ARMY PUBLIC SCHOOL
CLASS II SUBJECT : MATHEMATICS

Month No of Periods	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation, Checklist, Worksheets,Rubrics,Portfolios)	Pedagogies (Suggestive)
April	**Recapitulation of 1 digit number** **Reads and writes numerals for number up to 9 , uses place value in writing and comparing one digit numbers, forms the greatest and smallest one digit numbers (with and without repetition of given digits)**	Cognitive development Curricular Goal: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures	Problem Solving Critical Thinking Creativity Logical Thinking Collaborative Learning	**Bagless Day** **NATURE- DISPLAY POSTER** **Teacher will take the children for nature walk. - She will guide them to look around and to collect 10 leaves of different sizes.** **Children will be pasting the leaves in ascending order according to the size.**	**Mathematics & Music** **Activity: "Sing and Count" – Use songs like "One, Two, Buckle My Shoe" .** **Improves memory and makes learning fun.** **Mathematics & English (Story-Based Counting)Activity: "Counting in a Story" – Read a story with numbers (e.g., The Three Little Pigs, The Seven Colors of the Rainbow).** **Develops storytelling skills while reinforcing number concepts.**	**Outdoor Math Garden (Nature-Based Learning)** **Setup:** **Place numbered stepping stones where students jump and count.Arrange rocks, leaves, or flowers to form number patterns.** **Set up a "Count the Nature" Challenge (e.g., count trees, birds, petals).** **Encourages active learning and observation skills.** **Helps students relate math to real life.**	Activity: "Number Detectives" Give students objects or number cards (e.g., 3 apples, 5 pencils). Observe how they identify, count, and compare numbers 1 to 9 Worksheet-Based Assignment (Practice Sheets) Activity: "Fun with Numbers" Fill in the missing numbers: 1, __, 3, __, 5, __,7, __, 9. Match objects to numbers: 🐘🐘 → 2, 🍅🍅🍅🍅 → 4. Solve basic sums (e.g., 2 + 5 = ?). Draw groups of objects to match given numbers.	**Activity-Based Learning (ABL)** **Example: "Number Treasure Hunt"** **Hide number cards (1 to 9) around the classroom.** **Students search for numbers and say them aloud when they f.ound** **They group objects to match the number (e.g., if they find "4," they collect 4 pencils.** **Play-Way Method** **Example: "Hopscotch Counting"** **Draw a hopscotch grid with numbers 1 to 9.** **Students jump on each number while saying it aloud.** **Can be adapted for skip counting (e.g., 2, 4,)**
May 8-9 periods	**Lesson 1** **A Day at the Beach**	Cognitive Domain: Understanding numbers up to 100, place value, number comparison, and number sequencing. Curricular Goal: Children make sense of world around through observation and logical thinking.	Critical Thinking: Problem-solving activities using number patterns. Collaboration: Group activities for number sequencing and place value games. Creativity: Creating number stories and visual representations. Digital Literacy: Using educational apps for number recognition and sequencing.	**Bagless Day** **We unite together** **Teacher will divide the class into groups and ask the group members to go into the ground and collect few stones or leaves individually** **Then ask them to count and arrange the items collected in groups of 10s and leave singles alone.** **Then let them add the items in their group and make a note.** **Finally the group with highest number of leaves/stones is the winner.**	Art Integration: Drawing number trees and using colors to represent place values. Wellness and Life Skills: Role-playing real-life scenarios where numbers are used (shoping, time management Sustainability and Environment: Linking numbers with real-world contexts (e.g., counting trees in the school garden). Language Writing number names in words. Science: Counting objects in nature (leaves, stones, etc.). Social Studies: Understand numbers on maps and in daily life (house numbers, money, calendar dates). Physical Education: Number-based movement games (jumping on numbered squares).	Classroom Setup: Interactive number charts, number line on the wall. Math manipulatives abacus, cubes, counters, flashcards). Digital corner with tablets or interactive board for number based activities. Seating arrangement that supports group work and peer learning □ Digital Learning: Online games and quizzes for number recognition and ordering. Interactive worksheets and animated videos explaining place value.	**Assignment:** **Worksheet: Writing numbers in expanded form.** **Creative Activity: Drawing a number chart up to 100.** **Real-Life Application: Finding and listing numbers from household items (price tags, telephone numbers, etc.).** **Group Task: Creating a number story using a given set of numbers.**	**Pedagogies:** **Experiential Learning: Hands-on activities with counting objects.** **Inquiry-Based Learning: Encouraging students to explore number patterns.** **Collaborative Learning: Pair and group work for problem-solving.**

July	**UNIT 2** **Shapes Around Us**	**Domain** **Cognitive Domain** **Curricular Goals:** **Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.**	Critical Thinking: Shape puzzles, real-world shape identification. Creativity: Hands-on activities (clay modeling, paper folding). Collaboration: Group activities for sorting and classifying shapes. Communication Explaining the properties of shapes.	Bagless Day: Shape Treasure Hunt: Students find objects in class that resemble a given shape. Getting foods of different shapes for lunch	Art & Craft: Making 3D models using clay, paper folding. Environmental Studies (EVS): Identifying shapes in nature (sun - circle, trees - cone, honeycomb - hexagons) Language: Describing shapes using adjectives (round, flat, curved, straight). Physical Education: Shape hopscotch (jumping on drawn shapes).	Classroom: Shape recognition, flashcards, interactive discussions. Outdoor Learning: Shape hunt in the school environm-ent	Shape Collage: Find and paste pictures of real-world objects representing shapes. Worksheet: Count the number of edges and corners in given 3D shapes. Cross the odd one out. Match the musical instruments and objects with their solid shapes.	**Engage:** **Ask students to observe the picture and find objects that match geometric shapes.** **Explain: Discuss shape properties using flashcards and real-life objects.** **Elaborate Guess the Shape Game: Teacher describes a shape, students guess it.** -
August	UNIT 3 FUN WITH NUMBERS	**Domain:** **Cognitive Development** . **Curricular Goals:** **Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.**	Critical Thinking: Analyzing and predicting number patterns. Creativity: Designing their own number patterns . Collaboration: Working in pairs to solve pattern-based activities Communication: Explaining their reasoning for pattern rules.	**Bagless Day:** **Buddy Balls** **Teacher will divide class in Groups of two students** **Each group will be given 10 cotton balls and a paper cup.** **One student to hold the cup and other to throw the cotton balls in the cup .** **Collaborative Approach** **At the end, students will count the cotton balls in the cup and determine if its Even or odd** **Gamification: Using puzzles, riddles, and interactive digital games to reinforce concepts**	Science: Identifying patterns in nature (e.g., symmetry in leaves, animal markings) Art: Creating colorful pattern-based artwork . Physical Education: Skip counting while jumping or clapping . Music: Recognizing rhythmic patterns in music beats	Flexible seating: Group and individual workstations Hands-on manipulatives, number charts, and worksheets	Look at the number strip and fill in the blanks. Guess My Number Complete the following patterns. Pattern Puzzle: Complete a worksheet with different number sequences and fill in the missing numbers. Create Your Own Pattern:Ask students to design their own number pattern (e.g., using shapes or colors) and write the rule behind it.	**Explore** **Number Window Activity: Show a grid with missing numbers and have students predict the missing ones based on the pattern.** **Pair Work: Students create and challenge their partners with number patterns.** **Explain** **Discuss the logic behind different number patterns.** **Demonstrate how patterns help in quick calculations and problem-solving.**
August	UNIT 4 Shadow Story	Cognitive Domain Curricular Goals: Children make sense of world wround through observation and logical thinking	Critical Thinking & Problem Solving – Observing and predicting shadow behavior. Creativity & Innovation – Engaging in shadow play and storytelling. Collaboration & Communication – Working in pairs or groups for shadow experiments.	Bagless Activity Shadow game Forming Shadow with torch light Origami Fun Catch the corner game. Stamping Objects.	Art & Craft – Creating shadow drawings and shadow puppetry. Language Development – Storytelling using shadow figures. Physical Education – Observing body shadows in outdoor spaces. Value Education – Linking shadows to real-life concepts like honesty (truth cannot be hidden like a shadow).	Classroom – Using artificial light (torch, projector). Outdoor Area – Observing natural sunlight and its effect on shadows. Dark Room Setup – Experimenting with shadow sizes and directions.	Observation: Students observe their shadows at different times of the day and record changes. Checklist: Identify objects that can or cannot form shadows. Worksheets: Matching objects with their corresponding shadows. Colour the Carpet Catch the Corner! Project Work Make a wall hanging using cutouts of different shapes with the help of your elders to decorate your home or classroom.	Activity-Based Learning – Shadow play with hand gestures. Inquiry-Based Learning – Asking students, “Why does the shadow change size?” Project-Based Learning – Creating a shadow puppet show. Outdoor Learning – Observing shadows under the sun.

September	Lesson 5- Playing with lines	Cognitive and Psychomotor domain Curricular Goals 1)To enable students to develop spatial understanding using lines. 2)To foster the ability to draw and use lines to form shapes and patterns.	Creativity & Innovation: Students will experiment with various line types to produce unique artwork. Critical Thinking: They will observe and distinguish different line patterns and understand their properties. Collaboration: Working in groups reinforces teamwork and cooperative learning.	Bagless Activity Outdoor Group Activity – Students will be divided into groups and will ask to form various lines using their body and after this they will ask to form shapes like triangle or square or yoga poses. Introduce concepts of discipline, teamwork, and respect. Enhance creativity, perseverance, and unity through activities.	Art - Focus on drawing and creative expression using varied line styles. Language: Enhance vocabulary through discussions. Physical Education: Integrate movement by having children mimic line patterns through body motions, fostering a connection between art and physical activity.	Arrange materials such as crayons, markers, pencils, and various papers so that they are easily accessible. Organize the space to allow small, flexible groups that encourage both collaborative work and individual exploration.	Offer engaging tracing and connect-the-dots worksheets that focus on practicing and recognizing different types of lines. Children will observe and experience how their body forms different line through yoga poses.	Activity-Based Learning: Engage students in hands-on drawing activities that allow them to explore and experiment with various line types. Experiential Learning: Demonstrate line-drawing techniques for the class, then encourage them to replicate and experiment on their own.
October	Lesson 6 - Decoration for festival	Cognitive Domain Curricular Goals To make math joyful and meaningful through relatable celebrations. To strengthen mental maths and problem solving.	Creativity & Innovation :Use art to represent addition and subtraction through festive designs. Critical Thinking & Problem Solving: Analyse and solve simple math problems. Collaboration & Teamwork:Work in small groups to plan and execute decoration projects, sharing ideas and responsibilities.Learn to listen to and incorporate peers' suggest	Bag less Activity Tambola Festival Students will be given tambola cards and mark the answer on calling out of teacher like 10+5 etc and once all numbers are done that child will be the winner. Emphasize values like teamwork, discipline, and creativity through the decoration activity.	Language: Build vocabulary by describing decorations and explaining math steps. EVS: Discuss how decorations enhance festival celebrations and bring communities together.	Set up a cheerful, festive area in the classroom with bright colours and decoration.	Worksheet based on addition and subtraction pyramids and missing numbers will be provided to the students.	Experiential Learning: Demonstrate counting and simple arithmetic with decoration items, then let students try it themselves.
October	Lesson 7- Rani's Gift (Measurement)	Cognitive and Psychomotor Domain Curricular Goals To help the students to understand the concept of length through real life experiences. To develop estimation skills using body parts and otherinformal units. To promote observation andreasoning.	Creativity: Encourage students to think of fun and unique ways to measure objects. Let them design their own measurement tools using everyday items. Collaboration :Have students work together in small groups. Problem Solving: Make the students identify tje use of correct measuring unit. Critical Thinking: Solving real-life problems using grouping and sharing. Collaboration: Working in pairs or groups to complete tasks.	Share simple stories about community celebrations where planning and cooperation made a difference. Bag less Activity Measure my steps Students will walk an area and will find out how many steps they have taken to reach the end point Highlight the values of fairness, sharing, problem solving and community spirit. Bag less Activity Group the beads Students will group the beads like 4 groups of 6 and vice versa and count the total which will make them realise 4x6 or 6x4=24 Creativity, self confidence and problem solving	Language:Enhance vocabulary by discussing measurement terms and recounting the story of Rani's Gift in simple words. EVS:Exploretheculturalcontextofgiftsandsharing,discussinghowcommunitiescelebrateandvaluesuchtraditions . Language:New vocab enhancement Art :Drawing pictures of grouped objects, like fruits in baskets or beads shared among friends .	Arrange the space to promote movement ,discussion, and hands-on engagement with measurement tasks. An area with various tools for measurement will be arranged Use manipulatives like buttons ,beads ,or blocks for hands-on learning. Display charts of multiplication tables and division examples	Students will find out the weight of their family members and write the name whose weight is more than you, almost same as you and less than you. Find out how many glasses of water your water bottle can hold 1) Count and Jump: Play a game where students hop in groups of 2, 3, or 4, helping them understand repeated addition. 2) Draw & Share: Ask students to draw 12 balloons and then divide them equally among 3 friends.	Peer Teaching & Collaborative Learning: Encourage students to work in small groups where they explain their measurement process to one another and solve challenges collaboratively. Hands-On Experiential Learning: Guide students through activities that require them to measure various objects around the classroom using non-standard units, reinforcing the concept through doing.
November	Ch-8, Grouping and Sharing (Multiplication and Division)	Cognitive Domain Curricular Goals To develop an understanding of multiplication as repeated addition and division as equal sharing. Help students understand how objects can be grouped and shared						Hands-on Learning: Use real objects like pencils, erasers or counters to demonstrate grouping and sharing. Story telling: Tell short stories involving sharing

December 17 periods	**Ch-9 Which Season is it?**		**COMPETENCIES Performs simple measurement of time in months, weeks, days, hours and minutes. LEARNING OUTCOMES Uses vocabulary in daily life like today, tomorrow and yesterday. Identifies months and days in a calendar. Knows the sequence of seasons. Measures duration of time using standard units- days ,hours.**	**Critical Thinking: Learns to analyse and understand the concept of time in various contexts(like reading clocks, understanding durations of months, days and hours) Creativity: Encourages to create daily schedule. Designing clocks using paper plates and craft material. Communication : Show and tell the time describing the sequence of routine of the day. Collaboration : Solving Time puzzles. Digital Literacy: Concept of Digital Clocks and Analog Clocks. Problem Solving : Arranges activities based on time in sequence and solves the real life problems based on time.**	**Encourages to respect Time, develops discipline, punctuality and time management. Bagless Day Activity : Tick Tock Hunt Activity: Give a list of activities and tell students to sequence the activity to the time in am or pm.**	**EVS: Concept of Day and Night, Seasons, Important Events in History . Language: Understanding Tense, Proverbs related to Time. Art and Craft: Making Paper Plate Clocks, Creating a timeline of Personal Growth.(My Baby Photo to My Present Photo) Music & Dance: Rhythms and beats following a time pattern. Physical Education: Conducting Timed Races and Exercises. Value Education : Importance of discipline, punctuality and Time Management.**	**Learning Space focused on time (Sports Activities, tracking self growth or the growth of plants, Toy Clocks, Stories related to Time)**	**Activities: Identifying morning, noon, evening and night. Show the given time in the clock. Draw/ Make a clock. Knuckle Activity on Days of the Month. Narrates the sequence of the events in a day.**	**Demonstration and Explanation using a model of a clock, a calendar, Interactive Worksheets, Class Quiz, Class Observation.**
January 18 periods	**Ch-10 Fun at the Fair**	**Cognitive Domain(Knowledge & Understanding), Psychomotor Domain (Skills & Applications), Affective Domain (Values & Attitudes) Curricular Goals: Recognise different coins and currency notes, learn the symbol of rupees and paise, count, add and subtract money, recognise the importance of earning, spending and saving money.**	**Critical Thinking & Problem Solving: Understanding the concept of money and solving real life money problems. Communication & Collaboration: Role Playing to practice transactions in buyer and seller conversations. Creativity and Innovation: Creating a simple Piggy Bank. Digital Learning and Technology Use: Watching educational videos to learn about money. Social Awareness: Understanding Charity and helping others with money.**	**Encourages the under standing of financial management, value of money and responsible spending. Bagless Day Activity: Shopping Activity : Create a shop in the classroom , use play money and conduct shopping activity.**	**EVS: Understanding how people earn , spend, save and donate money , recognising the role of banks , ATMs and markets. Language: Learning Money related Vocabulary, Role play activity: Buyer-Seller Conversation. Art&Craft: Drawing/ Designing Money , Creating Piggy Bank, Making Price Tags and Posters. Value Education: Importance of Honesty in Money matters.**	**Learning Space focused on Money (Fake currency notes, Peer Teaching, Story Telling sessions about earning, saving and spending wisely)**	**Activities: Identify the given currency. Make or trace currency of different denominations. Shopping Game**	**Demonstration and Explanation using currency notes, Shopping using fake notes, Interactive Worksheets, Class Quiz, Class Observation.**
January	**Chapter-11 Data Handling**	**Cognitive Domain(Knowledge & Understanding), Psychomotor Domain (Skills & Applications), Affective Domain (Values & Attitudes) Curricular Goals: Understanding how to collect ,organise and represent data, learning how to count and compare data using pictographs, collecting and organising data related to daily life.**	**Critical Thinking & Problem Solving: Understanding collection, organisation and analysation of data. Communication & Collaboration:Using Maths vocabulary and presenting data findings in simple sentences. Creativity and Innovation: Designing pictographs with unique symbols.**	Encourages real-world problem solving skills, teamwork , holistic learning and interdisciplinary education. Bagless Day Activity: Group students to collect data on different topics: Favorite Colour, Favourite Fruit, Favourite Food	**EVS: Weather data Collection, Healthy Food vs Junk Food, Plant Growth Observation Language: Data based Story telling, Vocabulary Development. Art&Craft: Creating Colourful Pictographs, Collage Making. Physical Edu: Recording Sports Scores, Step Counting, Jump Rope Challenge.**	Learning Space for Data Handling allows children to explore and organise data in meaningful ways.	**Activities: Observe the pictograph and answer the questions. Make a pictograph on the given data.**	**Demonstration and Explanation using a pictograph. Interactive Worksheets, Class Quiz, Class Observation.**