NAVY CHILDREN SCHOOL
Revised Split up Syllabus
SESSION 2021 - 2022

Class: II   **Subject: Maths**
MUST TEACH CHAPTERS

Month	Chapter	Competency	Learning Outcome	Suggested Activities	TLM	Assignments
April	1. What is long? What is round?	**Mental Ability** • Long and Round objects • Objects which rolls • Objects which slides • Objects which rolls and slides	• Recognizes geometrical shapes (plane figures). • Identifies properties such as edges, corners, faces, smooth or rough surfaces (solid figures). • Understands that shapes with broader bases are more stable and the way things are stocked in a shop. • Concludes which objects can roll and slide.	• Students are blindfolded and asked to guess the things kept in a bag. • Making a post card holder and student will see how many books it can hold. • Make a tiny tree. • Make a tower collecting different things. • Play and see which type of coin can roll and slide and also the solid figures in the surroundings.	• Books, copies, pencil box, eraser, scale, sharpener. • Coloured papers, postcards, scissors, gum. • Sheet of paper and scissor. • Bottles, shoeboxes, tin boxes, glasses etc. • Coins, objects of solid figures.	• Worksheet on the topic what is long? • List the things which can roll, slide, both roll and slide.
June	2. Counting in groups.	**Concepts** • Making groups of 2,3,5,10 etc. • More than and les than • Forward and Backward counting • Ordinal numbers	• Guesses the number of things around them. • Looks at the arrangement of objects and uses the strategy of counting at groups. • Learns the use of ordinal number. • To develop	• Guess the number of things without counting each thing. • Counting things found in the class-desks, chairs, charts etc. • Student will throw the ring towards more objects. • Arrange in ascending and descending order.	• Pencils, ice spoons, cups, marbles, bangles. • Toys, lollypops, bindis, objects in the surroundings	• Worksheet on more or less, ordinal numbers, counting in groups, ascending, descending order. • Ring the correct answer.

			understanding of place value and strategies for addition and subtraction.	• Teacher will ask the students to draw a figure by joining the dots in ascending order starting from a given number	. • Pictures and abacus. • Following link may be used by teacher for value addition • https://youtu.be/Q4H7dQsPOFE	Eg. Number of teeth in your mouth (less than 40/more than 40).
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July	3. **How much can you carry?**	**Mental Ability** • Lighter and heavier • Weight of different item in the kitchen. E. g. Rice, dal,sugar,ghee etc. • Weight that can be carried by each family member. • Weights that can carried by animals.	• Compares weights of different things as per their weight. • Identifies and feels the things heavier or lighter. • Guesses the weight of different things without weighing by holding them in their hands.	• Compares the weight of different things by holding them in their hands. • Riding a see-saw to have a feel of weight. (heavier/lighter). • What happens when your sweater falls in bucket of water? Which is heavier your dry shirt or wet shirt. • Blow the balloons and see the weight and fill with water and see the weight. • Match the picture of the animal with the things it can carry	• Football, marbles, bottles, eggs, books, fruits, vegetables, shoes etc. make a chart by listing heavier and lighter objects • Sweater, shirt, bucket. • Bucket, balloons, cups etc. • Following link may be used by teacher for value addition	• Worksheet on heavier/lighter objects. Circle the heavier objects and colour the lighter objects. • Match the pictures of the animal with the things it can carry. Eg. An ant can carry a grain of sugar.

					• https:// youtu.be/ Fb7_iJyBP_ g	
August	4. **Counting in tens.**	<u>**Concepts**</u> • Tens and ones • Making groups of 10 • Expanding 2-digit numeral	• Recall the number concept. • Recognizes and speaks numerals of 2-digit numbers. • Classifies collections (size 10) and count the number of objects. • Explains the places values, ones and tens in 2-digit numbers.	• Try to make different arrangements using groups of 10 objects which are usually easy to count. • Make groups of 10 students and count them. • Link the concrete objects to write symbols and oral names of numbers. • Collection of straws and putting them in bundles. (groups of tens) • Make garland out of 10 flowers, beads, shells etc.	• Stones, match sticks, pencils, ice spoons, beads, marbles, bindi arranged in different patterns. • Numbers cards of tokens. • Straws, rubber bands. • Thread, flowers, beads. • Following link may be used by teacher for value addition • https:// youtu.be/ TUAESPWn ZtY	• Worksheet on grouping tens, expanding 2-digit numeral.

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September	7. Jugs and mugs	**Concepts** • Capacities of different containers like cups, jugs, glasses etc. • Story of thirty crow- rise in the level of water. • Water is useful	• Measures and expresses the capacity of a container using improvised units such as cups, glasses, jars, bowls etc. • Estimates the capacity of a container and verifies the same by actual measuring. • Compares capacities of different containers by finding out how many smaller containers filled up are needed to fill the bigger ones.	• Make a lemon drink and distribute among children the focus should be on volume. • Fill the water bottle with a cup and find how many cups fill their water bottle. • Fill balloons with water. • Count and write the number of glasses, mugs required to fill a bucket. • Utility of water for eg. Bathing, brushing, washing.	• Lemon, sugar, salt and five glasses of water, jug. • Different types of glasses, mugs, bottles, spoons, cups, jugs, buckets, balloons etc. • Colour water. • Chart of the story thirsty crow.	• Worksheet based on more or less. Match the following Guess which vessel holds the least water and most water. Draw and circle pictures of jugs which can hold most and least water.
October	8.Tens and ones	**Concepts** • Tens and ones • Denomination of 10 and 1 (notes and coins) in money to represent tens and ones, • Expand 2-digit numbers • Team of 10 and individuals (students).	• Recognition of number from 10 to 99 (2-digit number). • Concept of Zero. • Drilling of 2digit numbers. • Place value of 2-digit numbers. • Expresses the place of tens and ones with the help of abacus.	• By standing two students in front of class teacher will show them the place value using number cards. • Showing fake notes of 10,20 etc. • Teacher will arrange a game to teach tens and ones (bangle game). • Make designs out of broken bangle pieces. • Make token cards and show different numbers.	• Token cards. • Coins, fake notes, objects like bangles, ice spoons. • Dot board.	• Worksheet on tens and ones. • Clean school day. We have to clean our school today we make teams. Each team has 10 students. So how many teams of tens and students left over are ones.

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November	9. My funday	**Concepts** • Name of the days in a week in sequential order. • Timetable • Name of the months in sequential order and number of days in each month • Seasons • Fruits, Vegetable. Flowers available in different seasons. • Festivals of India and months.	• Identifies the names of days, months and seasons in sequence. • Identifies fruits and vegetables available in different seasons/ months. • Use class time table to tell the no. of periods of different subjects in a week. • Use calendar to tell the days and date. • Makes appropriate use of words today, yesterday, tomorrow, day after tomorrow and day before yesterday.	• Recitation of rhymes about seven days of the week and the names of the months. • Group activity using calendars. • Group activity using class time table. • Counting of months on knuckles. • Write months having 30 days,31 days and less than 30 days. • Identify the month in which their favorite flower bloom, fruits ripe and festival falls.	• Number cards. • Chart of days and months. • Calendar. • Time-table of class 2. • Charts of fruits, vegetables and flowers. • Charts of festivals, seasons with months.	• Worksheet on days of the week, months of the year, seasons etc.
December	10. Add our points	**Concepts** • Tens and ones • Addends and sums • Addition of two, 2-digit numbers. • Missing addends. • Shopping- Add notes and coins of different Denomination	• Identifies addends and sum in an additional fact. • Identifies the properties of addition. • Add two or three numbers with or without regrouping. • Add using dice as in Ludo game.	• Oral drilling using correct mathematical language. • Game of purchasing the given items with the combinations of notes and coins. • Throwing two dice and the numbers to get their points and fill in the blanks. Throw start points on dice 1. ____ _____	• Different things eg. Ice spoons, pencils, colours, stones etc. • Flashcards of numbers. • Fake notes and coins. • Through transparency sheets.	• Worksheet on addition. • Add the numbers using fake notes of 10, 20, 50.

				2. ____ _____		
		s like 10,20,50, and 1,2 and 5 respectively. • Add three 1-digit numbers.		3. ____ _____. • **This activity provides learning experiences for**: Understanding of addition facts and comparison of numbers (greater and less than). **Type of Activity**: Whole class is divided in groups of 4 children. Mathematics Learning Kit – User's Manual **59** **How to Proceed**: Ask children to take turns to roll the two dice (0 – 5 and 5 - 10). Children can use concrete material or develop their own strategies to find the sum. Children record the sum of numbers in their notebooks. Number on the first die, Number on the second die Total. Teacher can ask the following questions: What is the maximum sum and minimum sum they get? What is the maximum sum possible using these dice? How do you reach to this conclusion? On what		

				ways can we get a total of 12? Write all combinations possible for getting a total of 15, other than the ones they found out while playing with dice.		
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January	**12. Give and take**	**Concepts** • Tens and Ones represented by necklace (of 10 beads) and loose beads respectively. • Addition of two 2-digit numbers with carrying. • Subtraction of 2- digit numbers by borrowing. • Word problems related to addition and subtraction. • Denomination of 10 and 1 notes and coins respectively in money to add and subtract.	• Uses the mathematical language of give and take away correctly. • Find the sum and difference of two numbers by arranging the digits in columns. • Learns the properties of carrying and borrowing. • Solving daily life problems involving addition and subtraction.	• Converse about giving and taking things. • Group material like beads, buttons, spoons, matchsticks etc. • Tell stories it's time to buy (give money and take things). • To make a garland with colorful beads.	• Beads, buttons, matchsticks, marbles, ice spoons etc. • Fake notes and coins. • Story books regarding selling and buying things. • Transparency	• Worksheet on addition and subtraction • Solve word problems addition & subtraction
February	**13. The longest step**	**Mental Ability** • Measurement of length by	• Measures lengths using their hand span, stride, fingers,	• Explanation of inadequacy of nonstandard units and	• Scale, rope, inch tape, meter scale.	• Worksheet on finding length

| | | non – standard units. Hand span, cubit, foot span, stride and fingers, Objects like pencils, dusters, matchsticks etc. to measure length, | foot span, cubit. Compares length using an improvised unit. Compares and arranges the length using descriptive languages. Eg. short, long, high, low etc. | the need of standard units. Make a group of 3 to 4 friends find out by drawing lines whose step is the longest. Measures the table with your hand span. Measures height of yours and your friend by hand span. Take some objects and measure them using different standard units. | | using nonstandard units. Circle the objects which is long and short. |

NOTE :

Chapters that are <u>Good To Teach</u> in the AY -2021-2022.

L-5 Patterns
L-6 Footprints
L-11 Lines and Lines
L-14 Birds Come, Birds Go
L-15 How Many Ponytails?