

Term – wise Syllabus

Class II (2019-20)

The following syllabus for mathematics is based on the Learning Outcomes which was notified on 5 July 2017, SCERT, Delhi. It is expected that the syllabus would support teachers to reach the Learning Outcomes for all the children. Activities, textbook chapters and worksheets are given which can help to

- 1. Works with number upto 100.** (Developing number sense up to 100 through various counting activities –sense of order and structure)
 - 1.1 Reads and writes numerals for numbers up to 100. (Connecting symbol and quantity)
 - 1.2 Solves simple daily life problems/situations based on addition of two digit numbers.(Developing skills necessary for doing mental arithmetic- splitting numbers)
 - 1.3 Solves daily life situations based on subtraction of two digit numbers.
 - (Understands meaning of symbols for addition and subtraction)
 - 1.4 Represents an amount up to Rs. 100 using 3-4 notes and coins (of same/ different denominations).
- 2. Describes basic 3D and 2D shapes with their observable characteristics**
 - 2.1 Identifies basic 3D-shapes such as cuboids, cylinder, cone and sphere by their informal names (Based on understanding of flat and curved surfaces)
 - 2.2 Traces 2D outlines of 3D objects.
 - 2.3 Identifies 2D shapes (rectangle, square, triangle, circle) by their names.
 - 2.4 Distinguishes between straight and curved lines.
 - 2.5 Draws/ represents straight lines in various orientations (vertical, horizontal, slant).
 - 3.1 Estimates and measures length/distances and capacities of containers using uniform non-standard units-like a rod/pencil, cup/spoon/bucket etc.
 - 3.2 Compares objects as heavier/lighter than using simple balance.
 - 4.1 Identifies the days of the week and months of the year.
 - 4.2 Sequences the events occurring according to their duration in terms of hours/days, for example does a child remain in school for longer period than at home?
 - 5 Draws inference based on the data collected such as 15 children have 24 teeth and 9 children have 18 teeth.
 - 6 Identifies the values of currency notes up to 100/coins and performs addition and subtraction operations.

plan the classroom processes.

Learning Outcomes for Mathematics - Class 2

Term 1 (Upto September 2019)		
Learning Outcomes	Activities	Textbook chapters and workbook
<p>LO 1.Works with numbers upto 100(Developing number sense up to 100)</p>	<p>Unstructured counting- Providing Meaningful Opportunities to count</p> <ul style="list-style-type: none"> • Aajhamari class meikitnebachche (with number patti) • SankhyaParchi (with Rangometry) : Make a figure of your choice using the number of pieces given on the chit (parchi) • Kamra napna – “Agar meinapneek per se doosra per milaakechaloon, to kamrekeidhar se udhartak mere kitne per aajayenge?” • Rangometry ‘tulna’ activity - “Have any of you used more Rangometry pieces than this design on the blackboard?” • Extending counting beyond 40- Kamranaapna(with variation) • Idhar se udhartakkitnetukde • Dhakkedekho - how many square pieces would be required to cover a surface or any other such engaging counting activity 	
<p>LO 1.2.Solves simple daily life problems/situations based on addition of two digit numbers.</p> <p>LO 1.3Solves daily life situations based on subtraction of two digit numbers.</p> <p>(Developing skills necessary for doing mental arithmetic- splitting numbers)</p>	<p>Activities for number combinations of 10, number combinations of numbers up to 10 and doubling-halving</p> <ul style="list-style-type: none"> • Unglimodna • Doubling with twin sister context (and later halving) • Sliding card – how many dots are visible, how many are hidden? (with a card with 10 dots) • Kyaari activity - number combinations of 6, 7 & 8 • Mutthiwalakhel • Waku waku <p>Understands meaning of symbols for addition and subtraction</p> <ul style="list-style-type: none"> • Introducing symbol for addition (+) : Train activity • Introducing symbol for subtraction (-) : Dibbakhaali <p>Addition and subtraction Word problems up to 20 Children solve word problems using number combinations of 10, number combinations up to 10, doubling, halving or any other strategy.</p>	

<p>LO 2.1 Identifies basic 3D-shapes such as cuboids, cylinder, cone and sphere by their informal names (Based on understanding of flat and curved surfaces)</p>	<ul style="list-style-type: none"> Children collect objects from near around and figure out what can roll, which cannot. Flat and curved surfaces 	<p>Math Magic Chapter 1 – What is long? What is round?</p> <p>Math workbook Unit 1</p>
<p>LO 3.2 Compares objects as heavier/lighter by using simple balance.</p>	<p>Free play with balance with objects around them. Saying which is heavier or which is lighter.</p>	<p>Math Magic Chapter 3– How much can you carry?(Pages 18 – 21)</p> <p>Math workbook Unit 3</p>
<p>LO 1. Works with number upto 100. (Developing sense of order and structure in numbers up to 100)</p>	<p>Counting opportunities on Ganitmala</p> <ul style="list-style-type: none"> Introduction - Estimate and find out how many beads are there in the Ganitmala Teacher puts the clip (butterfly) on some number on the Ganitmala and asks, “How many beads from the beginning till the butterfly?” (Clip 1) Games for counting one by one on the Ganitmala – Stop activity 1 Teacher asks “Can you put the clip on 21?” - With Class Ganitmala.(Clip 2) Clip 2 with Small Ganitmala with 2 children sharing a small Ganitmala 	<p>Math Magic Chapter 2– Counting in groups (Pages 9-11, 14-17)</p>
<p>LO 2.4 Distinguishing straight lines from curved lines.</p> <p>LO 2.5 Draws/ represents straight lines in various orientations (vertical, horizontal, slant).</p>	<ul style="list-style-type: none"> Making straight lines by stretching a <i>sutli</i>. Drawing lines in different directions and extending them. Seedhiaurgumavdar line kiduniya – Children make any figure of their choice using either only straight lines or only curved lines. 	<p>Math Magic Chapter 11 – Lines and Lines(pages 86-88)</p> <p>Math workbook Unit 8</p>
<p>LO 2.2 Traces 2D outlines of 3D objects.</p> <p>LO 2.3 Identifies 2D shapes (rectangle, square, triangle, circle) by their names.</p>	<ul style="list-style-type: none"> Tracing different everyday objects and identify the shapes made on paper. Tracing different faces of cuboid. Similarly for other objects like cylinder, cone, sphere etc. 	<p>Math Magic Chapter 5 - Patterns Chapter 6– Footprints</p> <p>Math workbook Unit 4 Math workbook Unit 5</p>
<p>LO 4.1 Identifies the days of the week and months of the year.</p> <p>LO 4.2 Sequences the events occurring according to their duration in terms of hours/day</p>	<ul style="list-style-type: none"> Children can work in groups and note for each child. She/he remains at school for longer period than at home. Activities of the chapter can be done 	<p>Math Magic Chapter 9 – My fun day</p> <p>Math workbook Unit 7</p>

<p>LO 3.1 Estimates and measures length/distances and capacities of containers using uniform non-standard units-like a rod/pencil, cup/spoon/bucket etc.</p>	<ul style="list-style-type: none"> • Comparison of two containers which look very different - Teacher asks which would hold more water. • Comparison of 4 different containers - establishing the need for a common unit 	<p>Math Magic Chapter 7 – Jugs and Mugs</p> <p>Math workbook Unit 6</p>
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Term 2 (October 2019 to March 2020)		
Learning Outcomes	Activities	Textbook chapters & Math workbook
<p>LO 1. Works with numbers upto 100 (Developing number sense up to 100 through various counting activities –sense of order and structure)</p>	<p>Counting opportunities on Ganitmala – till children are comfortable with structuring</p> <ul style="list-style-type: none"> • Games for counting one by one on the Ganitmala – Stop activity I • Children take turns to put the clip according to the number the teacher says on their small Ganitmala (Clip 2) <p>Unstructured Counting activities These can be continued along-with conversations based on the levels of the children</p>	
<p>LO 1.1 Reads and writes numerals for numbers up to 100. (Connecting symbol and quantity)</p>	<p>Ganitmala activities</p> <ul style="list-style-type: none"> • Making the symbol for numbers using maan cards and Ganitmala (Clip 3) • Locating number cards on the Ganitmala (Clip 4) • Games for counting one by one on the Ganitmala – Stop activity II 	<p>Math Magic Chapter 2 – Counting in groups (Pages 12-13)</p> <p>Math workbook unit 2</p>
<p>LO 1.2 Solves simple daily life problems/situations based on addition of two digit numbers.</p> <p>LO 1.3 Solves daily life situations based on subtraction of two digit numbers.</p>	<p>Activities for consolidating number combinations and doubling - Splitting numbers, Doubling and halving numbers</p> <p>Word Problems (with easy numbers) First the context is presented so that children are able to connect to it and the story problem is then introduced. It can be supported with some drawing on the blackboard so as to help children imagine the situation. <i>The focus is not on finding the correct answer but on how children think.</i></p>	<p>Math Magic Chapter 14 – Birds Come, Birds Go</p>
<p>LO 3.1 Estimates and measures length/distances and capacities of containers using uniform non-standard units-like a rod/pencil, cup/spoon/bucket etc.</p>	<ul style="list-style-type: none"> • Kamranaapna and measuring other lengths with foot-length • Children measure the length of the classroom with foot length etc. <p>The need for uniform unit (fixed length) is created and it is introduced with a stick of 10 cm length.</p>	<p>Math Magic Chapter 13 – The longest step</p> <p>Math workbook unit 9</p>

<p>LO 5. Draws inference based on the data collected</p>	<ul style="list-style-type: none"> • Children can throw a ball and measure the distance thrown using their foot lengths in groups. Each group can make a table showing the steps (footlengths) for each child and it can be discussed in class. • Children can count the teeth of each child in groups and make a table, which can be discussed such as 15 children have 24 teeth and 9 children have 18 teeth. 	<p>Math Magic Chapter 15 – How many ponytails?</p> <p>Math workbook unit 10</p>
<p>LO 1. Works with numbers upto 100 (Developing number sense up to 100 through various counting activities –sense of order and structure)</p>	<p>Consolidating number sense up to 100 - Ganitmala activities</p> <ul style="list-style-type: none"> • Position of 0 on the Ganitmala and reverse counting on the Ganitmala • Forward location and reverse location from 100 • Locating numbers on Ganitmala from any in-between number – e.g. going from 38 to 74 on Ganitmala • Locating numbers up to 100 on empty number line <p>Counting on the Ganitmala</p> <ul style="list-style-type: none"> • Going to a number from any in between number on the Ganitmala • Making jumps of 10 on the Ganitmala from any random number and later on number line 	<p>Math Magic Chapter 4 – Counting in Tens</p> <p>Math workbook unit 11</p> <p>Math Magic Chapter 8– Tens and ones</p>
<p>LO 1.2 and LO 1.3 Solves simple daily life problems/situations based on addition and subtraction of two digit numbers.</p> <p>LO 1.4 Represents an amount up to Rs. 100 using 3-4 notes and coins (of same/ different denominations).</p> <p>LO 6 Identifies the values of currency notes up to 100/coins and performs addition and subtraction operations.</p>	<p>Word Problems of numbers upto 100 (Context and numbers are chosen depending on the comfort level of children)</p>	<p>Math Magic Chapter 10 – Add our points</p> <p>Math workbook Unit 12 and 13</p>
<p>REVISION</p>		

Note: Details of activities are shared during workshops/ given in Manual