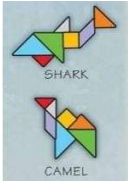


## Syllabus for the Academic session 2026-27

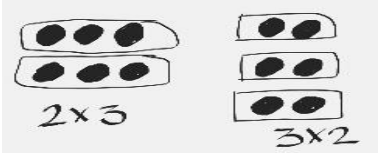
### Subject–Mathematics Class 2

S. No.	Months	Chapter No.	Chapter Name	Targeted Competencies	Targeted Learning Outcomes/Learning Objectives	Suggested Activities
<b>General Note for Activities:</b> All the activities should be conducted under the proper supervision of teachers.						
1	April-May	1	A Day at the Beach (Counting in the Groups) <b>Teaching Points:</b> Count & recognize numbers upto 99 both forward & backward, one to one correspondence, Place value system using blocks & units, more and less concept( Number sense)	1. Counts up to 99 both forwards and backwards and in groups of 10s and 20s 2. Recognizes and uses numerals to represent quantities upto 99 with the understanding of decimal place value system.	<ul style="list-style-type: none"> <li>Reads and writes Indian numerals for numbers upto ninety-nine using place value in groups of tens and ones.</li> <li>Counts in groups of 10s, 20s.</li> </ul>	<p><b>(Experiential Activity)</b></p> <p>1. To practice place value concept, you can use "sticks &amp; bundles" by assembling the sticks in groups of 10s and counting the leftovers to form any number upto 99.</p> <p><b>(Play way method)</b></p> <p>2. Teacher will ask students to count desk/bags/ water bottles etc in the classroom.</p>
2		3	Fun with Numbers (Numbers 1 to 100) <b>Teaching points:</b> Use of Ginladi, Skip counting, Patterns in number chart, Number line, forward & backward counting	1. Counts up to 99 both forwards and backwards and in groups of 10s and 20s. 2. Arranges numbers upto 99 in ascending and descending order. 3. Recognises and uses numerals to represent quantities upto 99 with the understanding of 4. decimal place value system.	<ul style="list-style-type: none"> <li>Reads and writes Indian numerals for numbers upto ninety-nine using place value in groups of tens and ones.</li> <li>Arranges numbers from a given set of numbers in ascending and descending order.</li> <li>Compares and forms the greatest and smallest two-digit numbers (with and without repetition of given digits).</li> </ul>	<p><b>(Play-wayActivity-Outdoor)</b></p> <p>1. <b>Number Line Game :-</b> Teacher will draw a number line on the ground and will ask students to jump the steps (forward and backward) <b>(Play way indoor activity)</b></p> <p>2. <b>Use of "Ginladi/Ganitmala"</b> to count numbers upto 99.</p>

3	July-August-September	2	<p>Shapes Around Us (3D Shapes)</p> <p><b>Teaching points:</b> Identification of 3 D/ solid shapes - cone, cylinder,sphere, cuboid, cube., Properties - Faces, Edges, corners</p>	<p>1. Sorts objects into groups and sub-groups based on more than one property. 2. Recognises basic geometric shapes and their observable properties.</p>	<ul style="list-style-type: none"> <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 of3D objects.</li> </ul>	<p><b>(Inclusive activity)</b> 1. <b>Clay/dough modelling</b> Let the students make their own 3D shapes using clay and let them count the faces, edges &amp; corners of formed shapes like cylinder, cube, cuboid, sphere etc. <b>(Play-way activity)</b> 2.<b>Shape Hunt Activity</b> Explore the different items available (3D Shapes) in the classroom and outside like water Bottle, cylinder etc.</p>
4	July-August-September	4	<p>Shadow Story (Togalu) (2DShapes)</p> <p><b>Teaching points:</b> Identification of 2D shapes- Square, circle, triangle, rectangle. Properties- sides,corners., Identification &amp; extension of pattern, stamping.</p>	<p>1. Identifies and extends simple patterns in their surroundings, shapes, and numbers. Recognizes basic geometric shapes and their observable properties.</p>	<ul style="list-style-type: none"> <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 sides, 4 corners).</li> <li>Identifies objects by observing their shadows.</li> </ul>	<p><b>(Experiential learning)</b> 1. Observe the shadow at different times of the day and discuss. <b>(Integration with Art)</b> 2. Encourage students to use tangrams to create creative images of different animals, such as cats, dogs, rabbits, camel and fish. Example-</p>  <p>They can also be encouraged to make other creative images of their own. <b>( Art Integration Activity)</b> 3. Students will create 2D shapes like Triangle (with 3 sticks), Square ( with 4 sticks ) etc. using matchsticks &amp; fevicol in their notebooks and they will also count &amp; write the number of corners &amp; sides.</p>

5	5	<p>Playing with Lines (Orientations of a line)</p> <p><b>Teaching points:</b></p> <p>Concept of Straight lines (vertical, horizontal, slanting) and curved lines</p>	<p>1. Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space.</p>	<ul style="list-style-type: none"> <li>• Distinguishes between straight and curved lines and draws/ represents straight lines in various orientations (e.g., vertical, horizontal, slant)</li> </ul>	<p><b>(Integration with Art)</b></p> <p>1. Draw a simple art form using Warli or Mandala art (line drawings). Count and write the number of straight lines, curved line you used in making it.</p> <p><b>(Integration with Sports)</b></p> <p>2. Try different yoga poses and find straight and curved lines in them.</p> <p><b>(Experiential Activity)</b></p> <p>3. Students will draw straight/ curved lines on sand tray.</p> <p><b>(Inclusive Activity)</b></p> <p>4. Draw a line on the floor and ask students to walk on it.</p>
6	6	<p>Decoration for Festival (Addition and Subtraction)</p> <p><b>Teaching points:</b></p> <p>Addition &amp; subtraction of two digit numbers, word problems</p>	<p>1. Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition.</p>	<ul style="list-style-type: none"> <li>• Uses flexible strategies and derives combinations of composing (add together) and decomposing numbers (take away for the set) (for e.g., for <math>57+33</math>, the child can take 3 out of the 33 and add it to 57 to make it 60 and then add 30 to it to come to 90)</li> <li>• Adds two numbers using place value concept (sum not exceeding 99) and applies them to solve simple daily life problems/situations.</li> <li>• Subtracts two numbers up to 99 using place value and applies them to solve simple daily life problems/situations.</li> <li>• Appreciates and applies relationship between addition and subtraction of numbers.</li> <li>• Identifies appropriate operation (addition or subtraction) to solve problems in a familiar situation/context.</li> <li>• Comprehends and solves simple word problems.</li> </ul>	<p><b>(Experiential Activity)</b></p> <p>1. Students will go for excursion in the school ground and collect the pebbles. Thereafter, these pebbles will be used for addition/subtraction for the problems given by teacher.</p>

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

7	October- November- December	7	<p>Rani's Gift (Measurement)</p> <p><b>Teaching points:</b> Measurement using non standard units, estimate &amp; compare weights (heavy &amp; light concept), use of balance</p>	<p>1. Performs simple measurements of length, weight and volume of objects in their immediate environment</p> <p>2. Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space and measurements</p>	<ul style="list-style-type: none"> <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. 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>	<p><b>(Experiential learning)</b></p> <p>1. Find the length of the following using any non standard tool such as eraser, blocks, pencil etc. of your choice.</p> <ul style="list-style-type: none"> <li>Door</li> <li>Blackboard</li> <li>Teacher's table</li> <li>Any wall</li> <li>Any other item Record your measurement .i.e., The door is 10 Pencils wide</li> </ul> <p><b>(Experiential learning)</b></p> <p>2. Arrange your class students in ascending/descending order of their heights.</p>
8		8	<p>Grouping and Sharing (Multiplication and Division)</p> <p><b>Teaching points:</b> Repeated addition as the base of multiplication , Sharing &amp; grouping as the base of division, forming tables upto 8.basic word problems.</p>	<p>1.Recognises multiplication as repeated addition and division as equal sharing.</p>	<ul style="list-style-type: none"> <li>Demonstrates skip counting in 2s or 3s on a number line (graduated) or blocks / pictures.</li> <li>Counts in groups of 10s, 20s upto 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>Uses repeated subtraction to find out how many groups for solving division problems.</li> </ul>	<p><b>(Play-way Activity)</b></p> <p>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 = <math>2 \times 3</math>)</p> 
9	October- November- December	9	<p>Which Season is it? (Measurement of Time)</p> <p><b>Teaching points:</b> Seasons &amp; its related activities, calendar, reading time in clock, directions.</p>	<p>Performs simple measurements of time in minutes, hours, day, weeks and months.</p>	<ul style="list-style-type: none"> <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> <li>Use and create calendar to understand the division of days, months &amp; weeks.</li> <li>Able to use &amp; name directions to locate objects &amp; places.</li> </ul>	<p><b>(Integration with Art)</b></p> <p>1. Make your own beautiful class calendar for 2026. Show special creativity in decorating your birthday month and mark your birthday.</p> <p><b>(Experiential learning)</b></p> <p>2. Design your daily routine. Draw clock along with each routine.</p> <p><b>(Integration with ICT)</b></p> <p>3. 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.</p>

10		10	Fun at the Fair (Money) <b>Teaching points:</b> Concept of money, Identify currency, use of currency in real life situations,	Performs simple transactions using money up to INR 100	<ul style="list-style-type: none"> <li>• Adds up notes and coins to form amounts upto Rs. 100.</li> <li>• To use currency in real life situations.</li> </ul>	<p><b>(Experiential learning/ ICT)</b> 1. Use of fake currency to buy and sell items in a market scene created by parent/ teacher in classroom/at home .</p> <p><b>(Art Integration)</b> 2. A fun activity of tracing the coin can be done to familiarize the students with coin currency.</p>
11	<b>January - February - March</b>	11	Data Handling <b>Teaching points:</b> Collection & tabulation of data, Interpreting the tabulated data.	Formulates and solves simple mathematical problems related to quantities (Data Handling)	<ul style="list-style-type: none"> <li>• Draws inference based on the data collected.</li> <li>• Tabulate any quantitative data.</li> </ul>	<p><b>(Play-wayActivity)</b> 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.</p> <p>2. Collect the data of attendance of classes I-V of any particular day. Organize the data into a table. Examine the table and identify the class having the maximum attendance of the day.</p>

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