
Learning Outcomes

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. 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

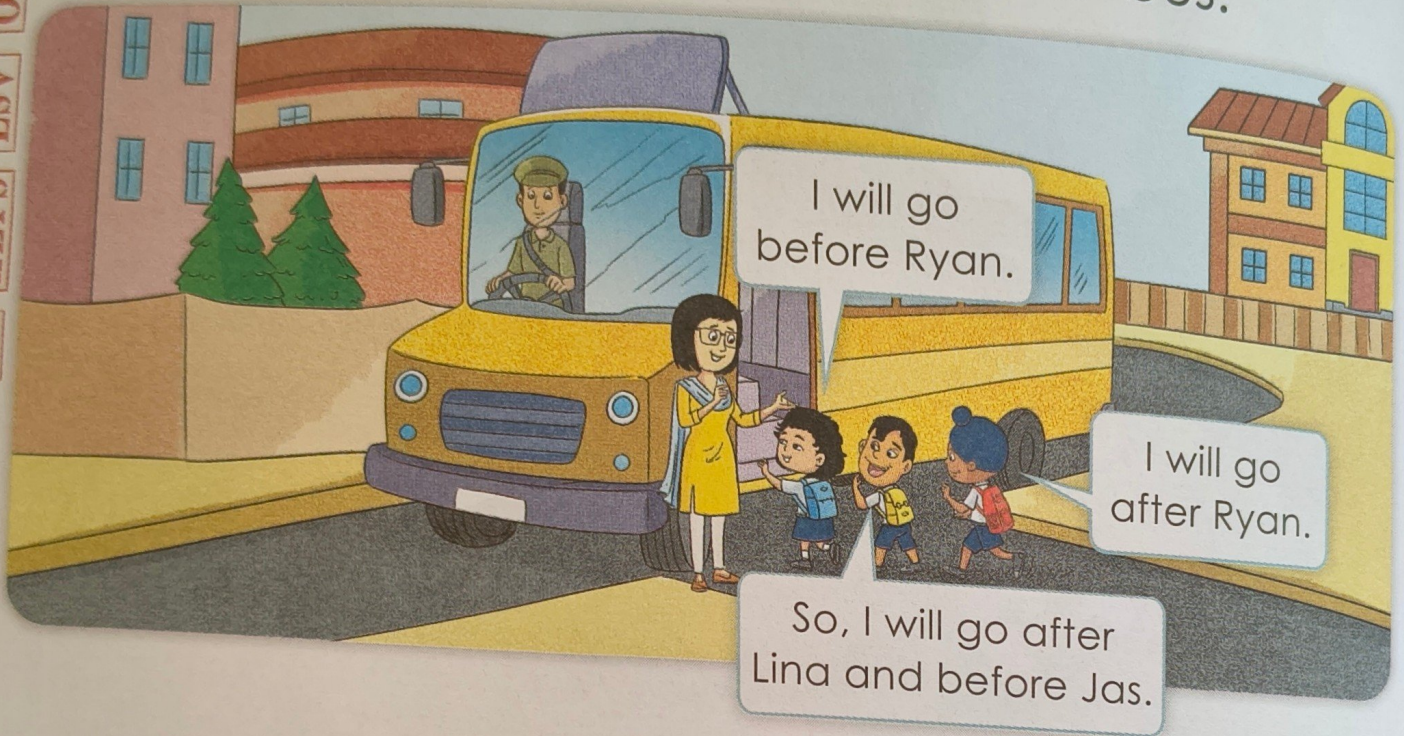
Before, Between, After

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.


☐

☐

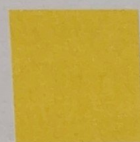
☐

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2. Write B for before and A for after.

26

27

28

☐

34

35

36

☐

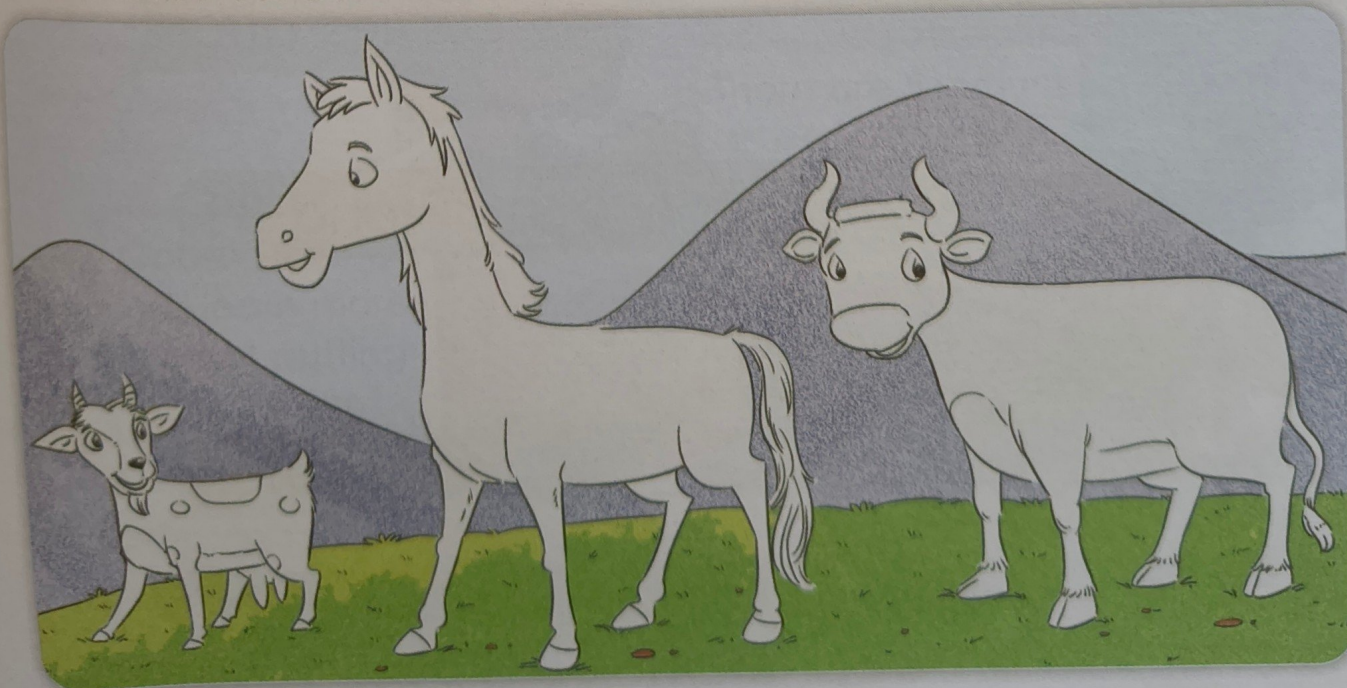
41

42

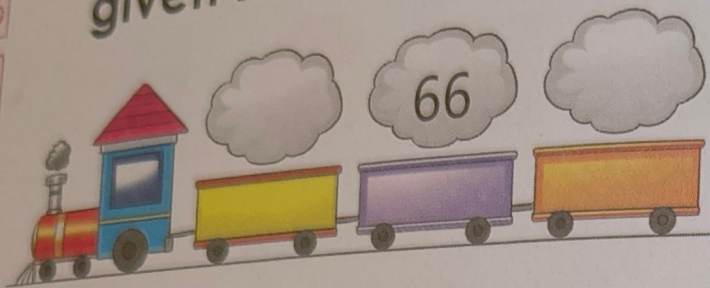
43

☐
☐

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



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



66

75

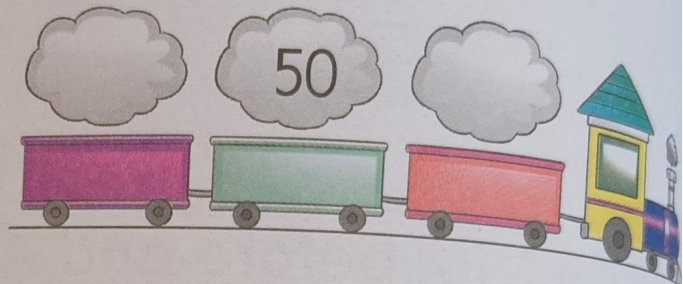
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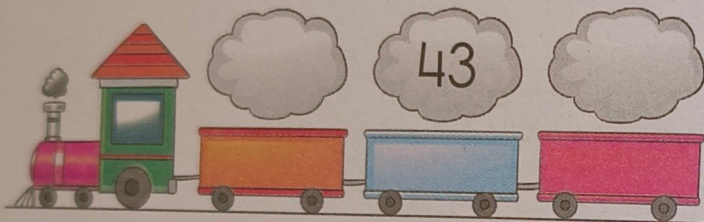
49

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



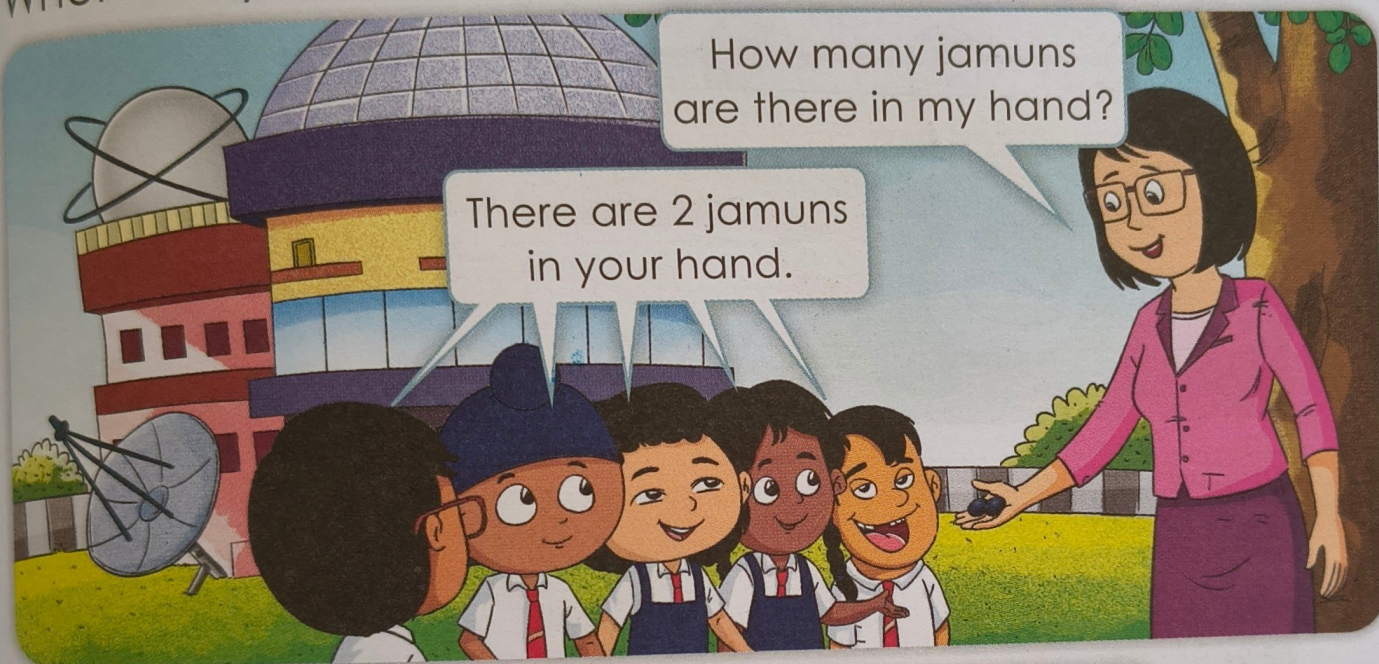
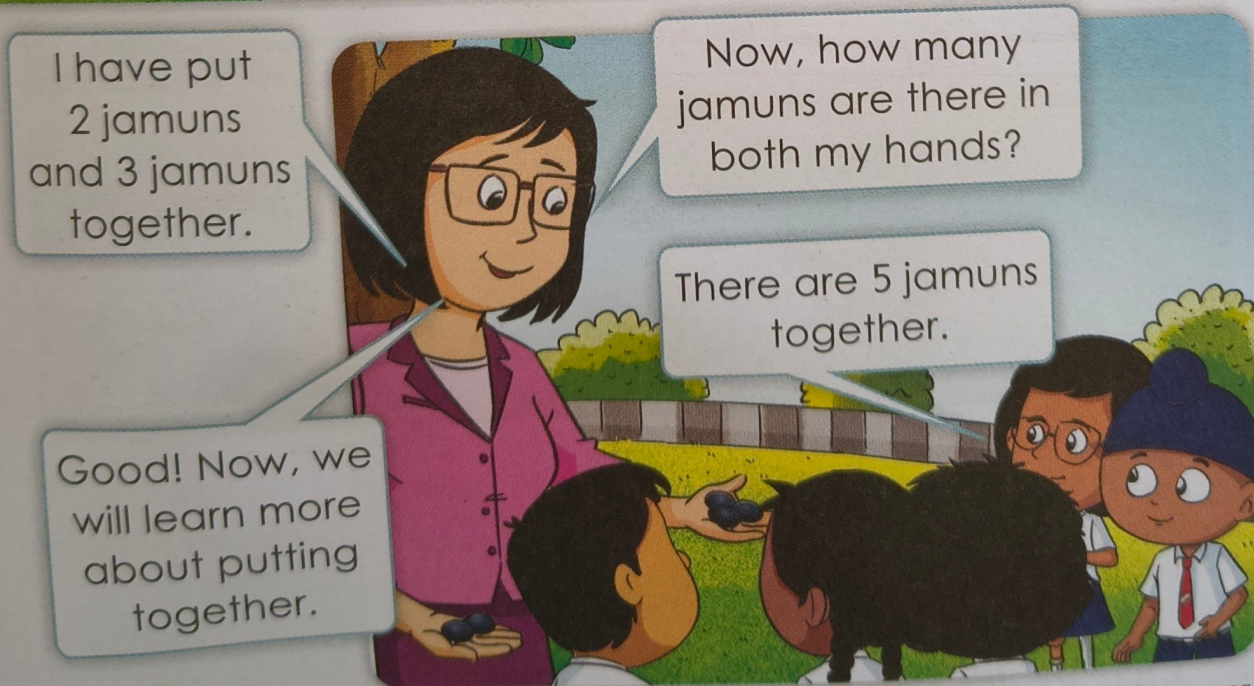
Learning Outcomes

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.

CL
ELPS
OMTCOD
ST

2 jamuns

put
together

3 jamuns

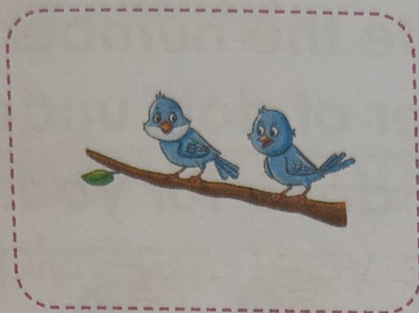
make



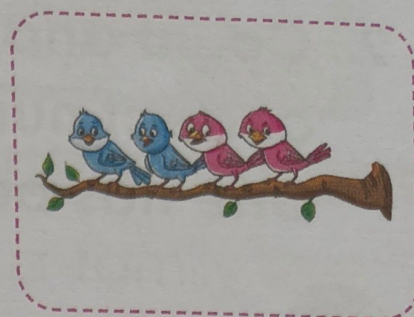
5 jamuns



There are
2 pink birds.

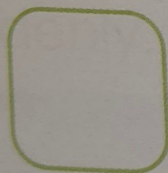


2 blue birds
join them.

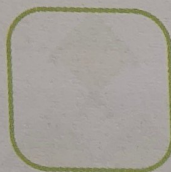


Now, there
are 4 birds.

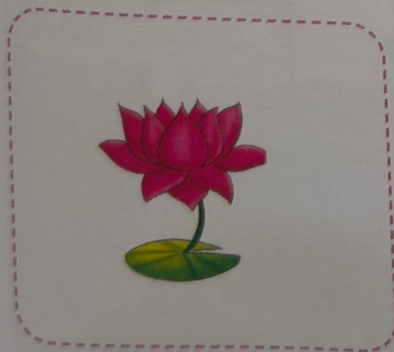
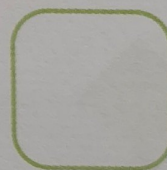
2 birds and 2 birds make 4 birds.
We can say that 2 and 2 make 4.



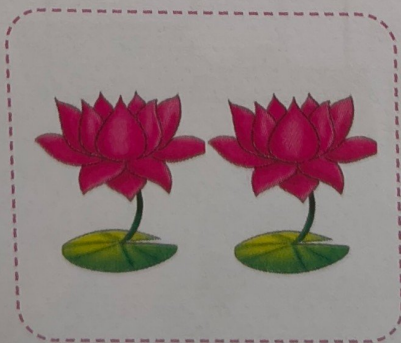
put
together



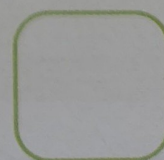
make



put
together



make



COD
ST

AL
SP



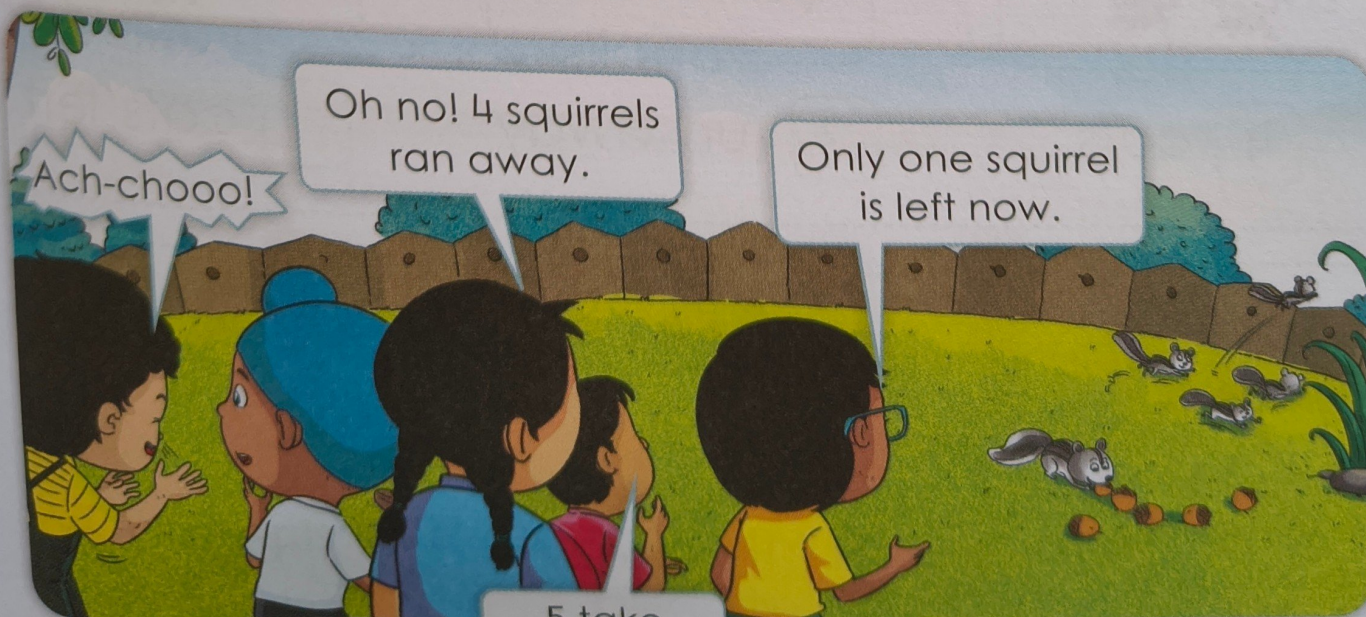
The children are playing. They see a family of squirrels.



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

Do not make noise. They will run away.

Suddenly, Lina sneezes.



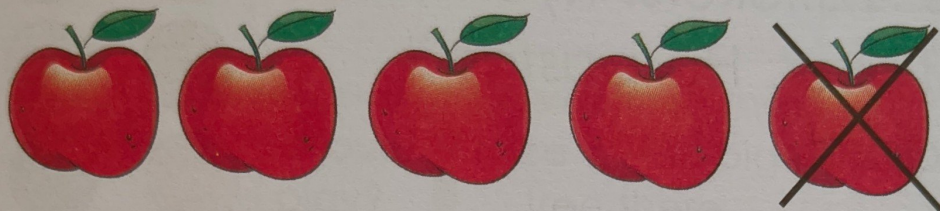
Ach-chooo!

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.



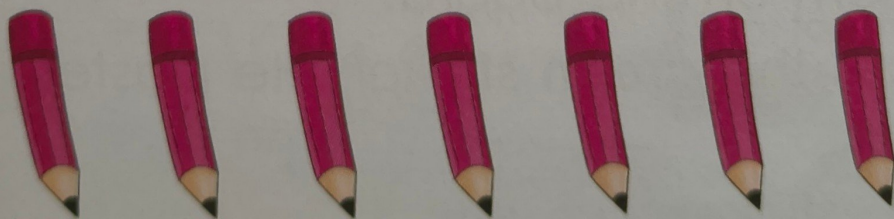
5 apples Sam took away
1 apple.

apples
left.



4
balloons Lina took away
2 balloons.

balloons
left.

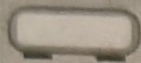


7 pencils Ryan took away
3 pencils.

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

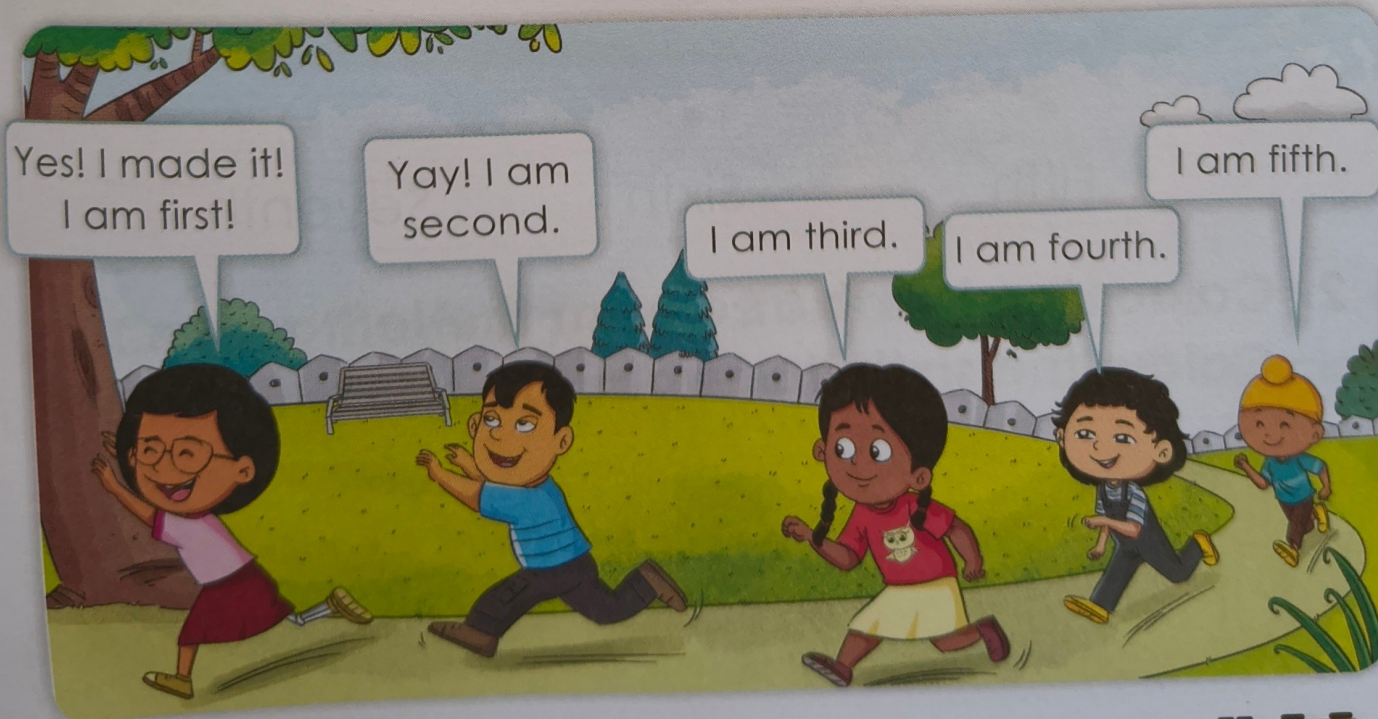
The students will:

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

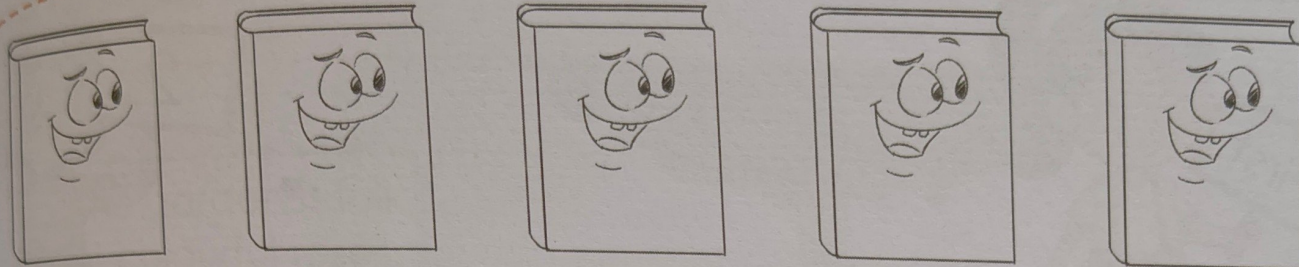


Park time is fun time. The children play and run.

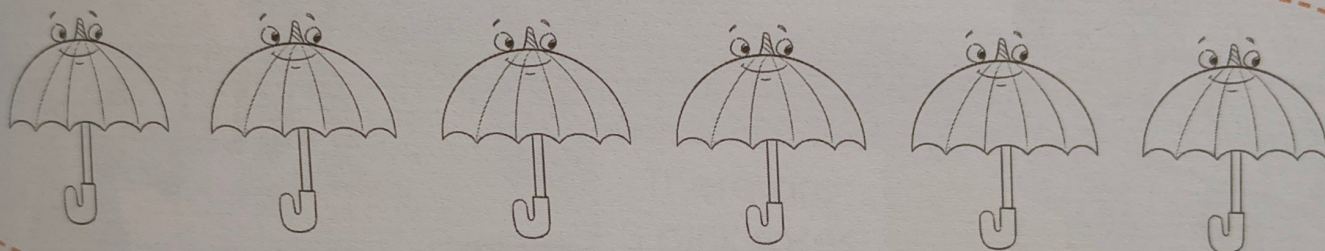
CL
ELPS
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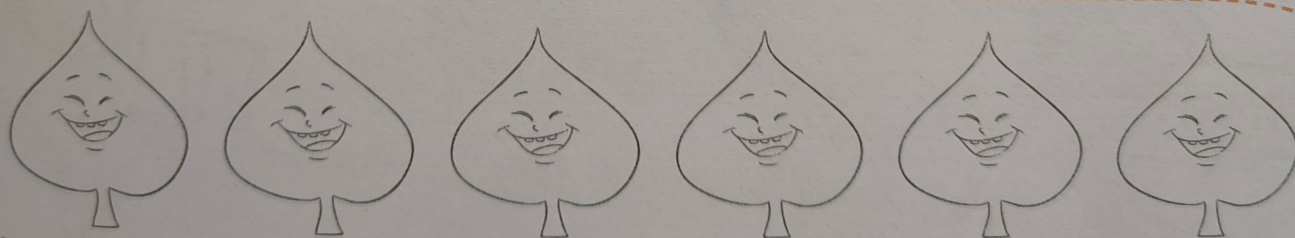
3. Colour the second book from the left green.
Colour the fifth book from the left brown.



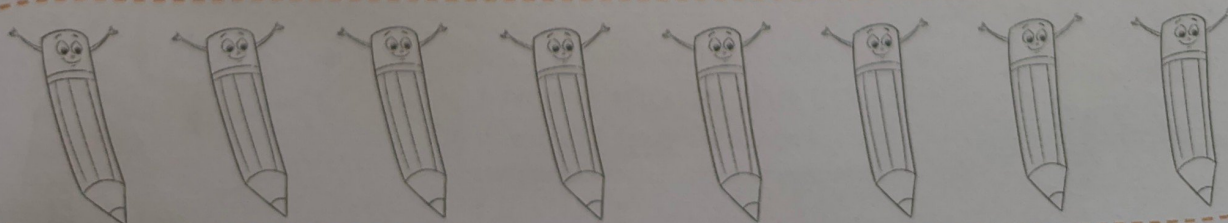
4. Colour the fifth umbrella from the right green.
Colour the third umbrella from the left blue.



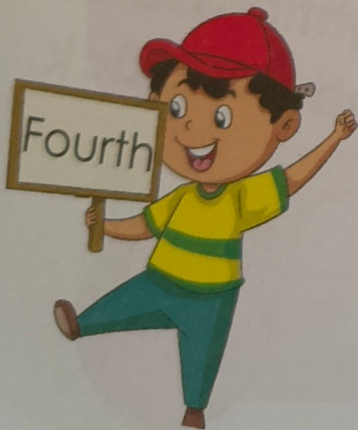
5. Colour the sixth leaf from the left green.
Colour the fourth leaf from the right yellow.



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.

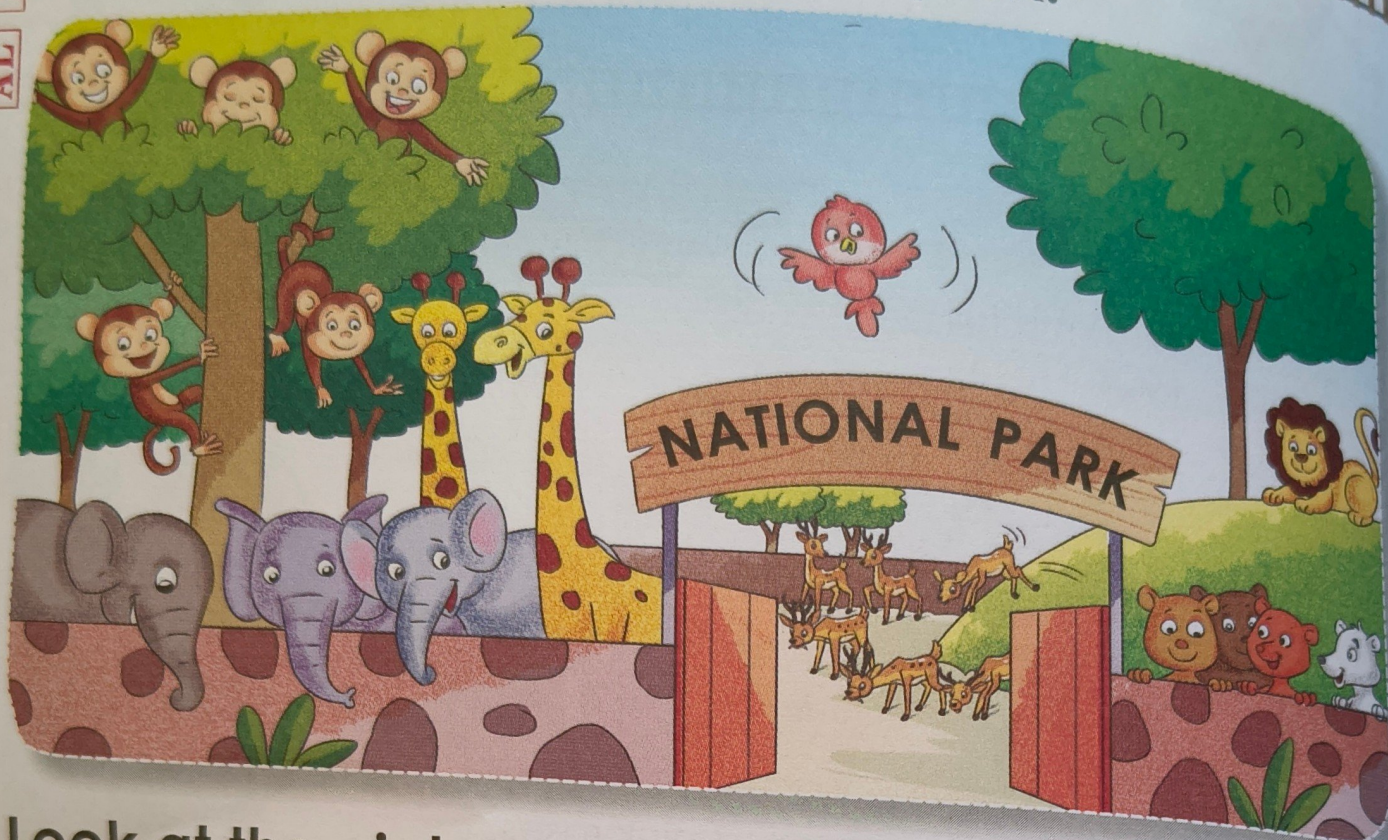
There are 4 yellow roses.

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



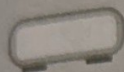
Lion



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