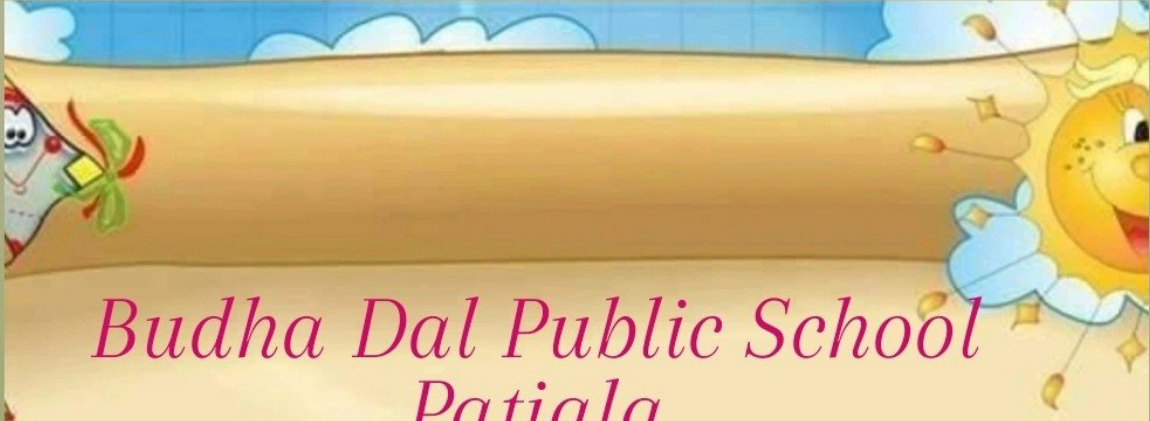




*Budha Dal Public School
Patiala*

Class Pre II

MATHS PLANNER

Term 1

Session 2026-27



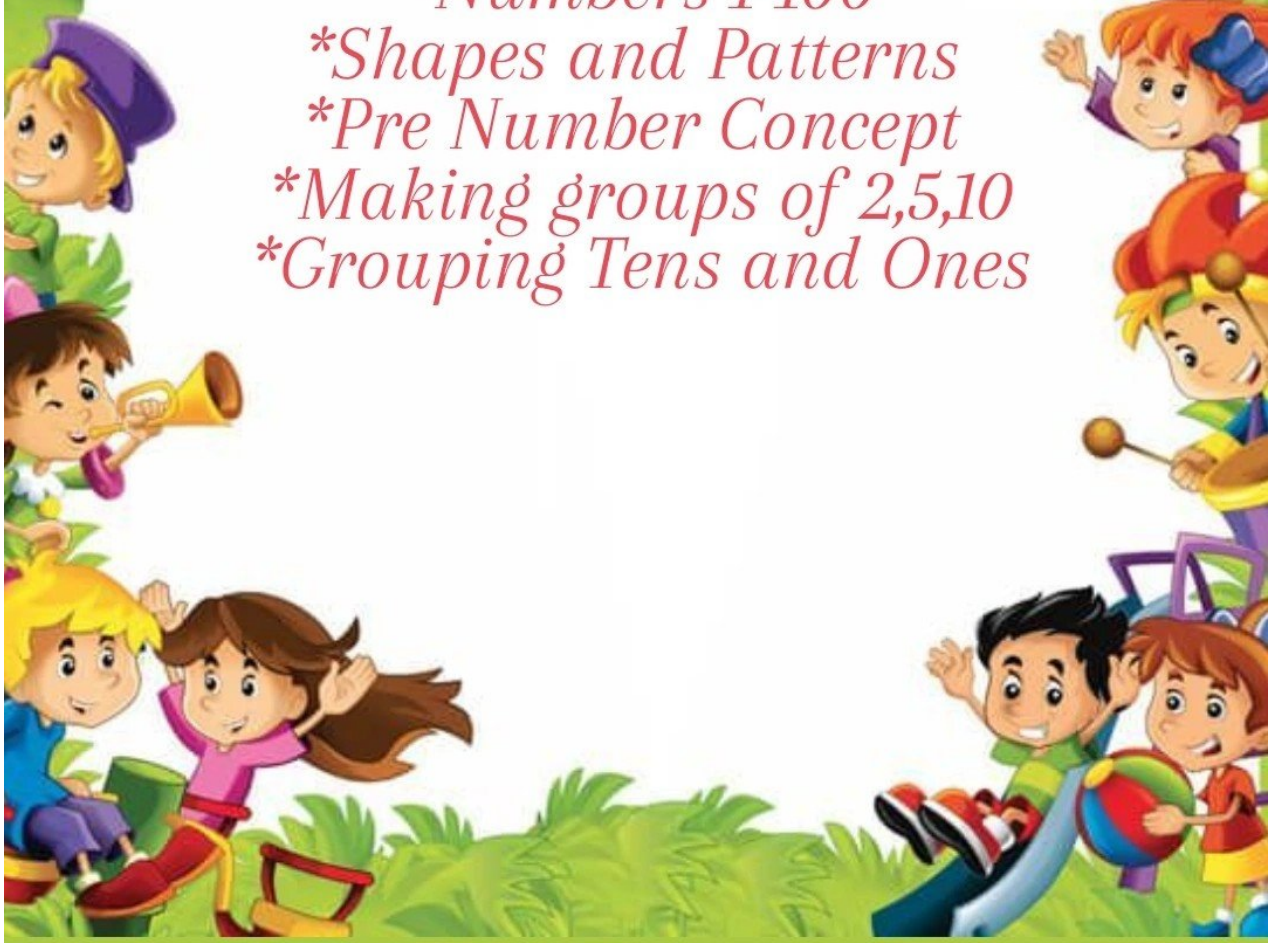
An illustration at the top of the page shows two children, a girl with blonde hair and a boy with red hair, sitting on the grass and drawing. A boy with black hair is flying a purple and pink kite. The entire page is framed by a green leafy border.

Formative Assessment 1

Theme 1. Winter wow
**Numbers 1-50*

Summative Assessment 1

**Numbers 1-100*
**Shapes and Patterns*
**Pre Number Concept*
**Making groups of 2,5,10*
**Grouping Tens and Ones*

An illustration at the bottom of the page shows several children playing. One boy is blowing a trumpet, another is playing a drum, and two others are on a slide. The entire page is framed by a green leafy border.

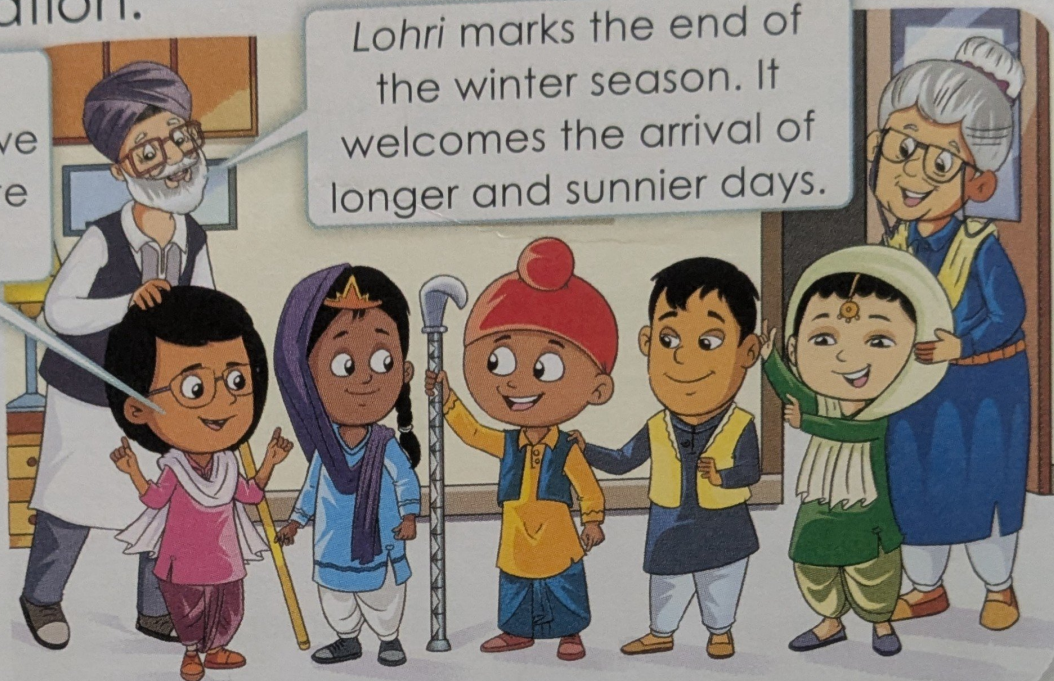


CL Koi LSV OMT

Jas's friends are at his place for Lohri celebration.

Daarji,
why do we
celebrate
Lohri?

Lohri marks the end of
the winter season. It
welcomes the arrival of
longer and sunnier days.



After wearing new clothes, all the kids go near the bonfire.

Children,
count the
number of
items on
your plate.

There are 30 items
on my plate.

There are 25 items
on my plate.



Lesson 1: Numbers 1 to 50

Theme 1:
Winter Wow

 20 Periods (40 minutes each)



Textbook, expression cards and CRM signs, Learning Kit



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop phonological awareness
- develop listening and comprehension skills
- use expressive and receptive communication skills
- listen attentively and respond in simple words or home language
- develop fine motor skills
- develop cognitive skills
- develop positive learning habits

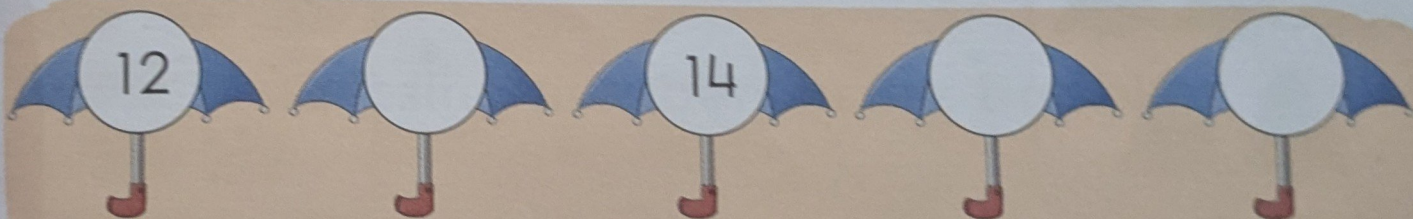
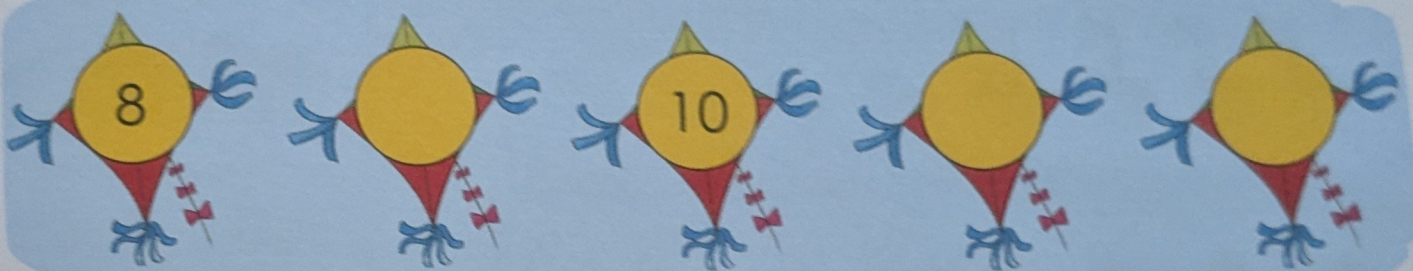
Learning Outcomes

The students will:

Physical Development	• draw, colour pictures • write/trace the numbers 1-50
Socio-Emotional and Ethical Development	• spend time with family and enjoy activities
Cognitive Development	• identify and arrange the numbers 1-50 in order • identify and understand the significance of the number Zero • find the number names in the word search • arrange the numbers in an order from big to small and vice versa • match the pictures with equal number of objects • find the missing numbers in the given series
Language and Literacy Development	• communicate their ideas using simple words or home language • identify the number of objects through storytelling
Aesthetic and Cultural Development	• draw or paste the given numbers • know about the festival of Lohri celebrated in India
Positive Learning Habits	• help parents in doing tasks at home

COD SP

COD SP



9. Count the objects. Match the number names with the same number of objects.

Fifteen



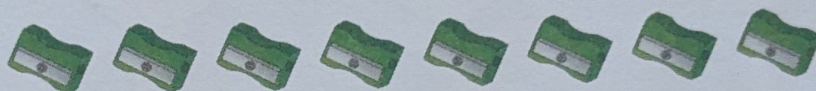
Eight



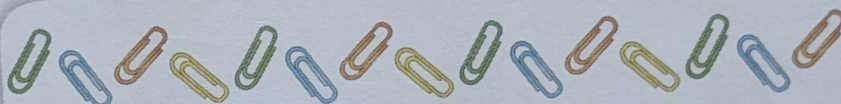
Five



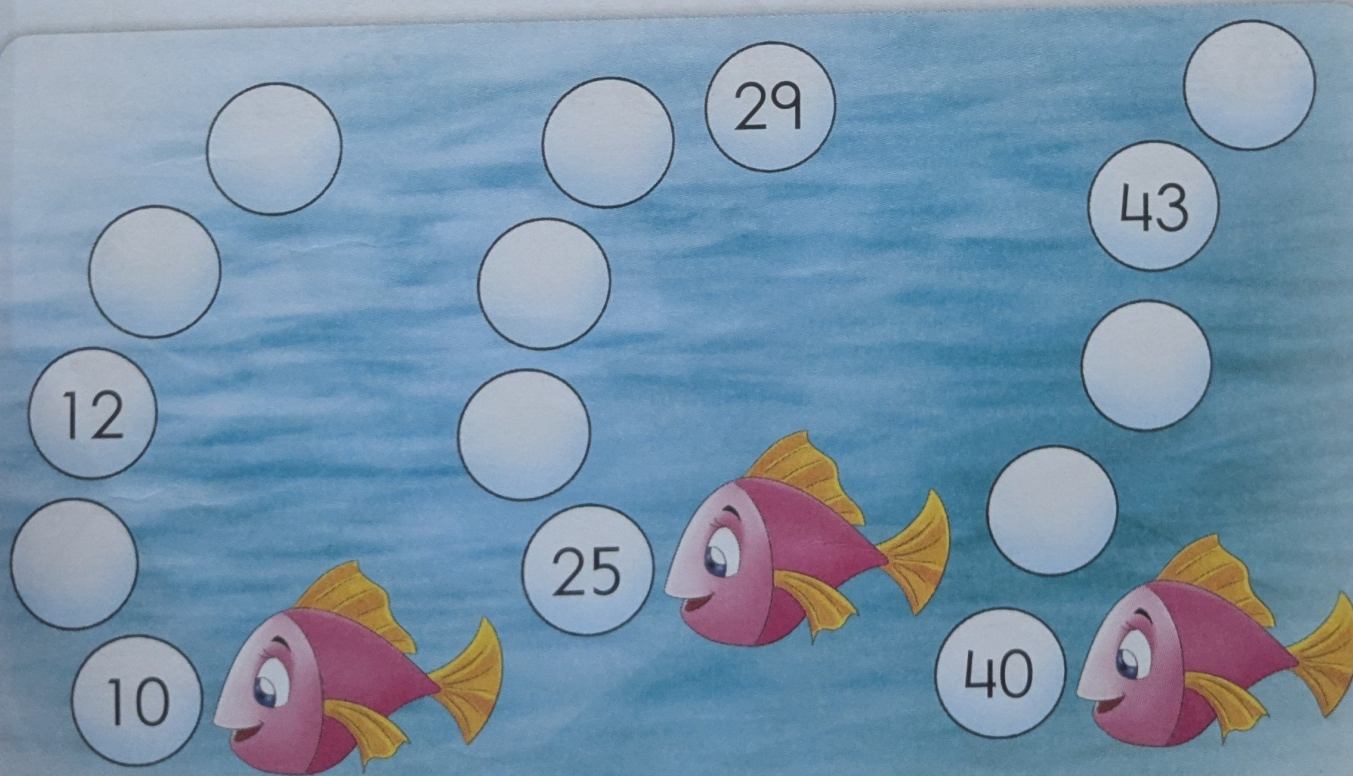
Twenty



Ten



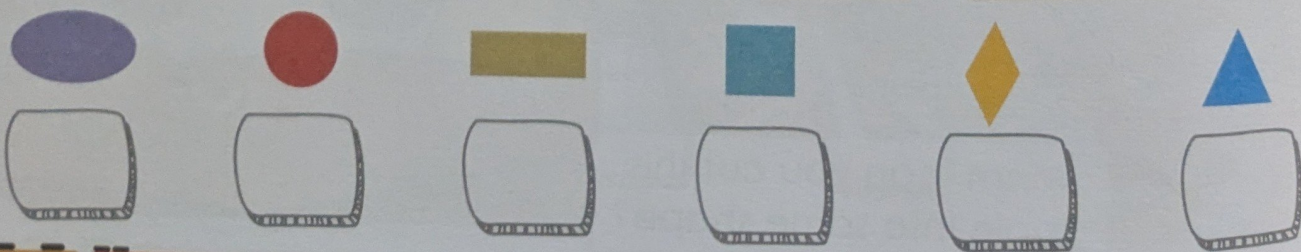
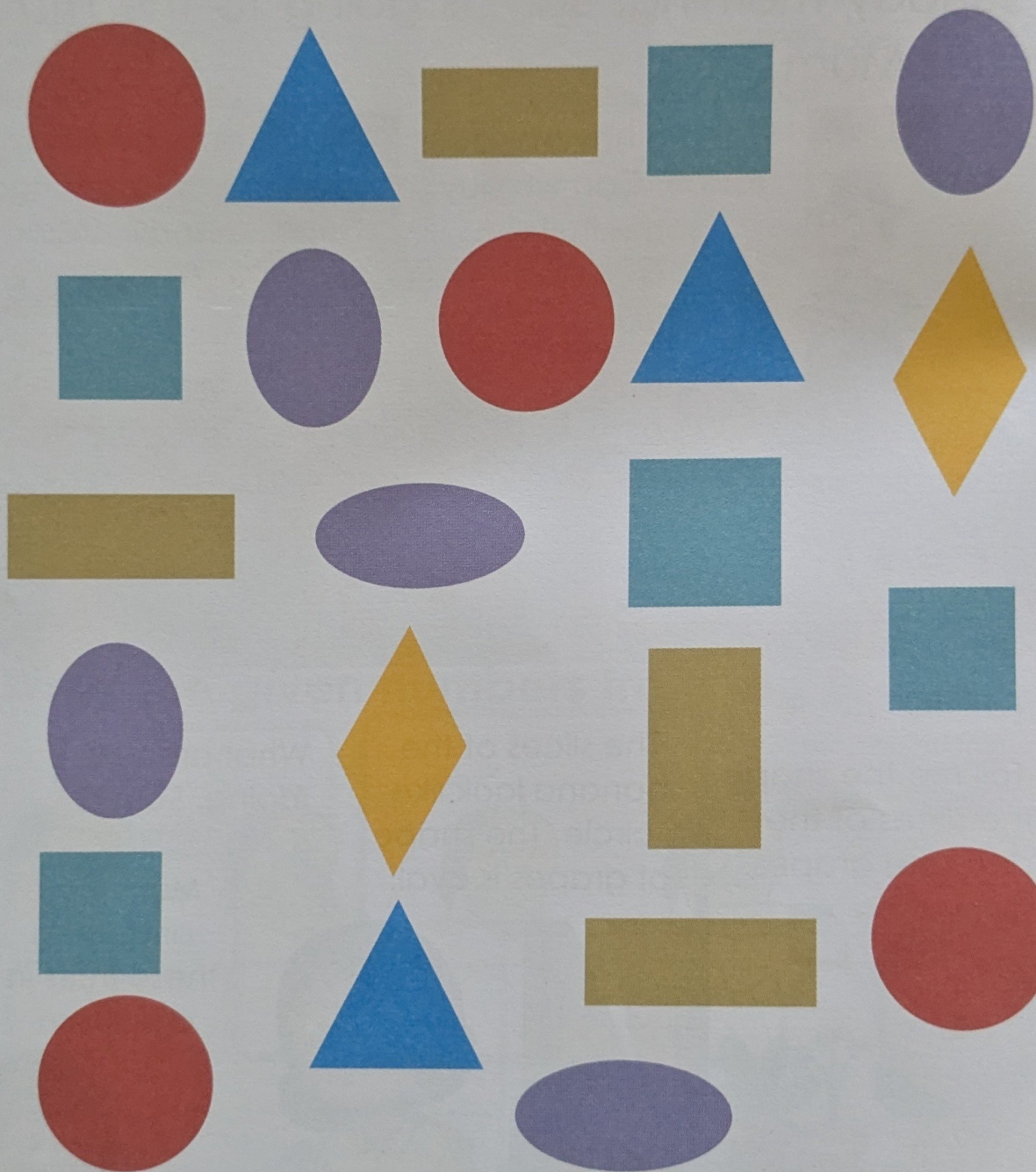
10. Fill the missing numbers in the bubbles.



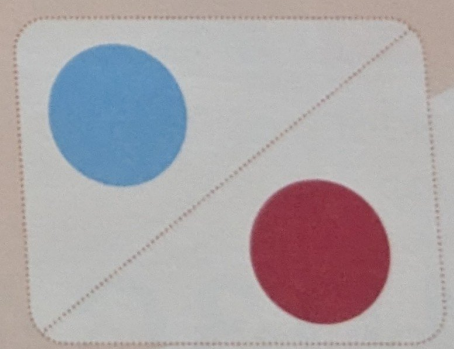
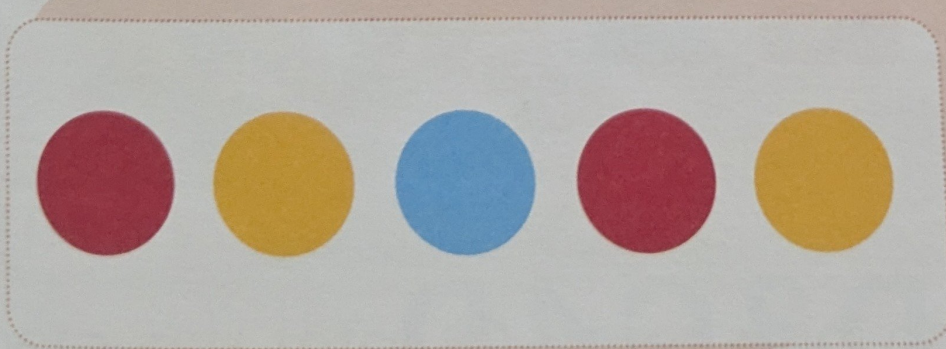
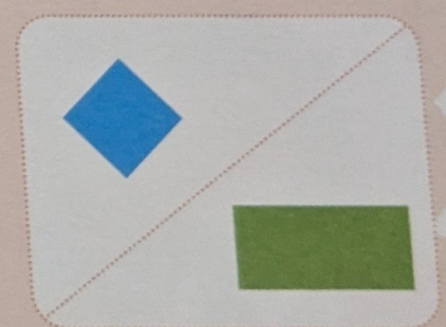
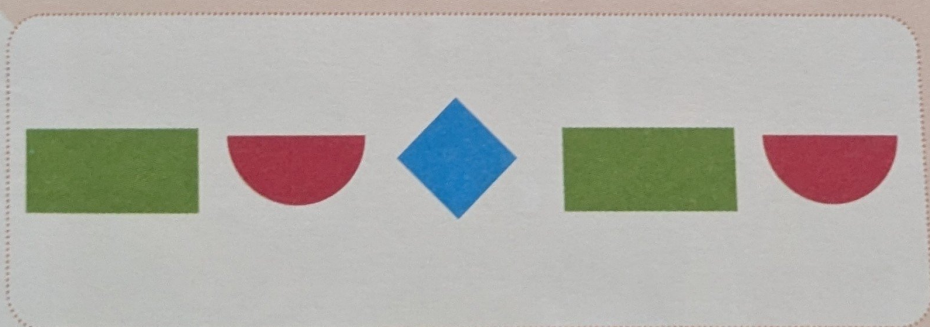
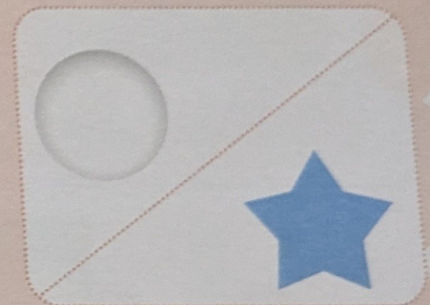
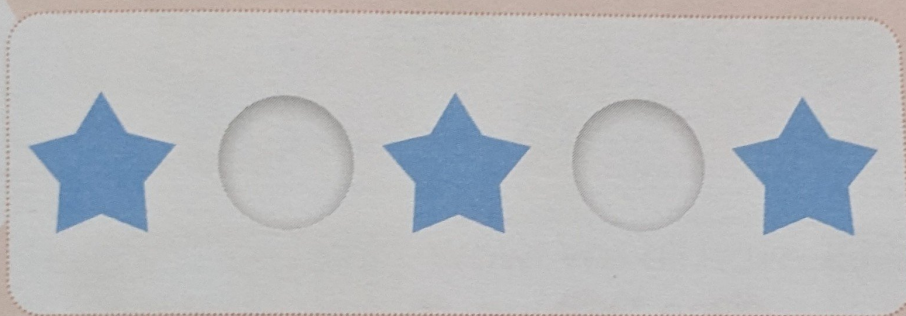
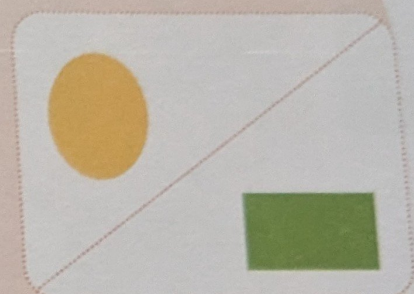
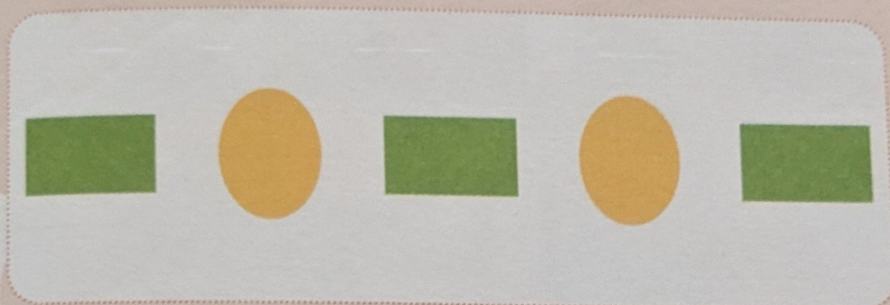
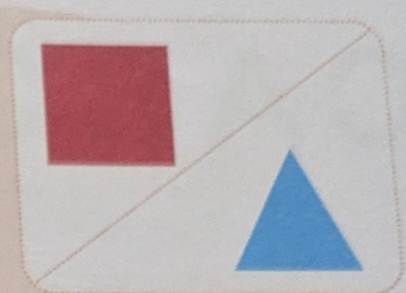
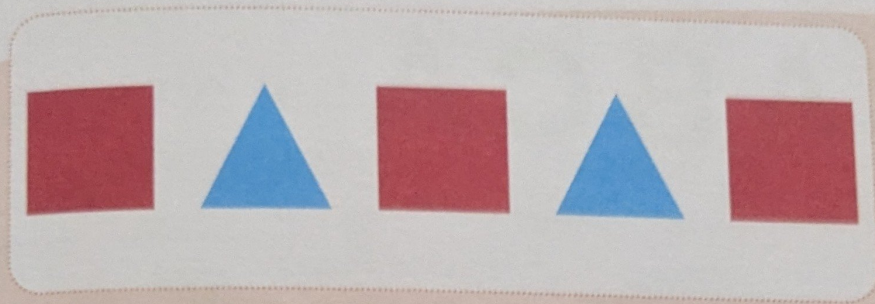
Identifying Shapes

1. Count and write the number of shapes below.

LOTS
AL



5. Complete the pattern. Circle the shape.



Lesson 2: Shapes and Patterns



10 Periods (40 minutes each)



Textbook, expression cards and CRM signs, Learning Kit



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop phonological awareness
- develop listening and comprehension skills
- use expressive and receptive communication skills
- listen attentively and respond in simple words or home language
- develop fine motor skills
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• draw, colour pictures in basic geometric shapes and patterns
Socio-Emotional and Ethical Development	• express their thoughts with peers and teacher comfortably
Cognitive Development	• recognise basic geometric shapes and their observable properties • identify and extend simple patterns in their surroundings, shapes and numbers
Language and Literacy Development	• communicate their ideas using simple words or home language • identify basic geometric shapes and patterns
Aesthetic and Cultural Development	• explore and play with variety of materials and tools to create simple patterns using sliced fruits
Positive Learning Habits	• identify shapes and pattern in objects in their surroundings

Numbers 51 to 60

3. Write the missing numbers from 51 to 60.

51			54	55			58		60
----	--	--	----	----	--	--	----	--	----

4. Match the numbers with their number names.

59

53

58

51

52

57

54

55

56

60

Fifty-eight

Fifty-five

Fifty-two

Fifty-three

Fifty-seven

Fifty-one

Fifty-six

Fifty-four

Sixty

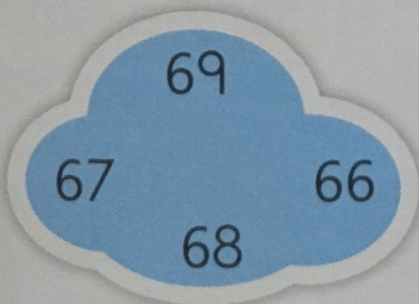
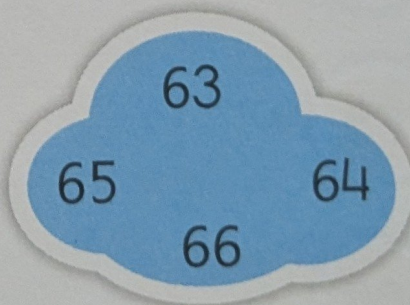
Fifty-nine

Numbers 61 to 70

7. Count the butterflies. Write the number in the box provided.



8. Write the numbers in the correct order in the boxes.



9. Match the numbers with their number names

63

Sixty-one

67

Sixty-six

61

Sixty-three

64

Sixty-nine

69

Sixty-four

62

Sixty-five

65

Sixty-two

68

Seventy

66

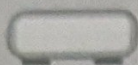
Sixty-eight

70

Sixty-seven

Lesson 3: Numbers 51 to 100

Theme 2
Spring
Our Steps



22 Periods (40 minutes each)



Textbook, expression cards and CRM signs, Learning Kit



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop phonological awareness
- develop listening and comprehension skills
- use expressive and receptive communication skills
- listen attentively and respond in simple words or home language
- develop fine motor skills
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

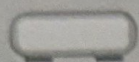
The students will:

Physical Development	• draw, colour pictures • hold writing tools firmly (hand and finger movement)
Socio-Emotional and Ethical Development	• understand and respond positively to classroom norms • know about the festivals celebrated in India • interact comfortably with other children and adults
Cognitive Development	• identify and arrange the numbers up to 100 • understand the number concepts to identify the number • before, after, between or equal to the given set of numbers • trace numbers and number names from 51-100
Language and Literacy Development	• communicate their ideas using simple words or home language • identify the number of objects that are equal in number, bigger or smaller words or home language • use appropriate vocabulary to compare the objects and describe their differences in size or height
Aesthetic and Cultural Development	• able to identify "Greater Than", "Smaller Than" and "Equal to" signs
Positive Learning Habits	• adopt and follow classroom norms



Lesson 3: Numbers 51 to 100

Theme 3
Spring
Our Ste



22 Periods (40 minutes each)



Textbook, expression cards and CRM signs, Learning Kit



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop phonological awareness
- develop listening and comprehension skills
- use expressive and receptive communication skills
- listen attentively and respond in simple words or home language
- develop fine motor skills
- develop cognitive skills
- develop positive learning habits

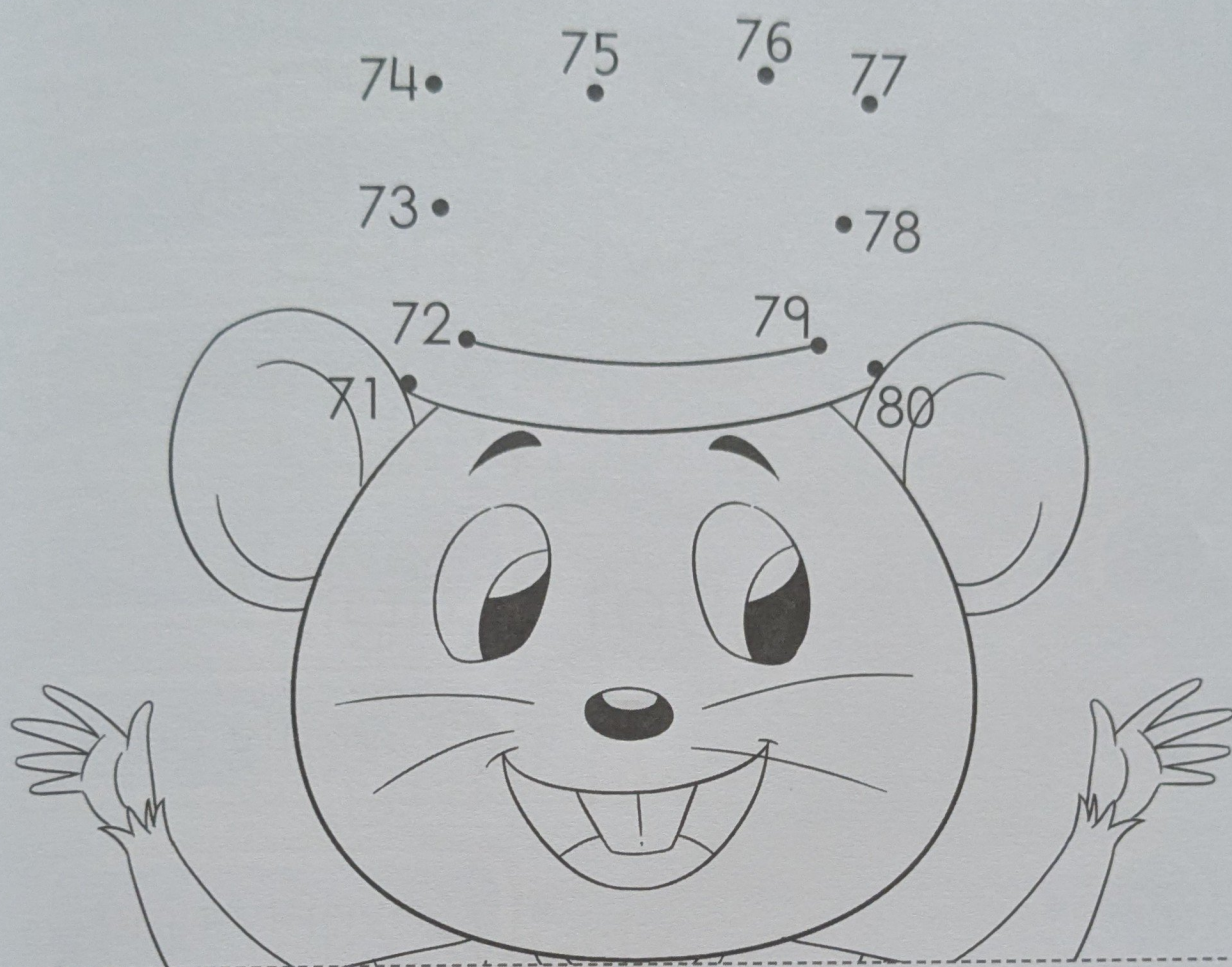
Learning Outcomes

The students will:

Physical Development	• draw, colour pictures • hold writing tools firmly (hand and finger movement)
Socio-Emotional and Ethical Development	• understand and respond positively to classroom norms • know about the festivals celebrated in India • interact comfortably with other children and adults
Cognitive Development	• identify and arrange the numbers up to 100 • understand the number concepts to identify the number • before, after, between or equal to the given set of numbers • trace numbers and number names from 51-100
Language and Literacy Development	• communicate their ideas using simple words or home language • identify the number of objects that are equal in number, bigger or smaller words or home language • use appropriate vocabulary to compare the objects and describe their differences in size or height
Aesthetic and Cultural Development	• able to identify "Greater Than", "Smaller Than" and "Equal to" signs
Positive Learning Habits	• adopt and follow classroom norms

13. Join the dots from 71 to 80 in order. Colour the picture.

COD SP



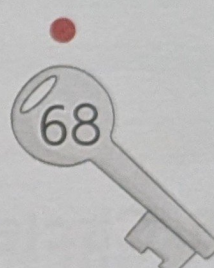
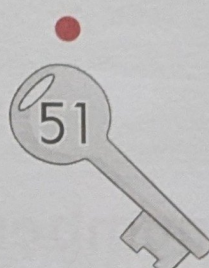
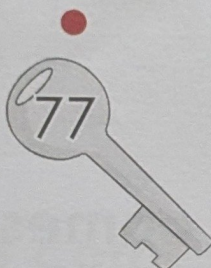
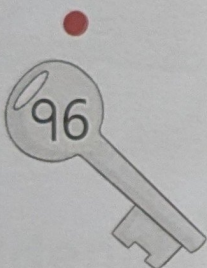
14. Write the numbers that come before and after the given numbers. One has been done for you.

COD LOTS

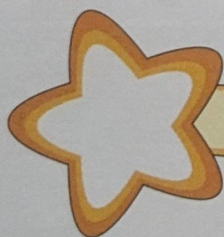
76	77	78		73	
	75			78	
	72			79	

Before Number

22. Every lock is special as it has its own key. Each lock number is the before number of its key number. Match each lock with its key.



23. Fill the star with what comes before.



comes before 98



comes before 65



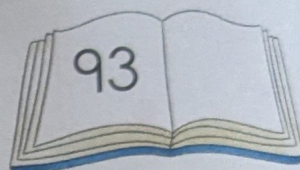
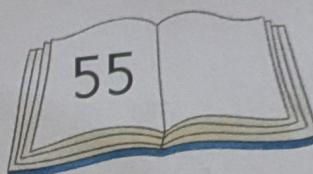
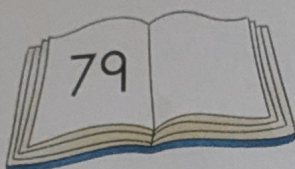
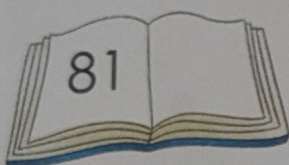
comes before 87



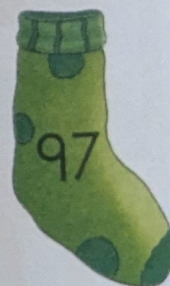
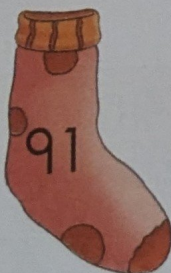
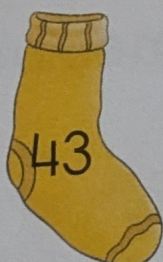
comes before 57

After Number

24. Fill in the blank spaces with the number that comes after.

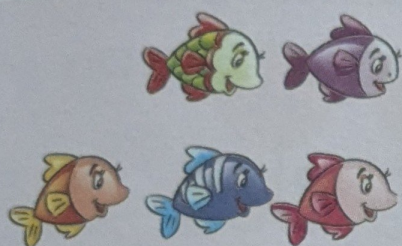


25. Circle the number that comes after.

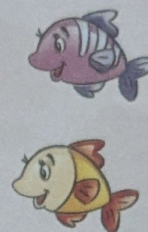
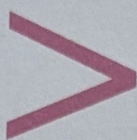




Greater than, Smaller than



5 fish



2 fish

5 is more than 2.

We say, 5 is greater than 2.

We write, $5 > 2$

2 is less than 5.

We say, 2 is smaller than 5.

We write, $2 < 5$

The sign for smaller than is $<$.



The sign for greater than is $>$.



More-Less

More



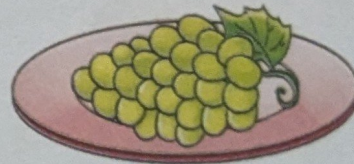
Less



1. Compare the things. Write M for more and L for less in the given boxes.







2. Tick (✓) the name that has more letters.





Dog

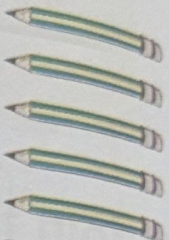
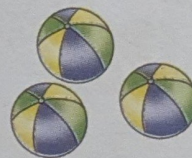
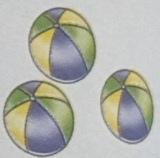
Same-Different

We are the same.

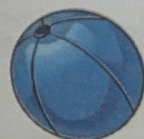
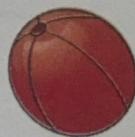
I am different.

7. Tick (✓) the picture that shows same number of objects.


☐

☐

☐

☐


8. Circle the picture that is different from the others.



Up-Down

I am up.

We are down.



9. Colour by code.

Up

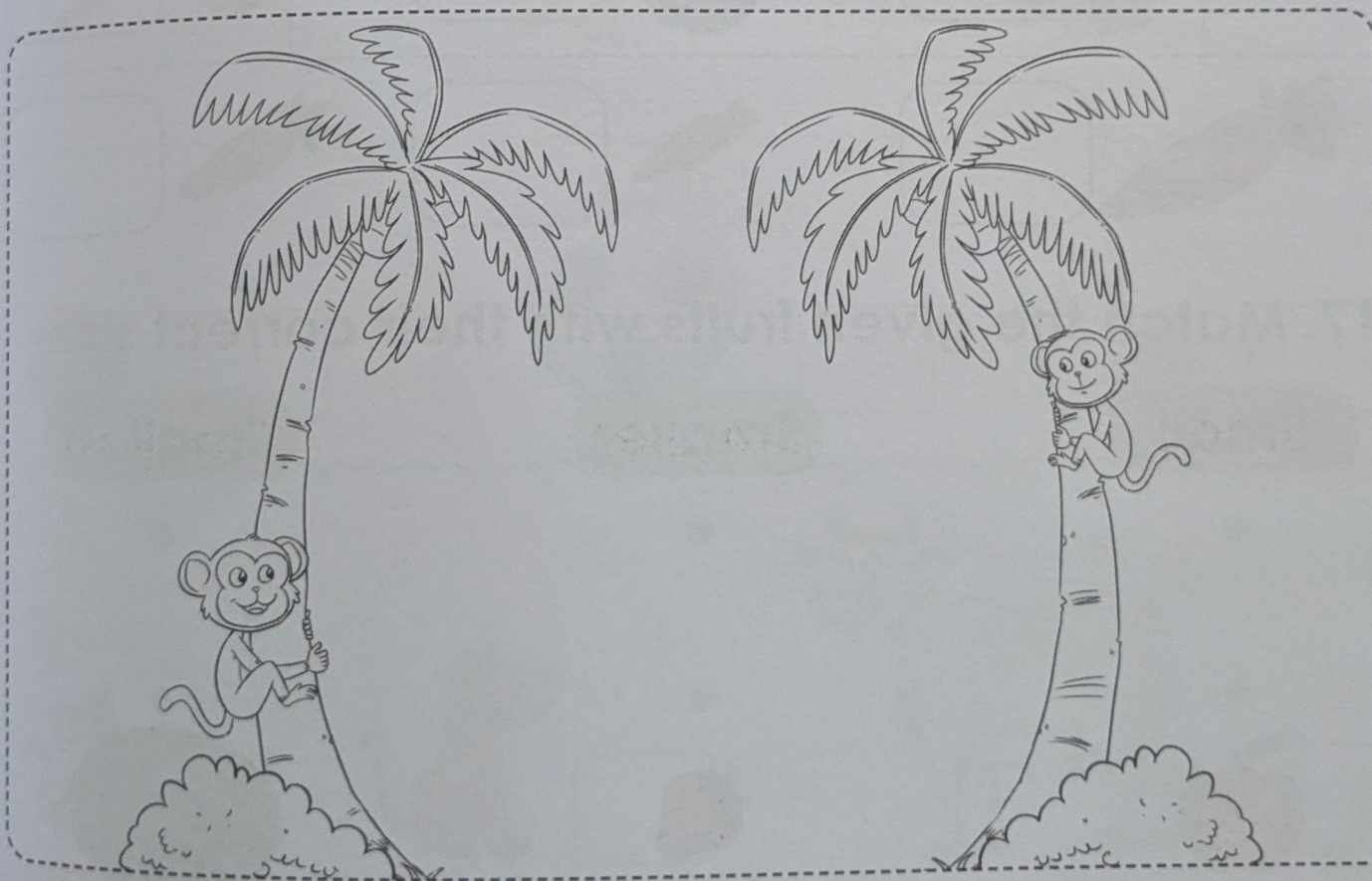


Down

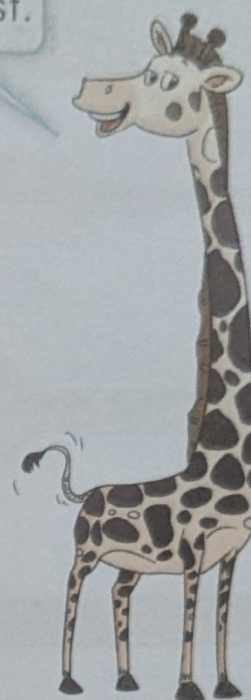




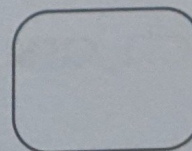
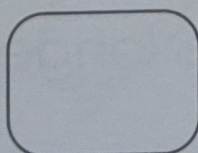
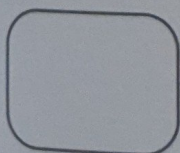
15. Colour the picture with monkey sitting on the low side of the tree.



Tall – Taller – Tallest



20. Colour ☐ for tall, ☐ for taller and ☐ for the tallest.



Lesson 4: Pre-number Concepts

Theme 4:
Summer
Splash



19 Periods (40 minutes each)



Textbook, expression cards and CRM signs, Learning Kit



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop phonological awareness
- develop listening and comprehension skills
- use expressive and receptive communication skills
- listen attentively and respond in simple words or home language
- develop fine motor skills
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

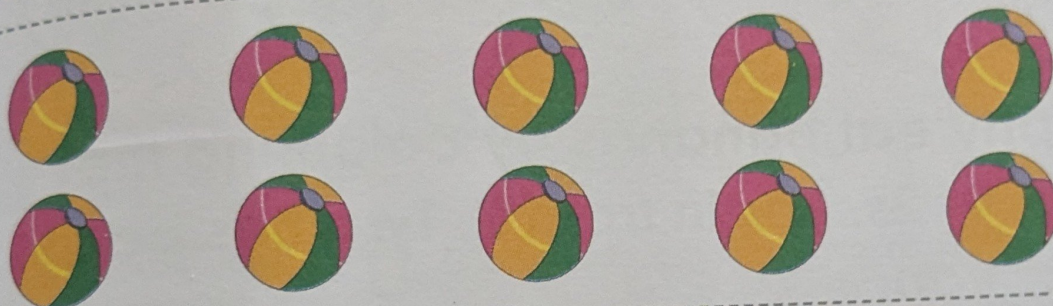
The students will:

Physical Development	• draw, colour pictures • hold writing tools firmly (hand and finger movement)
Socio-Emotional and Ethical Development	• interact with peers and teacher comfortably
Cognitive Development	• recognise basic positional concepts • understand the pre-number concepts and compare objects as per their size
Language and Literacy Development	• communicate their ideas using simple words or home language • use appropriate vocabulary to compare the objects and describe their differences in size or height
Aesthetic and Cultural Development	• able to recognize concepts of up and down, long and short
Positive Learning Habits	• develop adequate working memory, mental flexibility and self-control to enhance the learning experience

1. Circle the objects in groups of 2. Count the number of groups and write in the box.

AL
COD





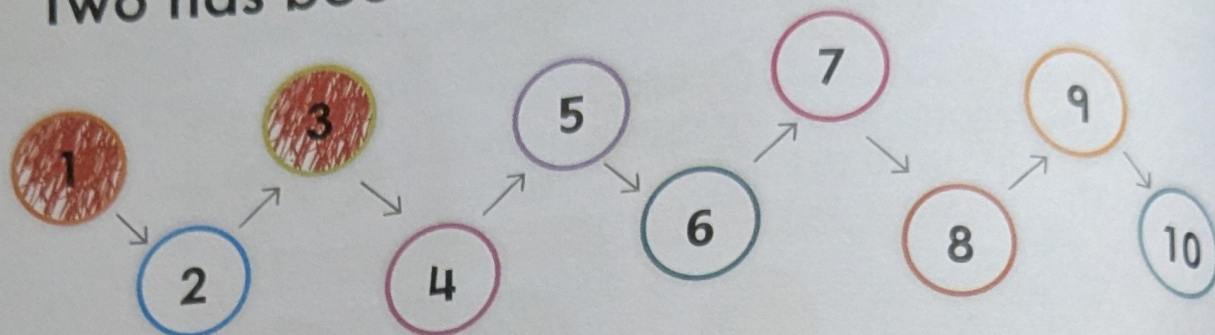




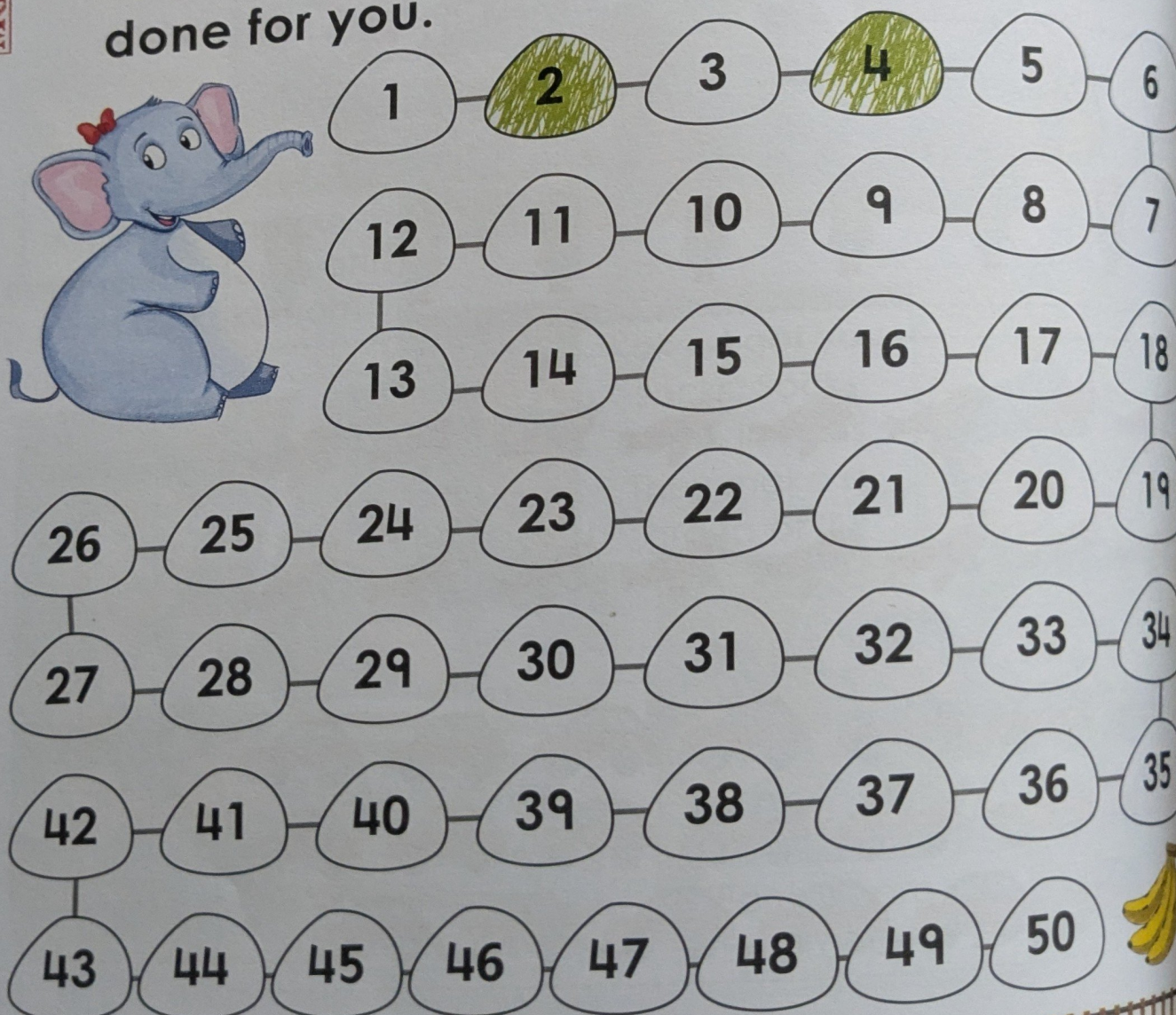


Skip Counting By 2

2. Colour the numbers using skip counting by 2. Two has been done for you.



3. Help Elphy eat bananas by colouring the numbers in 2s. Begin from 2. Two has been done for you.



Lesson 5: Making Groups of 2

Theme 5:
Happy
Holidays

 4 Periods (40 minutes each)



Textbook, expression cards and CRM signs, Learning Kit



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop phonological awareness
- develop listening and comprehension skills
- use expressive and receptive communication skills
- listen attentively and respond in simple words or home language
- develop fine motor skills
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• draw, colour pictures • hold writing tools firmly (hand and finger movement)
Socio-Emotional and Ethical Development	• interact with peers and teacher effectively • demonstrate willingness and participation in age appropriate physical work towards helping others
Cognitive Development	• identify and arrange the objects in pairs • understand the concept of skip counting by 2s
Language and Literacy Development	• communicate their ideas using simple words or home language • use appropriate language for pairing of objects or skip count by 2s
Aesthetic and Cultural Development	• help parents in organising things at home
Positive Learning Habits	• know about the places of tourist interest in India



Lina and her family are having breakfast.

Wow! These apples look so yummy.

Pa, can I buy these apples for my friends too?

Yes, apples are good for health also.

Ok, I will go to the market and buy them.



After buying apples from the market...

Arrange these apples in groups of 5.

Well done! All groups have 5 apples each.

I will make four groups of 5 for my friends.



AL COD

1. Which one has groups of 5? Tick (✓) the correct box.

AL

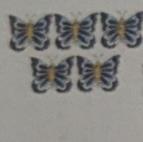
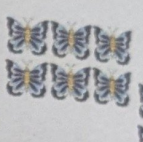

☐

☐

☐

☐

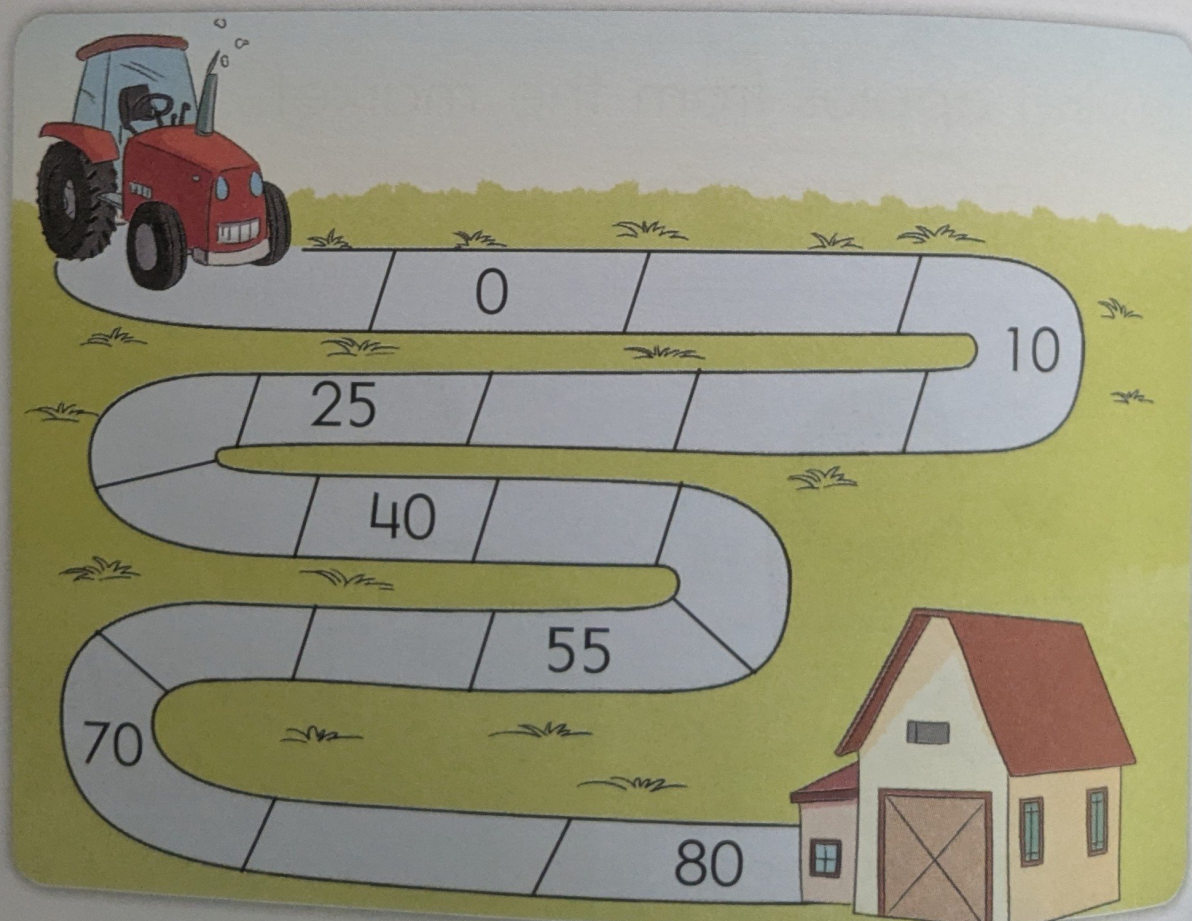
☐

☐

☐

☐

2. Skip count by 5s and complete the game.

MG

AL



Lesson 6: Making Groups of 5

Theme 5:
Happy
Holidays

4 Periods (40 minutes each)



Textbook, expression cards and CRM signs, Learning Kit



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop phonological awareness
- develop listening and comprehension skills
- use expressive and receptive communication skills
- listen attentively and respond in simple words or home language
- develop fine motor skills
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• draw, colour pictures • hold writing tools firmly (hand and finger movement)
Socio-Emotional and Ethical Development	• interact with peers and teacher effectively • participation in age appropriate activities in grouping objects
Cognitive Development	• identify and arrange the objects in groups of 5 • understand the concept of skip counting by 5s
Language and Literacy Development	• communicate their ideas using simple words or home language • use appropriate language for pairing of objects or skip count by 5s
Aesthetic and Cultural Development	• draw their favourite fruits in set of 5 and colour
Positive Learning Habits	• eating healthy meals with fruits, vegetables etc.

Making Groups of 10

Theme 5:
Happy
Holidays



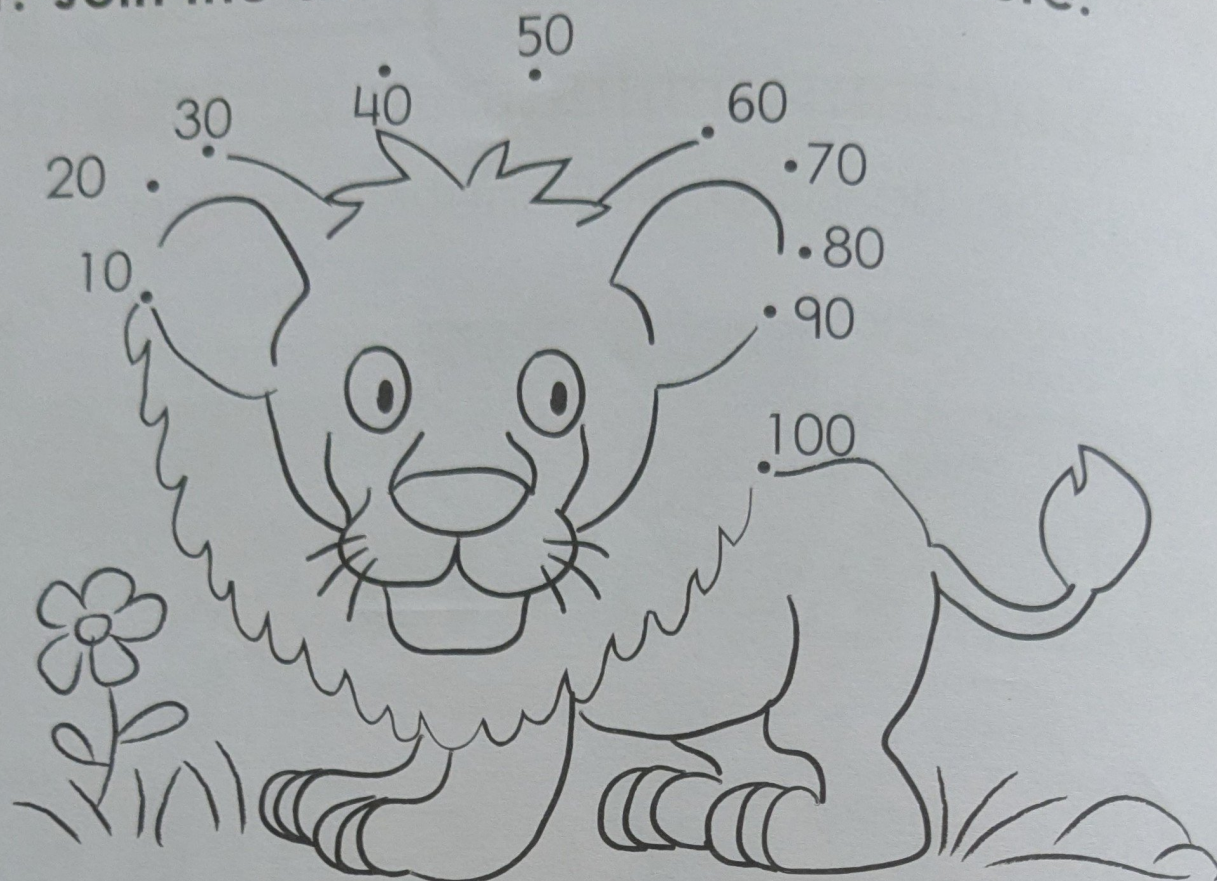
Lina and Aita go for a walk in the evening.



At home ...



1. Join the dots and colour the picture.



2. Count in 10s and circle the numbers. One has been done for you.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Lesson 7: Making Groups of 10

Theme 5:
Happy
Holidays

 3 Periods (40 minutes each)



Textbook, expression cards and CRM signs, Learning Kit



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- To enable the students:
- develop phonological awareness
- develop listening and comprehension skills
- use expressive and receptive communication skills
- listen attentively and respond in simple words or home language
- develop fine motor skills
- develop cognitive skills
- develop positive learning habits

Cognitive Development	• identify and arrange the objects in groups of 10s • understand the concept of skip counting by 10s
Language and Literacy Development	• communicate their ideas using simple words or home language • use appropriate language for pairing of objects or skip count by 10s
Aesthetic and Cultural Development	• draw favourite flowers in set of 10 and colour
Positive Learning Habits	• learn benefits of an evening walk

Grouping Tens and Ones

Theme 5:
Happy
Holidays



Lina is doing her holiday homework.

Koka, what is this sticker dot activity?

How will we paste 15 dots in tens and ones column?

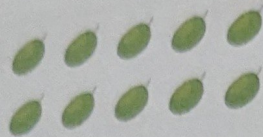
Tens means 10 and ones means 1. 1 ten is equal to 10 ones.

Paste 10 dots in tens column and 5 dots in ones column.

Now I understand, Koka. Thank you.

CL
ELPS
OMT

Tens and Ones



10 ones

=



1 ten

1. Count and write.

Tens

Ones



+



=

12



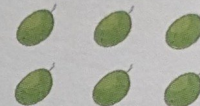
+



=

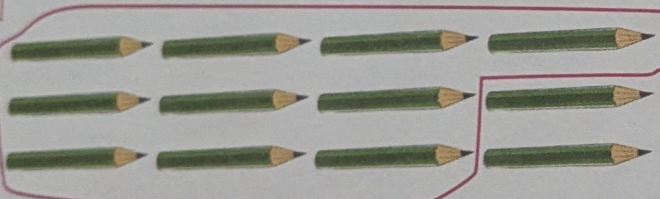


+



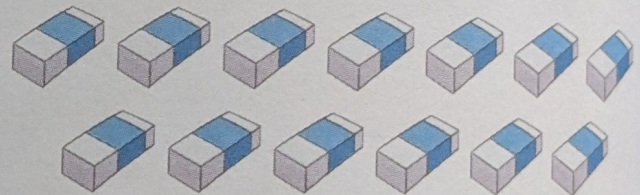
=

2. Count the objects. Group the objects into tens and ones. One has been done for you.



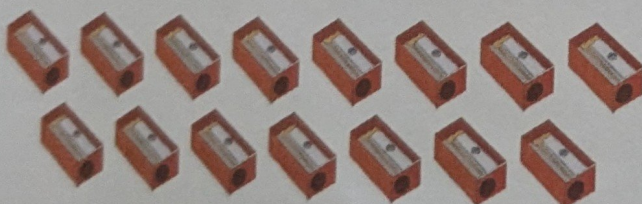
Tens

Ones



Tens

Ones



Tens

Ones



Tens

Ones

Lesson 8: Grouping Tens and Ones

Theme 5:
Happy
Holidays

 3 Periods (40 minutes each)



Textbook, expression cards and CRM signs, Learning Kit



eBook, animation, animated activities

Curricular Goals and Objectives (ECCE)

To enable the students:

- develop phonological awareness
- develop listening and comprehension skills
- use expressive and receptive communication skills
- listen attentively and respond in simple words or home language
- develop fine motor skills
- develop cognitive skills
- develop positive learning habits

Learning Outcomes

The students will:

Physical Development	• draw, colour pictures • hold writing tools firmly (hand and finger movement)
Socio-Emotional and Ethical Development	• interact with peers and teacher effectively • participation in age appropriate activities in grouping objects
Cognitive Development	• identify and arrange the objects in tens and ones • understand the concept of skip counting in tens and ones
Language and Literacy Development	• communicate their ideas using simple words or home language • use appropriate language for pairing of objects in tens and ones.
Aesthetic and Cultural Development	• communicate a variety of responses
Positive Learning Habits	• do their Home Task on time