## Syllabus for the Academic session 2025-26

## Subject – Mathematics Class – 2

S.	Chapt	Chapter	Targeted Competencies	Targeted Learning Outcomes / Learning	Suggested Activities	
No.	er No.	Name		Objectives		
Gen	General Note for Activities: All the activities should be conducted under the proper supervision of teachers.					
1	1	A Day at the Beach (Counting in the Groups)	<ol> <li>Counts up to 99 both forwards and backwards and in groups of 10s and 20s</li> <li>Recognizes and uses numerals to represent quantities up to 99 with the understanding of place value system</li> </ol>	<ul> <li>Reads and writes Indian numerals for numbers up to ninety-nine using place value in groups of tens and ones</li> <li>Counts in groups of 10s,20s,30s, up to 99</li> </ul>	(Play-way Activity) To practice grouping into tens and ones, you can use a "Scoop and Group" activity where students scoop a handful of objects (like buttons or blocks), then group them into tens and count the leftovers, reinforcing place value concepts.	
2	2	Shapes Around us (3D Shapes)	Sorts objects into groups and sub-groups based on more than one property	<ul> <li>Sorts objects into groups and subgroups (example-sorts based on shape, then sorts based on size)</li> <li>Identifies 3D shapes by their names (e.g., cuboid, cylinder, cone and sphere) and describes their observable characteristics (e.g., a cube has six faces)</li> <li>Traces 2D outlines of 3D objects</li> </ul>	(Experiential learning) Let the children experience the surfaces, edges, and corners of solid objects (Ensuring that the edges are not sharp) like chalk box, duster, chalk, ball etc. and list out the objects which have one, two, three, four or no corners.	
3	3	Fun with Numbers (Numbers 1 to 100)	<ol> <li>Counts up to 99 both forwards and backwards and in groups of 10s and 20s</li> <li>Arranges numbers up to 99 in ascending and descending order</li> <li>Recognises and uses numerals to represent quantities up to 99 with the understanding of place value system</li> </ol>	Reads and writes Indian numerals for numbers up to ninety-nine using place value in groups of tens and ones Arranges numbers from a given set of numbers in ascending and descending order Compares and forms the greatest and smallest two-digit numbers (with and without repetition of given digits)	(Play-way Activity- Outdoor) Children to make their own number line on the ground and ask them to jump on it. Ask them questions such as if you jump in steps of two, which numbers will you step on, etc.	

			<ol> <li>Identifies and extends simple patterns in their surroundings, shapes, and numbers</li> <li>Recognizes basic geometric shapes and their observable</li> </ol>	<ul> <li>Describes the rule of patterns and applies this on abstract patterns such as number, symbol, and analogic thinking patterns.</li> <li>Identifies 2D shapes by their names (e.g., square, rectangle, triangle and circle) and describes their observable characteristics (e.g., the pages of a book are rectangular and have 4</li> </ul>	<ul> <li>(Experiential learning)</li> <li>1. Discuss with children about their observations on their shadows at different times of the day and the reasons behind it.</li> <li>(Integration with Art)</li> </ul>
4	4	Shadow Story (Togalu) (2D Shapes)	properties	<ul> <li>sides, 4 corners)</li> <li>Identifies objects by observing their shadows</li> </ul>	2. Encourage students to use tangrams to create creative images of different animals, such as cats, dogs, rabbits, camel and fish. Example-
					They can also be encouraged to make
		Playing with	1. Develops adequate and	• Distinguishes between straight and curved	(Integration with Art)
		Lines (Orientations	appropriate vocabulary for	lines and draws/ represents straight lines in various orientations (e.g., vertical, horizontal,	1. Draw a simple art form using Worli or Mandala art (line drawings).
		of a line)	comprehending and expressing concepts	slant)	Count and write the number of straight lines, curved line you used in
5	5		and procedures related to quantities,		making it.
			shapes, space		<ul><li>(Integration with Sports)</li><li>2. Make different yoga poses and try to find straight and curved lines in them.</li></ul>
		Decoration for Festival	1. Performs addition and subtraction of 2-digit	Uses flexible strategies and derives combinations of composing (add together) and decomposing numbers (take away for the set)	( <b>Play-way Activity</b> ) Working in pairs, one person gives two numbers to their partner. The partner then
	C C	and	using flexible strategies	(for e.g., for $57 + 33$ , the child can take 3 out of	creates a simple word problem using
6	6	Subtraction)	of composition and decomposition	the 33 and add it to 57 to make it 60 and then add 30 to it to come to 90) • Adds two numbers using place value concept	those numbers. The first person must then identify the correct math operation (addition or subtraction) needed to solve
				(sum not exceeding 99) and applies them to solve simple daily life problems/ situations	the problem.

		• Subtracts two numbers up to 99 using place	For example: Radhika and Sangeeta are
		value and applies them to solve simple daily	playing. Radhika gives Sangeeta the
		life problems/ situations	numbers 8 and 20. Sangeeta says, "I had
		• Appreciates and applies relationship between	some marbles. My friend had 12 more
		addition and subtraction of numbers	than me. Together, we had 20 marbles.
		• Identifies appropriate operation (addition or	How many did I have?"
		subtraction) to solve problems in a familiar	Radhika replies, " It sounds like an
		situation/context	addition problem, but to find how many
		• Comprehends and solves simple word	marbles you had, I need to use
		problems	subtraction."

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

7	7	Rani's Gift (Measureme nt)	<ol> <li>Performs simple measurements of length, weight and volume of objects in their immediate environment</li> <li>Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements</li> </ol>	<ul> <li>Measures lengths &amp; distances along short &amp; long paths using uniform (non-standard) units, extends to longer lengths.</li> <li>Estimates and measures length/ distances and capacities of containers using uniform nonstandard units like a rod/pencil, cup/ spoon/ bucket</li> <li>Appreciates the need for a simple balance.</li> <li>Compares weights of given objects using simple balance.</li> <li>Arranges in order containers as per their volumes based on perception &amp; verifies by pouring out</li> </ul>	<ul> <li>(Experiential learning)</li> <li>Find the length of the following using any tool such as eraser, blocks, pencil etc of your choice. <ul> <li>Door</li> <li>Blackboard</li> <li>Teacher's table</li> <li>Any wall</li> <li>Any other item</li> </ul> </li> <li>Record your measurement. <ul> <li>I.e., The door is 10 Pencils wide</li> <li>Collect water bottles from your class mates and arrange them in ascending/descending order of their heights.</li> </ul> </li> </ul>
8	8	Grouping and Sharing (Multiplicati on and Division)	1.Recognises multiplication as repeated addition and division as equal sharing	<ul> <li>Demonstrates skip counting in 2s or 3s on a number line (graduated) or blocks / pictures</li> <li>Counts in groups of 10s,20s,30s, up to 99</li> <li>Uses repeated adding to solve simple multiplication problems up to 99</li> <li>Uses trial and error and sharing into groups for solving division problems</li> <li>Recognizes the symbol for division operation</li> <li>Uses repeated subtraction to find out how many groups for solving division problems</li> </ul>	(Play-way Activity) Collect few small objects like buttons, bottle caps, pebbles etc. Arrange them in different arrays and write the related multiplication facts (for example for a set of 6 objects - 2 groups of $3 = 2 \times 3$ )

		Which Season is it? (Measureme nt of Time)	1.Performssimplemeasurementsoftimeinminutes,hours,day,weeks,andmonths	<ul> <li>Gets a feel for sequence of seasons (varying locally).</li> <li>Measures duration of time using standard units -days, hours (e.g., 7 days a week and 24 hours in a day)</li> </ul>	(Integration with Art) Make your own beautiful class calendar for 2025. Show special creativity in decorating your birthday month and mark your birthday.
9	9				(Experiential learning) Design your daily routine in 24hour clock format.
					(Integration with ICT) With the help of a digital compass (using mobile phone/ tablet owned by teachers), find out the directions of objects from different points of reference.
10	10	Fun at the Fair (Money)	1.Performs simple transactions using money up to INR 100	• Adds up notes and coins to form amounts up to Rs. 100	(Experiential learning/ ICT) Create a market scene in the classroom. Make a list of things you bought and the total money you spent. Also make a bill of your shopping with the help of teacher. Teacher may demonstrate a format of bill through K- Yan/TV/Tablet/Printed form
11	11	Data Handling	<ol> <li>Formulates and solves simple mathematical problems related to quantities (Data Handling)</li> </ol>	Draws inference based on the data collected such as the number of vehicles used in Samir's house is more than that in Angelina's.	<ul> <li>(Play-way Activity)</li> <li>1.Collect the data of your classmates' birthday months. Organize the data into a table. Examine the table and identify the months with the least and the most birthdays.</li> <li>2. Collect the data of the colour of Bags and Water bottles of the classmates. Organize the data into a table. Examine the table and identify the color of the bag owned by maximum students.</li> </ul>

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