

Syllabus for the Academic session 2025-26

Subject – Mathematics

Class – 1

| S. No. | Chapter No. | Chapter Name | Targeted Competencies | Targeted Learning Outcomes / Learning Objectives | Suggested Activities |
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| General Note for Activities: All the activities should be conducted under the proper supervision of teachers. | | | | | |
| 1 | 1 | Finding the furry cat (Pre Number Concept) | Developing vocabulary related to spatial positioning and understanding concepts like inside/outside, above/below, near/far, before/after, top/bottom. | 1. Uses positional words (e.g., besides, inside, under) to describe objects | Experiential Learning <ul style="list-style-type: none"> Place any object or toy from Khel Pitara kit in the classroom. Give clues using words like “near”, “far”, “behind”, under, “beside” to describe it. Example – The doll/puppet is on the table. |
| 2 | 2 | What is Long? What is Round? (Shapes) | Recognizes basic geometric shapes and their observable properties | 1. Sorts objects into groups based on attributes that they recognize 2. Describes the physical features of various solids/shapes in her own language (e.g., a ball rolls and has no corners, a box slides and has corners) | Experiential Learning <ul style="list-style-type: none"> Take students in the playground to find objects that are long or round. Ask students to test them to see if they roll or slide using a straight or flat ramp. |
| 3 | 3 | Mango Treat (Numbers 1 to 9) | Recognises and uses numerals to represent quantities up to 9 | 1. Recognizes Indian numerals up to 9 2. Writes comfortably numerals up to 9 3. Compares two numbers up to 9 and uses vocabulary like more than, less than | Integration of Sports <ul style="list-style-type: none"> Number hopscotch – set up a hopscotch grid on the floor with numbered squares (1- 10). Instead of traditional hopscotch, call out a number. And the child must jump to correct number square. You can also say “jump to the number greater than 4”, hop on the number less than 7”. |

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| 4 | 4 | Making 10 (Numbers 10 to 20) | Arranges numbers up to 20 in ascending and descending order | <ol style="list-style-type: none"> 1. Says/sings number names in correct sequence up to 20 and keeps one to one correspondence with counting words and counting objects till 20. 2. Understands the concept of 0 as a number by reducing (backward counting) objects in a set (e.g., backward counting of 3 beads, after 1 what is left?) | Experiential Learning <ul style="list-style-type: none"> • Zero sorting game- gather various items (like buttons, coins or coloured paper) and ask children to count and group them by colour or type. When one group has no items, tell them that group has “zero” items and ask them to explain why it’s “zero”. |
| 5 | 5 | How Many? (Addition and Subtraction of Single digit Numbers) | Performs addition and subtraction of single digit numbers | <ol style="list-style-type: none"> 1. Combines two groups up to 9 objects and recounts. (e.g., there are 5 chocolates with me and 3 with my sister, put them together and count and tell me how many I have in all) 2. Takes out up to 9 objects from a collection and recounts | Playway Learning <ul style="list-style-type: none"> • Ask students to roll two dices together. Add the total number of dots/numbers on both the dice. Find out who scores more. Integration of Art <ul style="list-style-type: none"> • Have students draw a picture (e.g., a tree with 10 apples). • Then, ask them to subtract apples from the tree, erasing or crossing out a certain number, and writing down the subtraction equation (e.g., $10 - 3 = 7$). |
| 6 | 6 | Vegetable Farm (Addition and Subtraction up to 20) | Performs addition and subtraction of numbers upto 20 fluently using flexible strategies of composition and decomposition | <ol style="list-style-type: none"> 1. Combines two groups up to 20 objects and recounts. (e.g., there are 11 chocolates with me and 6 with my sister, put them together and count and tell me how many I have in all) 2. Takes out up to 9 objects from a collection and recounts | Play-Way Learning <ul style="list-style-type: none"> • Hop and jump –draw a number line on the floor and have students hop forward and backward to add and subtract. • One may use different toys of vegetables and fruits available in the class for the activity. |

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| 7 | 7 | Lina's Family (Measurement) | Performs simple measurements of length and weight of objects using non-standard units. Develops vocabulary for size comparisons like big/small, tall/short, heavy/light etc. | <ol style="list-style-type: none"> 1. Estimates short distance and length, and verifies using non-uniform & non-standards units (e.g., hand span, forearm, footsteps, finger) 2. Compares three objects in terms of their lengths as longest/ shortest tallest/ shortest. 3. Compares three objects in terms of their weight as heaviest/ lightest. | <p>Experiential Learning</p> <ul style="list-style-type: none"> • Taller or shorter – pair up students and compare their heights. Ask “who is taller”? and “who is shorter”? <p>Integration of Art</p> <ul style="list-style-type: none"> • Create picture cards with objects of different sizes and ask students to match big/small, tall/short, heavy/light. |

The above-mentioned syllabus along with revision must be completed before the Mid-term Examination.

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| 8 | 8 | Fun with numbers (Numbers 21 to 99) | <ol style="list-style-type: none"> 1. Counts up to 99 both forwards and backwards and in groups of 10s and 20s 2. Arranges numbers up to 99 in ascending and descending order 3. Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system | <ol style="list-style-type: none"> 1. Recognizes, reads, writes number names and numerals up to 99 using place value concept | <p>Playaway Learning</p> <ul style="list-style-type: none"> • Number puzzle – write numbers from 21 to 99 on small pieces of paper and jumble them. Now ask students to arrange them in ascending or descending order. |
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| 9 | 9 | Utsav (Patterns) | <ul style="list-style-type: none"> Identifies and extends simple patterns in their surroundings, shapes, and numbers | <ol style="list-style-type: none"> Creates new pattern based different features – colour, shape, size Describes the rule of pattern and creates new pattern in different objects (creating mandalas with twigs, flowers) | Experiential Learning <ul style="list-style-type: none"> Give students beads and buttons of different colours (Ensuring that the children do not put such small objects in their mouth or nose). Ask them to create interesting patterns. (example - red blue red blue, big small big small.) Take students outside to collect leaves and flowers and ask them to create a pattern. |
| 10 | 10 | How do I spend my Day? (Time) | <ul style="list-style-type: none"> Understands and sequences daily activities , develops awareness using terms like morning, afternoon, evening and night. | <ol style="list-style-type: none"> Distinguishes between events occurring in time using terms like earlier and later. Gets the qualitative feel of long & short duration, of school days v/s holidays. Narrates the sequence of events in a day. | Integration of Art <ul style="list-style-type: none"> Ask students to draw or paste pictures of their daily routine and arrange the events in correct order from morning to night. |
| 11 | 11 | How Many Times? (Multiplication) | <ul style="list-style-type: none"> Recognises multiplication as repeated addition | <ol style="list-style-type: none"> Makes small groups of objects and counts the total number of objects and groups Solves small number multiplication problems by grouping. | Experiential Learning <ul style="list-style-type: none"> Give students small objects like buttons, beads or blocks (Ensuring that the children do not put such small objects in their mouth or nose). Ask them to make groups as per the instructions. For example – make 3 groups of 2 buttons. How many buttons are there in total? |
| 12 | 12 | How Much Can We Spend? (Money) | <ul style="list-style-type: none"> Performs simple transactions using money up to INR 20 | <ol style="list-style-type: none"> Adds up notes and coins to form amounts up to Rs. 20. | Integration of Art (Role Play) <ul style="list-style-type: none"> Set up a mini shop in the classroom with different items (stationery, toys etc.) and let students buy items while practicing counting and addition. You can also give them fake currency and coins. |

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| 13 | 13 | So Many Toys (Data Handling) | <ul style="list-style-type: none"> Counts and compares groups of toys using terms like more than, less than. | 1. Compares two numbers up to 9 and uses vocabulary like more than, less than. | Experiential Learning <ul style="list-style-type: none"> Find out in your class how many students have 3 letters in their names/ 4 letters in their names/ 5letters in their names/ 6letters in their names etc. |
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The above-mentioned syllabus along with revision must be completed before the Annual Examination.