



ARMY PUBLIC SCHOOL

VIDYA PRAVESH FOR SEAMLESS TRANSITION

CLASS- I (Sub-Mathematics)
Textbook- Joyful Mathematics



Month & No. of Periods	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary Integration	Learning Space (Suggestive)	Assignments (Suggestive) (Observation, Checklist, Worksheets, Rubrics, Portfolios)	Pedagogies (Suggestive)
APRIL 12 to 15 Pds	Pre Number Concept - under , on , behind , out , in , inside , outside , top , bottom , above , below	Domain: Cognitive Development CG 7 - Children make sense world around through observation and logical thinking.	C 7.1 : Observes and understand different positions of objects C 8.2 : Identifies and extends simple patterns in their surroundings C 8.4 Arrange numbers in ascending and descending order Learning Outcomes: Classifies and sort objects based on position of the objects	Critical thinking Logical thinking Communication	Encouraging teamwork Critical thinking Applying mathematical concepts in real-life. Problem-solving	Language Development: Using prepositions in spoken and written sentences. Games: Find the objects	Indoor : Indoor activities , worksheets Outdoor Learning: Nature walks. Games Indoor Play Area: Using toys to demonstrate positions. Outdoor Games: Throw the ball in the bucket	Observation: Observe and use prepositions naturally Checklist: Assess their ability to describe spatial positions correctly. Worksheets: Matching objects with the correct preposition. Technology : Wordwall game/ Quizzes	Inquiry Based Demonstration Experiential learning
MAY 4 to 5 pd	Counting : Backward and Forward Counting 1-9	Domain: Cognitive Development CG7 : Children make sense of world through observation and logical thinking CG-5: Children develop a sense of belonging to their environment by observing shapes and objects in their surroundings	C7.1 : Observe and understand different category of objects and relationship between them Learning Outcomes: Students will spot mistakes in a number sequence and correct them.	Critical thinking Logical thinking Communication	Encouraging teamwork Critical thinking Applying mathematical concepts in real-life. Problem-solving	Bagless Day Activity: Art Integration : Create a number caterpillar or train showing numbers in sequence. Music/Rhymes: Use rhymes and songs like "One, Two, Buckle My Shoe" or backward counting songs to make learning fun and musical. Language Read simple number stories	Outdoor: using number line , hopstoch Indoor : Using flash cards	Observation Worksheet	Inquiry Based Demonstration Experiential learning

	JULY 4 Pds	Comparison of 1 digit number - smaller , Patterns - Extends and create pattern greater	Domain: Cognitive Development CG 8 : Mathematical understanding and abilities to recognise the world through quantities shapes and measures	Learning Outcomes: Identify smaller and greater number compare sets of numbers and group them as smaller or bigger. Solves real life problems involving comparison Identifies and describes patterns in numbers, shapes, colours and objects in immediate surrounding Extend simple patterns	Critical thinking Logical thinking Communication	Encouraging teamwork Critical thinking Applying mathematical concepts in real-life. Problem-solving	Language : communication Arts : Drawing and extending patterns EVS: Patterns around us	Indoor Play Area: using various objects to create patterns Outdoor : Observing patterns around us	Observation Worksheet	Inquiry Based Demonstration Experiential learning
	JULY	LESSON 1	Domain: Language &	Competency:	Critical	Encouraging	Language	Indoor :	Observation:	Activity-Based Learning:

		<p>sense of world through observation and logical thinking</p> <p>CG-5: Children develop a sense of belonging to their environment by observing shapes and objects in their surroundings</p>	<p>recognise and distinguish between long and round objects in their surroundings.</p> <p>2. Students will develop vocabulary and use descriptive words such as long, tall, round etc</p> <p>3. Students will develop fine motor skills by Tracing, drawing, or sorting objects based on their shapes.</p> <p>Learning Outcomes: Identify and name objects that are long (e.g., pencil, ruler) and round (e.g., ball, plate). Differentiate between long and round objects using real-life examples. Sort and classify objects into "long" and "round" categories.</p>	<p>Classifying objects in real world.</p> <p>Communication: Expressing observations about shapes.</p> <p>Collaboration: Assign group tasks to classify objects</p>	<p>Promoting values such as sharing, cooperation, and patience.</p> <p>Applying mathematical concepts in real-life.</p> <p>Problem-solving</p> <p>Connecting mathematical concepts to day-to-day experiences.</p>	<p>fruits).</p> <p>Language: Enhancing vocabulary by naming and describing objects.</p> <p>Bagless Day Activity : Art & Craft: Drawing and making models of long and round objects.</p> <p>Games: Playing Carrom</p>	<p>shapes.</p> <p>Outdoor: Observing and identifying shapes in nature (e.g., tree trunks, balls, pipes).</p> <p>Play Area: Using toys explore long and round objects.</p>	<p>object is long and which is short.</p> <p>Worksheet: Match the objects</p>	<p>Storytelling Approach: "The Journey of a Rolling Ball" (explaining why round objects roll and long objects do not).</p> <p>Inquiry-Based Learning: Encouraging students to ask and explore why some objects are long and some are round.</p> <p>Visual Learning: By showing different objects in our surrounding</p>
August 7 pds	Mango Treat (numbers 1 to 9)	Domain: Cognitive Development	COMPETENCY C 7.1 : Observe and understand	Creativity: Drawing objects as per the given	Encouraging teamwork Collaboration	EVS: Identifying different kinds of birds	Classroom: Experiential learning worksheets	Observation: Observe counting skills and number	Experiential Learning (Learning by Doing) Hands-on activities like

		<p>CG7 : Children make sense of world through observation and logical thinking</p> <p>Domain: Language & Literacy Development Developing communication and mathematical vocabulary. CG-9: Children develop effective communication skills in two languages.</p>	<p>and understand different category of objects and relationship between them C 8 .3 Count upto nine both forwards and backwards 1. Students will be able to identify and write numbers from 1 to 9. 2. Students will be able to identify different birds in the picture 3. Students will be able to count numbers up to 9 forward and backward counting.</p> <p>Learning outcomes : 1. Identify and recognize numbers from 1 to 9. 2. Explain the value of each number using real-life objects (e.g., "I have 3 mangoes" 3. Arrange numbers in</p>	<p>as per the given numbers Collaboration: Group activities to encourage teamwork Problem-Solving Skills: Arranges numbers in ascending and descending order. Critical Thinking : Comparing numbers</p>	<p>Collaboration Applying mathematical concepts in real-life. Problem-solving. Encouraging teamwork Collaboration Applying mathematical concepts in real-life. Problem-solving.</p>	<p>birds Language : Vocabulary building related to numbers, fruits, and nature Art & Creativity Drawing and colouring objects based on given numbers. Value Education: Information of Ekta Diwas Games Indoor : Finger game (Outdoor) Count and form groups Technology : Maths Playground games of counting numbers</p>	<p>, worksheets Outdoor: Games</p>	<p>skills and number identification Worksheet: Number Writing Practice – Tracing and writing numbers 1-9. Count & Match – Counting mangoes and matching with the correct numeral. Sorting Activity – Arranging numbers in order.</p>	<p>Hands-on activities like counting real mangoes, arranging number cards, and sorting objects. Play-Based Learning Number hopscotch – Jumping on numbers in sequence. Storytelling Using puppets or flashcards</p>
August (5pds)	Making 10	<p>Domain: Cognitive Development Introduction of zero</p>	<p>COMPETENCY 1. Students will be able to identify</p>	<p>Drawing objects as per the given</p>	<p>Applying mathematical concepts in real-</p>	<p>EVS: Design on bug, tamarind seeds etc</p>	<p>Classroom: Experiential learning ,</p>	<p>Observation: Usage of objects (fingers, blocks</p>	<p>Play-Based Learning and Inquiry-Based Learning Find the Missing Pair"</p>

		<p>CG 8.3 Count upto 20 both forwards and backwards</p> <p>CG7 : Children make sense of world through observation and logical thinking</p> <p>Developing communication and mathematical vocabulary. CG-9: Children develop effective communication skills in two languages.</p>	<p>0 and write numbers from 1 to 20.</p> <p>2. Students will be able to identify different birds in the picture</p> <p>3. Students will be able to count numbers up to 9 forward and backward counting.</p> <p>C-7.1 Observes and understands different categories of objects, and relationships between them</p> <p>Learning outcomes : 1. Identify and recognize numbers from 1 to 20.</p> <p>2. Count and write the numbers or draw the objects for the given numbers</p> <p>3. Arrange</p>	<p>numbers</p> <p>Collaboration: Group activities to encourage teamwork</p> <p>Problem-Solving Skills: Arranges numbers in ascending and descending order.</p> <p>Critical Thinking : Comparing numbers</p>	<p>life.</p> <p>Problem-solving.</p> <p>Creativity</p> <p>Problem solving</p>	<p>Language : Vocabulary building related to numbers, naming objects, things around us</p> <p>Art & Creativity Drawing and colouring objects based on given numbers.</p> <p>Games Indoor : Finger game (Outdoor) Count and form groups</p>	<p>worksheets</p> <p>Maths Lab: Using counters students can form towers and count</p> <p>Outdoor: Games Count concrete objects</p>	<p>(cubes, blocks, beads) to form 10.</p> <p>Worksheets: Number Bonds to 10: Fill in missing numbers (e.g., $_ + 3 = 10$).</p>	<p>Fill the missing part Puzzle: Students match two numbers that sum up to 10.</p> <p>(What two numbers add up to 10?)</p> <p>Experiential Learning (Learning by Doing)</p> <p>Hands-on activities with counters or blocks to physically group numbers</p>
August 8 Pds	Lesson -5 How Many	<p>Domain : Cognitive development Curricular Goals CG-9: Children develop effective communication skills in two languages.</p> <p>CG-5: Children develop a sense of belonging to their environment, family, and community.</p> <p>CG-12: Children develop an appreciation for arts, music, and creative expression.</p>	<p>Competency</p> <p>C-7.1 Observes and understands different categories of objects and relations between .</p> <p>Learning Outcomes Recognize, count, and compare objects in their surroundings.</p>	<p>Critical Thinking</p> <p>Collaboration</p> <p>Creativity</p>	<p>Encouraging teamwork and collaboration.</p> <p>Promoting values such as sharing and cooperation</p> <p>Applying mathematical concepts in real-life problem-solving.</p>	<p>Mathematics: Counting and basic addition.</p> <p>Language: Describing numbers, expressing addition sentences verbally.</p> <p>Bagless Day Activity: Art & Aesthetics: Drawing numbers and objects to represent quantities.</p>	<p>Indoor</p> <p>Outdoor</p> <p>Classroom Home environment</p>	<p>Observation: Counting household objects</p> <p>Worksheets: Simple addition exercises.</p> <p>Portfolio: Drawing and explaining number-based problems.</p>	<p>Experiential Learning: Hands-on counting using real objects like beads , sticks etc</p> <p>Storytelling: Using relatable real-life stories to introduce numbers.</p> <p>Discussion-Based Learning: Engaging students in peer discussions about numbers.</p>
September	Lesson – 6	Domain Cognitive	Competency	Critical thinking	Promoting	EVS Growing	Classroom activity	Observation of	Hands-on activities

	8 pds)	<p>Vegetable Farm (Addition)</p> <p>Hop & Jump (Subtraction)</p> <p>Problem Stories (Addition & Subtraction in real-life)</p>	<p>Development CG-7: Children develop a foundation for numeracy and apply mathematical concepts.</p> <p>CG-2 Children develop motor skills and practice appropriate health and hygiene habits</p> <p>CG-12: Children develop an appreciation for arts, music, and creative expression</p>	<p>C-8.13 Formulates and solves simple mathematical problems related to quantities.</p> <p>Learning Outcomes Uses real-world scenarios to solve problems.</p>	<p>Application of concepts</p> <p>Communication skills</p>	<p>experiential learning through real-life</p> <p>Encouraging hands-on learning and engagement examples</p> <p>Encouraging contextual learning through relatable examples</p>	<p>vegetables and food sources.</p> <p>Language Describing vegetables and their colours</p> <p>EVS - Understanding bus travel, occupations Bagless Day Activity: Add and Subtract making Number line on Floor</p>	<p>School garden</p> <p>Open space for hopping</p> <p>Group discussion</p>	<p>counting - Worksheets with real-life addition problems</p> <p>Rubrics for assessing problem-solving</p> <p>Portfolio of self created maths stories</p>	<p>(counting real vegetables) Peer discussions</p> <p>Game-based learning Group activities</p> <p>Storytelling approach</p>
	October 9 pds	<p>Chapter – 7 Lina’s Family (Understanding Heights & Measurements)</p> <p>Understanding Locations (Spatial Awareness)</p> <p>Comparing Lengths (Handspan & Non-Standard Units of Measurement)</p> <p>Comparing Weights (Heavier & Lighter Objects)</p> <p>Understanding Capacity & Water Conservation</p>	<p>Domain Cognitive Development CG-7: Children develop a foundation for numeracy and apply mathematical concepts.</p> <p>CG-5: Children develop a sense of belonging to their environment, family, and community.</p> <p>CG-8: Children explore and understand the world around</p>	<p>Competency C-8.9 Selects appropriate tools and units to perform simple measurements of length, weight and volume of objects in their immediate environment. Learning outcomes Identifies the tallest and shortest members in the family and classroom.</p> <p>Describes relative positions of objects (near, far, closest).</p> <p>Uses handspan and fingers to measure objects. Compares lengths of different objects.</p> <p>Compares the weights of different objects Measures water using different containers (cups, and bowl etc). Learning Outcomes Compare different objects</p>	<p>Observation Logical thinking</p> <p>Awareness</p> <p>Analytical skills Fine motor development</p>	<p>Encouraging family discussions and real-life learning</p> <p>Promoting curiosity about the world</p> <p>Encouraging active measurement practices in daily life</p>	<p>Language Using directional words (near, far)</p> <p>Art: Drawing objects of different lengths</p>	<p>Classroom Home environment</p> <p>Outdoor</p> <p>Classroom</p>	<p>Observation checklist for identifying tallest /shortest</p> <p>Worksheet</p> <p>Checklist for measurement strategies</p> <p>Worksheets on measuring objects</p>	<p>Inquiry-based learning Peer discussions</p> <p>Picture-based discussions</p> <p>Hands-on measurement – Estimation</p> <p>Experiential learning activities Project work on water conservation</p>
	October 8 pds	<p>Chapter - 8 Fun with numbers (Understanding Tens and Ones)</p>	<p>Domain Cognitive Development CG-7 Children develop a foundation for</p>	<p>C-8.3 Counts up to 99 both forwards and backwards and in groups of 5s 10s</p>	<p>Logical thinking Observation</p>	<p>Promoting real-life application of numbers through objects</p>	<p>EVS: Using natural objects like oranges, leaves, etc</p>	<p>Classroom School garden</p>	<p>Worksheets on grouping and counting Observation</p>	<p>Hands-on activities (counting oranges)</p>

		<p>ens and ones) Numbers 21-50 and 51-100 (Recognition & backward counting)</p> <p>Counting and estimation</p> <p>Fun with Warli Art</p>	<p>a foundation for numeracy and apply mathematical concepts.</p> <p>CG-6: Children understand and manage emotions by sharing and collaborating</p> <p>CG-12: Children develop an appreciation for arts, music, and creative expression</p>	<p>in groups of 5s, 10s and 20s(one -to -one correspondence)</p> <p>Learning Outcomes Counts up to 50 using real objects</p>	<p>Problem-solving</p> <p>Application</p>	<p>Encouraging students to apply math in everyday life</p> <p>Promoting cultural awareness through Maths</p>	<p>etc.</p> <p>Bagless Day Activity: Games: Jumping Forward and Backward on numbers drawn on the ground.</p> <p>Language: Describing quantities in words.</p>	<p>Outdoor activity area</p> <p>Playground for interactive number activities</p>	<p>Observation</p> <p>Checklist for counting strategies</p> <p>Art portfolio with number-based designs Peer evaluation on creativity</p>	<p>Story-based learning</p> <p>Creative expression</p>
November 9 pds	<p>Chapter – 9 Utsav (Understanding Cultural Diversity)</p> <p>Creating Patterns (Mathematical and Artistic Thinking)</p> <p>Exploring Shapes in Festivals (Recognizing Geometry in Culture)</p> <p>Pattern Exploration in Nature (Observing Repeating Designs)</p> <p>Project Work: Cultural Patterns in Everyday Life</p>	<p>Domain Cognitive Development CG-5: Children develop a sense of belonging to their environment, family, and community.</p> <p>CG-12: Children develop an appreciation for arts, music, and creative expression.</p> <p>CG-8: Children develop mathematical understanding and recognise the world through quantities, shapes and measurement .</p>	<p>C-5.1 Demonstrates willingness and participation in age appropriate physical work towards helping others. Learning outcomes</p> <p>Identifies different shapes found in cultural symbols, rangoli and festival decorations. Observes natural patterns (butterflies, animal skin, flowers, beehives). Creates their own patterns inspired by nature. Collects and arranges objects in a pattern (jewellery, flowers etc.) - Identifies patterns in clothing, household items, and architecture. Learning Outcomes Understands the relation between seasons and festivals.</p>	<p>Cultural awareness</p> <p>Communication</p> <p>Observation</p> <p>Visual learning</p> <p>Collaboration</p>	<p>Promoting awareness of Indian festivals and traditions</p> <p>Encouraging artistic and mathematical integration</p> <p>Promoting appreciation for cultural art forms</p> <p>Encouraging nature-based learning</p> <p>Encouraging experiential learning</p>	<p>EVS: Understanding seasonal changes. Learning about diverse cultures.</p> <p>Art: Using thumbprints, rangoli, and vegetable stamps for patterns</p>	<p>Classroom</p> <p>Outdoor play area</p> <p>Home-based learning space</p>	<p>Worksheets on festivals Observation</p> <p>Checklist for shape identification</p> <p>Worksheets on geometric patterns</p>	<p>Storytelling about festivals Group discussions</p> <p>Show-and-tell activity</p> <p>Drawing and craft activities</p> <p>Project-based learning</p>	
November 5 pds	<p>Chapter 10 How do I spend my day? (TIME)</p>	<p>DOMAINS. Cognitive development</p>	<p>COMPETENCY C-8.10 Performs simple measurements of</p>	<p>Critical Thinking: Applying time in day to day life.</p>	<p>Encouraging teamwork Collaboration. Promoting values</p>	<p>Language: Time-related vocabulary can be taught through language</p>	<p>Indoor: Classroom discussion, worksheets and hands-on activities.</p>	<p>Observation: Are children able to apply and relate the concept the time in</p>	<p>Activity-Based Learning: Using hands-on experiences for understanding Time.</p>	

		(TABLE)	<p>CG7 : Children make sense of world through observation and logical thinking</p>	<p>measurements of time in minutes, hours, day, weeks, and months</p> <p>1. Students will understand the concept of day and night.</p> <p>2. Recognizing identification and sequence the days of the week.</p> <p>3. Understanding Months and Years.</p> <p>C-7.1 Observes and understands different categories of objects, and relationships between them</p> <p>LEARNING OUTCOMES</p> <p>1. Enhancing the Time-Related Vocabulary.</p> <p>2. Understanding Time-Related Phrases such as "half past" and "quarter to."</p> <p>3. Applying, Estimating and creating simple schedules.</p>	<p>day to day life.</p> <p>Communication: Expressing numbers through storytelling and discussion.</p> <p>Collaboration: Working with peers in group activities.</p> <p>Creativity: Using drawings and interactive games to reinforce learning.</p> <p>Making model of weather clock and seasons.</p>	<p>Promoting values such as sharing, cooperation, and patience.</p> <p>Applying mathematical concepts in real-life.</p> <p>Problem-solving.</p>	<p>through language classes.</p> <p>Environmental Studies: Time can be connected to scientific concepts like day and night, seasons, and the water cycle.</p> <p>Art & Aesthetics: create art and craft projects related to time, such as drawing clocks or creating timelines.</p> <p>Music: songs and rhymes related to time, and by practicing movement activities that involve time concepts.</p> <p>Bagless Day Activity: Making model of weather Clock</p>	<p>hands-on activities.</p> <p>Outdoor: Observing real-world objects.</p> <p>Group discussion during Quality Circle Time</p> <p>Explore – What is in the sky? During nature walk.</p>	<p>concept the time in their daily life? Like seasons and weather, days and dates.</p> <p>Checklist: Assessing their ability to read the calendar(fun activity)</p> <p>Worksheets: Matching the correct season.</p> <p>Rubrics: Measuring understanding through practical demonstrations.</p> <p>Portfolios: Collecting student work, including drawings and descriptions of object placements.</p>	<p>understanding time.</p> <p>Experiential Learning: Engaging students in real-life time related activities.</p> <p>Inquiry-Based Approach: Encouraging students to ask and answer questions about time, days and dates.</p>
December 7 pds	Ch 11 How many times ? (MULTIPLICATION)	Domain Cognitive development CG-5: Children develop a sense of	C-8.7 Recognises multiplication as repeated addition and division as	CRITICAL THINKING Use real – world examples to	Encouraging teamwork Collaboration. Promoting values	EVS Use multiplication to calculate the items in the	Indoor: Class room worksheet and story - telling	Observation: Counting household objects and recording in a journal	Play based learning : Use manipulative such as blocks or counting bears to represent multiplication	

		<p>(MULTIPLICATION) develop a sense of belonging to their environment, family, and community.) Developing communication and mathematical vocabulary. CG-9: Children develop effective communication skills in two languages.)</p>	<p>and division as equal sharing</p> <ol style="list-style-type: none"> 1. Student will recognize the multiplication symbol (x). 2. Students will understand that multiplication is a way of adding a number a certain number of times. 3. Students will develop a positive attitude towards maths and see the relevance of multiplication in everyday life. 	<p>examples to demonstrate the importance of multiplication</p> <p>CREATIVITY Create stories that that incorporate multiplication concepts.</p> <p>Communication - Encourage students to work in pairs or small group to solve multiplication problem and communicate their solutions.</p> <p>Collaboration - Assign group projects that require students to apply concept to real word.</p>	<p>Promoting values such as sharing, cooperation, and patience. Applying mathematical concepts in real-life. Problem-solving.</p>	<p>items in the surrounding.</p> <p>GAMES Involve multiplication such as completing a certain number of jumping jack.</p>	<p>teaching.</p> <p>Outdoor: Observing real-world, Class Quiz after story telling. Group discussion and quiz/play during Quality Circle Time</p>	<p>in a journal. Checklist: Matching numbers with pictures. Worksheets: Simple repeated addition exercises. Rubrics: Assessing understanding through participation. Portfolio: Drawing and explaining number-based problems.</p>	<p>represent multiplication concepts.</p> <p>Story telling Create stories that incorporate multiplication concepts.</p> <p>Visual learning Create number lines That shows multiplication patterns.</p>
December 6 pds	Chapter 12 How Much We Can Spend? (Money)	DOMAIN Cognitive development (Introduction to coin and currency	C-8.6 Performs addition and subtraction of 2-digit numbers	Critical thinking Encourage students to think critically	Encouraging teamwork Collaboration Promoting values	ENGLISH Use stories and text connected with counting of money	Indoor: Class room allow students to take turns shopping and making	Observation: apply simple money related calculation in daily life	Play Based Learning Assign roles like customer, shopkeeper or banker to promote

		(money)	and currency. (Basic understanding of money values) CG-8: Children develop mathematical understanding and recognise the world through quantities, shapes and measurement .	ugh numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems Learning outcomes. Recognize and identify coins and currency. Understand basic money values and denominations. Develop an awareness of the importance of saving and responsible spending.	think critically about how to manage money. Creativity Create story or skits that incorporate the concept of money. Communication Students create and present their own scenarios promoting effective communication. Collaboration Divide the students into groups to work on activity to creating the scene of such as stationary shop in class.	Promoting values such as sharing, cooperation, and patience. Applying mathematical concepts in real-life. Problem-solving.	counting of money. Art & Craft Draw / make your personal piggy bank. EVS Discuss how families and community use money and importance of money in daily life. Bagless Day Activity: Shopping scene in the class and let children use fake currency to shop	shopping and making purchases. Outdoor: Observing real-world, Class Quiz after shopping activity. Group discussion and quiz/play during Quality Circle Time Explore – shopping experience with family.	ite. Checklist: are the children be able to apply the concept of money. Worksheets: solve the worksheet. Rubrics: Assessing understanding through participation. Portfolio: Drawing and explaining number-based problems.	banker to promote interactive learning. Storytelling Use stories to teach the concept of saving and spending.
January 10 pds	Chapter 13 So Many Toys (Data Handling)	Domain Physical Development. C G 2: Children Develop sharpness and Sensorial Perception.	C-2.1 Differentiates between shapes, colours, and their shades C-2.2 Develops visual memory for symbols and representations .Collecting and organizing data .Interpreting and analysing data. Learning outcomes Classify the object/ picture of the same type. Count the objects/picture To find out which object occur the most Recognize the importance of data in real – life situation.	Critical thinking Encourage students to analyse data and make conclusions. Creativity Use various visual aids like smart board to help students to visualize data. Communication Encourage students to interpret data and explain their finding. Collaboration Assign group projects that involve collecting , analysing and presenting data.	Encouraging teamwork Collaboration Promoting values such as sharing, cooperation, and patience. Applying mathematical concepts in real-life. Problem-solving.	EVS Collect the data of your stationary items available at home. Bagless Day Activity: GAMES Create games that involve sorting objects by shape, colour or size.	Indoor: Class room Class Quiz after shopping activity. Outdoor: Playground Observing real-world object, Collect the data of different size of leaves. Group discussion and quiz/play during Quality Circle Time	Observation: Counting household objects and recording in a journal. Checklist: collecting count the number of girls with short hairs? Worksheets: exercises. Rubrics: Assessing understanding through participation, Quality Circle Time. Portfolio: Drawing and explaining number-based problems.	Play Based learning Engage students with puzzles That promotes data Handling skill. Hands on Activity Create picture graph to represent Data	