

The Orchid School
Baner
Syllabus Overview 2015- 2016
Std : I
Subject : Math

Month	Lesson / Content / Name of the Book	Expected Learning Objective	Activities/FAs Planned
APRIL	L-1 Nearby Numbers 0-10	All the students understand that numbers are related to the numbers around them	Write numbers 1-10, writing one number on each page. Show one more and less than each number.
	L-1 Nearby Numbers 0-10	All the students understand that numbers are related to the numbers around them	Write numbers 1-10, writing one number on each page. Show one more and less than each number.
	L-2 Making 5s and 10s	Most of the students understand that 5 and 10 are important numbers and find how far a number is from 5 or 10	Play a bowling game. Set up some empty bottles. roll a ball to knock them over. Count the bottles that fell down and that are still up.
	L-2 Making 5s and 10s	Most of the students understand that 5 and 10 are important numbers and find how far a number is from 5 or 10	Play a bowling game. Set up some empty bottles. roll a ball to knock them over. Count the bottles that fell down and that are still up.
JUNE	L-3 Number pairs 6-10	<ul style="list-style-type: none"> ● Number names up to 20 ● Find the missing elements in the number sequence upto 2 digit numbers. 	Bundles and sticks
	L-4 Count 1-20	Explain what each digit in a two digit number represents till 20	Distributing sticks and ask them to count the sticks in bundles of 10.
	L-5 Numbers 11- 20	Develop the vocabulary and draw representation for group of tens and ones.	Draw bundles and sticks as equal to each number written in the notebook .

	L-6 Introduction to comparing	Identify bigger and smaller numbers, objects	Distribute common counting material (counters,beads etc)to each pair.One partner to make a group of say 3 counters and other to make a group of 2 counters. Ask them to put together all the counted counters.
FA 1			
JULY	L-6 Introduction to comparing	Identify bigger and smaller numbers, objects	Distribute common counting material (counters,beads etc)to each pair.One partner to make a group of say 3 counters and other to make a group of 2 counters. Ask them to put together all the counted counters
	L-7 Numbers 20-49	Use symbols '+' and '=' to represent addition. ●Add 2 single digit numbers upto 10 using concrete objects or number lines.	Make picture cards.
	L-8 Introduction to addition	●Recognise that addition can be done in any order. Write a two digit number in its expanded form.	Play using dice with partners
	L-9 Adding within 10	●Derive and recall all addition facts of numbers upto 10. ● Find the sum using counting strategies such	Flip numbers to add them .
	Notebook work	Recognise that addition can be done in any order.	Notebook work
AUG	L-10 Introduction to subtraction	● Subtract 1 digit numbers using the concept of taking away.	Divide the students in groups. Shuffle the set of story cards and keep them face down in the centre.Each student to pull out a story card in turn
	L-11 Subtracting (within 10)	●Subtract 1 digit number from 10 mentally. ● Subtract any two numbers using standard algorithm: horizontal and vertical.	Place a bangle and the counters(less than 10) on the table. Instruct the students to take away (2) counters and place them outside the bangle.Have

	L-12 Positions	<ul style="list-style-type: none"> ● Identify spatial relationship by describing objects in the immediate environment by position, (up, down,next to, in front of ,above 	Ask students to draw a ladder and then draw 2 things on the top of the ladder.Draw 2 things at the bottom of the ladder.
	Notebook work	Subtract any two numbers using standard algorithm: horizontal and vertical.	Notebook work
FA 2			
SEPT	L-13 Length	<ul style="list-style-type: none"> ● Sort and compare objects according to their lengths. 	<ul style="list-style-type: none"> ●Students will compare an order object according to length or heightby direct comparison, using non standard units and body parts. ●Things of different lengths (pens, spoons etc). Students will compare and find out things which are long and short using hand, digit, cubit and foot measurements.
	L-14 Weight and Capacity	<ul style="list-style-type: none"> ● Use non standard units and a pan balance to weigh objects. ● Estimate and evaluate the weight of objects and identify the objects as heavier or lighter. 	<ul style="list-style-type: none"> ●Students will first hold and observe cups to estimate which holds more and then pour them into other containers to find ways to know which holds more ●Students will hold different objects and estimate which is heavier and later they will use a balance
	L-14 Weight and Capacity	<ul style="list-style-type: none"> ● Use non standard units and a pan balance to weigh objects. ● Estimate and evaluate the weight of objects and identify the objects as heavier or lighter. 	<ul style="list-style-type: none"> ●Students will first hold and observe cups to estimate which holds more and then pour them into other containers to find ways to know which holds more ●Students will hold different objects and estimate which is heavier and later they will use a balance ●Use mathematical language like (heavier-lighter, heaviest- lightest) to describe weight.

	L-15 Introduction to data handling	<ul style="list-style-type: none"> ●Can sort and organise stationary. ●Can collect organise and interpret data in a table using tally marks 	Use tally marks to show which vegetable is liked by 15 of your friends.
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SA 1			
OCT	L-16 Comparing numbers 0-49	● student can identify what comes before, after and between the given number.	● Students compare physical quantities and relate them to numbers by lining them up one below the other.
	L-17 Numbers 50-89	Student understands that a 2 digit number represents 10s and then 1s	pick up any book and open any page between numbers 51-89.Find one more and one less for the number and write it in your notebook.
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	L-18 Numbers 0-100	Most of the students understand that the number 100 comes after 99 and represents tens.	Find ,cut and paste 5 different ways in which numbers are used in a magazine or a newspaper.
NOV	L-18 Numbers 0-100	Most of the students understand that the number 100 comes after 99 and represents tens.	Find ,cut and paste 5 different ways in which numbers are used in a magazine or a newspaper.
	L-19 Adding (Within20)	Most of the students understand that there are patterns in addition we can use to learn new addition facts to 20.	Make your own number strip from 1-20 and decorate it.Choose beans as tokens.Start at 1.Play with your friends.Roll the dice and move that

FA 3			
DEC	L-19 Adding (Within20)	Most of the students understand that there are patterns in addition we can use to learn new addition factsto 20.	Make your own number strip from 1-20 and decorate it.Choose beans as tokens.Start at 1.Play with your friends.Roll the dice and move that many steps forward.
	L-20 Adding and subtracting to 20	Most of the students will understand that addition and subtraction are related to each other and same problems can be solved with either addition or subtraction.	Write addition facts on 10 cards.Write related subtraction facts on 10 cards.play a matching game with your friends.Write other 2 facts to complete the fact family.
	L-20 Adding and subtracting to 20	Most of the students will understand that addition and subtraction are related to each other and same problems can be solved with either addition or subtraction.	Write addition facts on 10 cards.Write related subtraction facts on 10 cards.play a matching game with your friends.Write other 2 facts to complete the fact family.
	L-21 Subtracting(within 20)	Most of the students understand that we use different strategies to subtract quickly (within 20)	Take ten thick cards.Write a subtraction problem in each one.Write which method you will use to solve that problem and why.
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	L-22 Flat and solid shapes	All the students will understand that flat and solid shapes are named by the way they look.	Use the straws to make a large and flat shape.
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	L-23 Introduction to patterns	All the students can understand that a pattern repeats and patterns can be seen around us.	Make a card using a pattern that has atleast 3 shapes

FA 4			
FEB	L-23 Introduction to patterns	All the students can understand that a pattern repeats and patterns can be seen around us.	Make a card using a pattern that has atleast 3 shapes
	L-24 Introduction to time	All the students can understand that the days of the week and months of the year are measures of time.	●Write all the activities your mother does each day.
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MARCH	L-25 Introduction to money	All the students understand that Indian currency uses coins and notes that can be combined in different ways (rupees up to 100)	Look in the cupboard for things that cost less than 20. Make a table in your notebook. Show the amount and the notes and the coins that can be used to pay for that amount in the table.
	L-25 Introduction to money	All the students understand that Indian currency uses coins and notes that can be combined in different ways (rupees up to 100)	Look in the cupboard for things that cost less than 20. Make a table in your notebook. Show the amount and the notes and the coins that can be used to pay for that amount in the table.
	Notebook work	Work out how to pay an exact sum using smaller denominations.	Notebook work
	Notebook work	Student can name the different days of the week and months of the year.	Notebook work
	Revision work	<ul style="list-style-type: none"> ●Derive and recall all addition facts of numbers upto 10. ● Find the sum using counting strategies such as counting forward. ●Rewrite a story problem using number sentence. ●Add any three numbers using standard algorithm: horizontal and vertical up to 10 	Notebook work

SA 2	
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