Syllabus for the Academic session 2026-27

Subject – Mathematics Class – 1

S. No.	Month	Chapter No.	Chapter Name	Targeted Competencies (Mapped to NCF-FS)	Targeted Learning Outcomes / Learning Objectives	Suggested Activities
			General Note for Activities: All the activities should be conducted under the proper supervision of teachers.			
1	April-May	**1**	**Finding the furry cat** (Pre Number Concept) **Teaching Points**: Spatial concepts (on/under, inside/ outside, top/ bottom, above/ below, in/out, near/far, before/after); sorting by attributes (color, size); grouping/ matching pairs observing similarities/ differences	C-7.1 Observes and understands different categories of objects and relationships between them	1. Uses positional words (e.g., besides, inside, under) to describe objects 2. Identifies items by attributes (color, size); matches pairs; 3. Groups items observing Similarities and differences	**Experiential Learning** ● Place any object or toy from **Khel Pitara/ Indigenous toys 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. ● **Inclusive Activity:** Tactile box exploration (feel inside/outside objects) and verbal descriptions, support and motivate the student.
2		**2**	**What is Long? What is Round?** (Shapes) **Teaching Points**: Shapes (circular/ Round, square/ cubical, triangle/ cone, rectangle, etc.); properties (sides, corners); compare, roll/slide	C-2.1 Differentiates between shapes, colours and their shades C-8.1 Sorts objects into groups and sub-groups based on more than one property C-8.8 Recognises 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) 3. Compares and matches similar shapes 4. Differentiates between shapes that slide and roll.	**Experiential Learning** ● **Outdoor shape hunt**: Take students in the playground to find objects that are long or round – Collect and classify. ● **Inclusive Activity**: Raised-line/tactile shape cards. Elaboration: Feel/trace; verbal naming for visual needs. ● **Play Way**: Ask students to test them to see if they roll or slide using a straight or flat ramp.
3	July August-September	**3**	**Mango Treat** (Numbers 1 to 9) **Teaching Points** : Recognize/write 1-9; one-to-one counting; order/compare	C-2.2 Develops visual memory for symbols and representations C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	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	**Experiential Learning** ● **Sports Integration: Number hopscotch** set up a hopscotch grid on the floor with numbered squares (1-9). 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". ● **Art Integration**: Fruit printing counts. Print & count with recitation. ● **Inclusive Activity** : Bead counting strings (tactile). Feel and count aloud; teacher / peer assistance when required.

4		**4**	**Making 10** (Numbers 10 to 20) **Teaching Points** : Count/write 10-20; concept of 0, Place value intro; compose/decompose; comparison of numbers	C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	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 1 bead, after 1 what is left?) 3. Compares numbers and identifies biggest/smallest number.	**Experiential Learning** ● **Play Way**: 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". ● **Art Integration:** Bead threading in groups. Count and create patterns. ● **Inclusive Activity:** May use blocks for Physical grouping. Identify the group with largest / smallest number of items.
5		**5**	**How Many?** (Addition and Subtraction of Single Digit Numbers) **Teaching Points** : Add/subtract 1-9 objects ; Basic word problems.	C-8.13 Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements	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	**Experiential Learning** ● **Playway Learning :** Ask students to roll two dices together. Add the total number of dots/numbers on both the dice. Find out who scores more. ● **Art Integration :** 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). ● **Inclusive Activity** Toy trading (Add/subtract play) with Auditary counts.
6		**6**	**Vegetable Farm** (Addition and Subtraction up to 20) **Teaching Points** : Addition and Subtraction up to 20	C-8.6 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition	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	**Experiential Learning** ● **Play-Way Learning** **(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. ● **Mock market**. Calculate sales. ● **Inclusive Activity:** May use Picture cards with textures. Feel, add & subtract with peer group clues.
The above-mentioned syllabus along with ample revision must be completed well before Mid-term Examinations.						
7	October, November, December	**7**	**Lina's Family** (Measurement*-- **Teaching Points** Count/write 21-99; place value; skip by 10s; compare (near/ far, long/short, thin/thick, heavy/light,>/<, etc.), Non-standard measurement.	C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment	1. Estimates short distance and length, and verifies using non-uniform & non- standard units (e.g., hand span, forearm, footsteps, finger) 2. Compares three objects in terms of their lengths as longest/ shortest	**Experiential Learning** ● **Taller or shorter** – pair up students and compare their heights. Ask "who is taller"? and "who is shorter"? ● **Art Integration :** Create picture cards with objects of different sizes and ask students to match big/small, tall/short, heavy/light. ● **Inclusive Activity :** Abacus/ large numerals (tactile). Feel & verbalize place value.

				C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements	tallest/ shortest. 3. Compares three objects in terms of their weight as heaviest/ lightest.	● **Art Integration** : Family tree making and Labelling ages.
8		**8**	**Fun with numbers** (Numbers 21 to 99) **Teaching Points** : Add/subtract two-digit numbers ;Place value; word problems	C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system C-8.3 Counts up to 99 both forwards and backwards and in groups of 10s and 20s C-8.6 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition	1. Recognizes, reads, writes number names and numerals up to 99 using place value concept 2. Compares any two given numbers. 3. Performs addition of two digit numbers. 4. Performs subtraction of two digit numbers.	**Experiential Learning** ● **Playaway Learning :** 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. ● **Role-play** shopkeeper (give change, take payment up to 99) may use play money, calculate totals in groups; relate to real shopping. ● **Inclusive Activity**: Bundle-Tili/ Tactile bead strings/ ice cream sticks/ chalk sticks for addition/subtraction (use sticks/beads in tens/ones, feel and count)
9		**9**	**Utsav** (Patterns) **Teaching Points** : Identify/repeat patterns (shapes, numbers, colors); create own patterns; growing patterns; patterns in nature/surroundings	C-7.1 Observes and understands different categories of objects and relationships between them C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers	1. Creates new pattern based different features – colour, shape, size 2. Describes the rule of pattern and creates new pattern in different objects (creating mandalas with twigs, flowers)	**Experiential Learning** ● 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**/ **Rangoli.** (example - red blue red blue, big small big small.) ● **Inclusive Activity**: have some leaves and flowers and ask them to create a pattern (with peer assistance on need). ● **Festive Toran Making** – Children string beads or paper cut-outs in repeating patterns to make classroom torans (door hangings)
10		**10**	**How do I spend my Day?** (Time) **Teaching Points** : Sequencing daily activities; days of the week and months; Nature clock, understanding duration (longer/shorter); relating time to personal routine	C-8.10 Performs simple measurements of time in minutes, hours, day, weeks, and months	1. Distinguishes between events occurring in time using terms like earlier and later. 2. Gets the qualitative feel of long & short duration, of school days v/s holidays. 3. Narrates the sequence of events in a day.	**Experiential Learning** : ● **Act Your Routine Work w.r.t.** Sun Clock/Wall Clock **time of the day** and Children act out the activity for that time (e.g., Morning Time 8:00 O'clock– Morning Assembly, Mid Day Time–Meal/lunch) ● **Art Integration :**Ask students to paste pictures of their daily routine and arrange the events in correct order from morning to night. ● **Inclusive Activity**: Tactile Routine Board with Velcro Icons – For children needing support, a personal board with Velcro-backed picture icons of daily activities/ movable clock hands may be improvised. They arrange their day in sequence and feel/set the time. (Peer/Teacher aid & assist on need)

11		**11**	**How Many Times?** (Multiplication) **Teaching Points** : Repeated addition as basis of multiplication, basic word problems.	C-8.7 Recognises multiplication as repeated addition and division as equal sharing C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	1. Makes small groups of objects and counts the total number of objects and groups 2. Solves small number multiplication problems by grouping.	**Experiential Learning** ● 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? ● **Group Snack Sharing** – Using biscuits/sticks/beads , children form equal groups (e.g., 3 groups of 4 biscuits). They record as repeated addition (4 + 4 + 4 = 12) and share fairly. Discuss fairness and remainders
12	January-February	**12**	**How Much Can We Spend?** (Money) **Teaching Points** : Recognising coins and notes (₹1, ₹2, ₹5, ₹10, ₹20..); simple addition of money; making given amounts in different ways; play transactions	C-8.11 Performs simple transactions using money up to INR 100	1.Names coins/notes 2.makes small amounts; Adds up notes and coins to form amounts up to Rs. 20. 3.Solves simple purchase problems.	**Integration of Art (Role Play)** ● **Art Integration** : students fold paper to make wallets and design play notes and coins & place inside with correct values. They practise "paying" for drawn items (e.g., toy ₹15) using their money ● **Inclusive Activity**: Real and Textured Coin Sorting & Matching– Provide real coins / textured replicas. Children sort by value, match to price cards, and verbalise transactions with peer support, Set up a **Mini shop in the classroom** with different items (stationery, toys etc.) and let students buy items while practicing counting and addition with dummy currency and coins.
13		**13**	**So Many Toys** (Data Handling) **Teaching Points**: Reading and creating simple picture data; Observing data attributes to answer questions	C-7.1 Observes and understands different categories of objects and relationships between them C-8.13 Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements	1. Compares two numbers up to 9 and uses vocabulary like more than, less than, equal to. 2.Identifies/counts given items for specified attributes like colour,shape etc	**Experiential Learning** ● Find out in your class how many students have 3 letters in their names/ 4 letters in their names/ 5 letters in their names/ 6 letters in their names etc. ● **Inclusive Activity**: Tactile Picture/ bar data/ Graph – Use raised-line graph boards and different textured strips to represent data. Children feel lengths and compare(>,<,=) quantities with verbal confirmation.
The above-mentioned syllabus along with ample revision must be completed well before the Annual Examinations.						