SPLIT UP OF SYLLABUS (2017-18)

GRADE: 1

Subject: Math

Teacher Name:

`M	Unit/Chapter	Concepts/Sub topic	Learning Outcomes	Essential Questions

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APRIL	CH-1 NUMBERS UPTO 20	Number names(1-9)	Framing numbers	
			• To observe, count and list the number of objects. (numbers1-9)	
			• To write the number names 1-9	
		Concept of Zero	Concept of clarity	
			• To comprehend the concept of zero	• What is the value of zero?
			• To differentiate between the value of zero when placed before a number and after a number.	• When do we write a zero?
		Number Ten	• To outline that 10 ones makes 1 ten.	• What comes after, before or in between?
			• To differentiate between one and two digit numbers.	• Which number is bigger?
		Ones and Tens	• To outline the representation of two digit numbers as tens and ones.	• Which number is smaller?
			• To list the place value of number ten.	• What is ascending order?
			Framing numbers	What is descending order?
			• To frame numbers 11 -20 using the concept of tens and ones.	
		Numbers From 11-20	Clarity of concepts	
			• To describe the concept of regrouping.	
			• To apply the concept of regrouping to regroup number to tens and ones.	
		Regrouping Tens and ones		

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MONTH	CHAPTER	TOPICS	CONCEPT	QUESTIONS
MAY	**CH-1 NUMBERS UPTO 20**	Count forward and backward Numbers on abacus Before, after & in between Comparing numbers Ordering numbers	Concept clarity • To outline counting of numbers forward and backward • To compute place value-tens and ones(1-20) • To represent the numbers uto 20 on abacus • To identify the order of numbers up to 20 • To arrange the numbers on the number line • To compare the numbers -greater than, less than, equal to • To compare numbers using a number line. • To differentiate between ascending and descending order. • To arrange numbers in ascending and descending order	
	CH-2 ADDITION UPTO 20	Addition up to 10 Picture addition Addition of 0 to a number Addition of one to a number Addition on a number line Addition using forward counting Addition using Abacus Addition families Vertical Addition	Concept clarity • To outline the concept of addition through picture addition. • To clarify the concept and consequence of adding zero to a number. • To clarify the concept and consequence of adding one to a number. • To solve addition of numbers up to 10 on the number line • To solve addition of numbers up to 10 using forward counting method • To solve addition of numbers up to 10 using an abacus. • To identify and list the addition families from numbers 1-9.	• What is addition? • What is the sign of addition? • When should we use addition? • What happens when we add zero to a number? • What happens when we add 1 to a number?

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		Addition up to 20 **Adding a one digit number to 10** **Addition of 2 one digit numbers** Addition of one digit number to a two digit number. Addition on a number line Addition using Abacus Addition stories	Concept Clarity • To clarify the concept of adding a one digit number to 10. • To explain the addition of two one digit numbers giving a two-digit answer through picture and vertical addition up to 20 • To outline the addition of one digit with two digit numbers through picture and vertical addition up to 20 • To solve addition of numbers two and one digit numbers on the number line up to 20. • To solve addition of two and one digit numbers using an abacus up to 20 • To analyze and solve the addition story problems up to 20 •	

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| JUNE | CH-3 SUBTRACTION UPTO 20 | **Subtraction upto 10**
Subtraction by crossing out
Subtracting zero from a number
Subtracting one from a number
Subtracting a number from itself.
Subtraction using number line
Subtraction using backward counting
Subtraction on abacus
Subtraction families
Vertical Subtraction

Subtraction upto 20
Subtraction of 1 digit number from a 2 digit number
Subtraction using number line
Subtraction on abacus

Subtraction stories

Pre Mid Term | • To outline the concept of subtraction by crossing out method using pictures.
• To clarify the concept and consequence of subtracting zero from a number.
• To clarify the concept and consequence of subtracting one from a number.
• To clarify the concept and consequence of subtracting a number a number from itself.
• To solve subtraction of numbers up to 10 on the number line
• To solve subtraction of numbers up to 10 using backward counting method
• To solve subtraction of numbers up to 10 using an abacus.
• To identify and list the subtraction families from numbers 1-9.
• To solve subtraction problems using vertical addition method
• To outline the subtraction of a one digit number from a two digit number.
• To solve subtraction of a one digit number from a two digit number on the number line
• To solve subtraction of a one digit number from a two digit number on an abacus.
• To analyze and solve subtraction story problems up to 20
• | • What is Subtraction?
• What is the sign of Subtraction
• When should we do subtraction?
• What happens when we subtract zero from a number?
• What happens when we subtract 1 from a number? |

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SEPTMBER	CH-4 SPACE,SHAPES & PATTERNS	**Spatial Concept-**Near,far,top & bottom **Types of lines** Plane figures(shapes) Solid figures Rolling, Sliding & Stacking Patterns	• To observe and analyze the spatial concept- near,far,top and bottom • To identify and differentiate between the types of lines. • To identify plane figures • To outline the characteristics of plane figures. • To identify solid figures • To outline the characteristics of solid figures. • To correlate plane and solid figures • To differentiate between plane and solid figures. • To identify and differentiate between solid shapes that roll, slide and / or stack. • To analyze and predict patterns. • To create patterns	• What are geometrical shapes? • What are solid shapes? • Why do some shapes slide and some shapes roll? • What are patterns? • Where do we see patterns? • What is symmetry?

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OCTOBER	CH-5 NUMBERS UPTO 100	Ones and Tens The twenties The thirties The forties The fifties The sixties **The seventies** **The eighties** **The Ninties** Counting forward and backward Numbers on abacus Before, after & in between Comparing numbers Ordering numbers Skip counting Mid Term	• To identify the place value of a number- tens and ones. • To identify and name a number with 2 in the tens place. (Twenty series). • To identify and name a number with 3 in the tens place. (Thirty series) • To identify and name a number with 4 in the tens place. (Forty series) • To identify and name a number with 5 in the tens place. (Fifty series) • To identify and name a number with 6 in the tens place. (Sixty series) • To identify and name a number with 7 in the tens place. (Seventy series) • To identify and name a number with 8 in the tens place. (Eighty series) • To identify and name a number with 9 in the tens place. (Ninty series) • To put in order numbers between 10-99 by counting forwards and backwards. • To represent numbers up to 100 on an abacus. • To list numbers before, after and in between – up to hundred • To outline comparison of two digit numbers by place value method. • To arrange numbers in ascending and descending order. • To skip count in 2's, 3's, 5's, and 10's up to 100.	• How many tens and how many ones in a number? • What comes after, before or in between? • Which number is bigger? • Which number is smaller? • What is ascending order? • What is descending order?

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NOVEMBER	CH-6 ADDITION AND SUBTRACTION UPTO 100	**Addition of 2 digit numbers** Addition using forward counting Addition without regrouping Addition with regrouping **Subtraction of 2 digit numbers** Subtraction using backward counting Subtracting tens Subtraction without regrouping Subtraction without regrouping Checking subtraction Addition and subtraction story problems	• To add numbers using forward counting method. • To solve two-digit addition problems without regrouping. • To solve two-digit addition problems with regrouping. • To subtract numbers using backward counting method. • To comprehend and solve subtraction of tens from a number. • To solve two-digit subtraction problems without regrouping. • To solve two-digit subtraction problems with regrouping • To solve and verify subtraction problems. • To analyze and solve addition and subtraction story problems.	• What is vertical addition? • Why should we do addition? • What is vertical subtraction? • Why should we do subtraction?

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	CH-7 MULTIPLICATION	Repeated Addition Making groups Multiplication tables Multiplication by skip counting Multiplication facts Vertical multiplication	• To outline that multiplication is repeated addition of equal groups**.** • To demonstrate grouping. • To outline and illustrate the concept of equal grouping. • To construct multiplication tables of 1, 2, 3,4, 5, 10 using repeated addition of equal groups. • To outline multiplication by skip counting method using number grids and number lines. • To remember and recall multiplication facts about zero property and identity property. • To solve multiplication of 2-digit number with 1-digit number without carry over.	• What is multiplication called repeated addition? • What happens when a number is multiplied with zero? • What happens when a number is multiplied with 1?

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DECEMBER	CH-8 MEASUREMENT	MEASUREMENT OF LENGTH **Measurement using a ruler** MEASUREMENT OF WEIGHT **Measuring mass using a balance** **Measuring mass using a machine** MEASUREMENT OF CAPACITY Capacity **Measurement using a measuring cup**	• To measure length of objects using non standard units of measurement (paper clip, blocks, handspan, footspan, pace, cubit) • To measure length of objects using a ruler. • To differentiate between standard and non standard methods of measurement. • To compare the weight of objects using a balance. • To measure the weight of objects using a weighing machine. • To know the units of measurement of weight. • To outline the concept of capacity • To compare the capacity of different containers. • To know the units of measurement of capacity.	• How to measure length, weight and volume? • What is the difference between standard and non standard unit of measurement? • What is length? • What is weight? What is volume?

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CH-9 TIME AND CALENDAR	Parts of a day Time Calendar Months of the year Days of the week	- To identify, differentiate and list the parts of the day. - To identify and describe the different parts of the clock. - To demonstrate how to read and write time (O' clock) - The outline the uses and importance of a calendar - To list the months of the year in order. - To list the days of the week in order. - To differentiate between months and weeks.	- Why there is a need of daily routine? - What is time? - Why should we see a clock? - How many days in a week? - How many weeks in a month? - How many months in a year?

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JANUARY	CH-10 MONEY	**Coins** **Sides of a coin** **Notes** **Adding money** **Money stories**	• To identify and describe the different features of a coin. (heads and tails) • To list the different values of coin currency. • To identify and list the different values of note currency. • To solve simple money addition problems by counting and finding the amount of money. • To solve money story addition and subtraction problems.	• Why do we need money? • How many coins of one in a tens note?
	CH-11 DATA HANDLING	count and analyze **Post Mid Term**	• To sort and group things • To observe and analyze the given data. • To infer results from the given data.	• Why do we sort things? • How can sorting help?
FEBRUARY	**Revision**			
MARCH				