Books:
Lu jitan, New Syllabus Primary Mathematics practice books 1 and 1b, Singapore; Oxford University Press

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<td>1 week</td>
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<tr>
<td></td>
<td>• Write in words and figures (Random).</td>
<td>2 weeks</td>
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<td>• Odd and Even number, Ordinal number.</td>
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<td>• Table of 2 and 3</td>
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<td>• Activity calendar/ Mental Math</td>
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<td>SEPTEMBER</td>
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<td>• 2 digit carrying sums</td>
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<td>• Place Value+ Write in words and Figures.</td>
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<td>• Comparing(&lt; ,&gt;)</td>
<td>1 week</td>
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<tr>
<td></td>
<td>• Ascending and Descending</td>
<td>1 week</td>
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<td>NOVEMBER</td>
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<td>• Activity calendar/ Mental Math</td>
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<td>JANUARY</td>
<td>• Fractions</td>
<td>1.5 weeks</td>
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<td>• Subtraction (borrowing) 2-digit simple multiplication</td>
<td>1.5 weeks</td>
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<td></td>
<td>• 4 Times Table</td>
<td>1 week</td>
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<td>• Activity calendar</td>
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<tr>
<td>FEBRUARY</td>
<td>• Picture groups (division)</td>
<td>1 week</td>
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<td></td>
<td>• Time</td>
<td>1 week</td>
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<tr>
<td></td>
<td>• 2- digit multiplication with carrying</td>
<td>2 weeks</td>
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<tr>
<td>MARCH</td>
<td>• Word problem (Multiplication)</td>
<td>2 weeks</td>
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<td></td>
<td>• Picture graph</td>
<td>1 week</td>
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<td>• 5 Times Table</td>
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<td>• Activity calendar</td>
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<td>APRIL</td>
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<td>MAY</td>
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</table>
**Syllabus Content**

**AUGUST**

- Shapes (Basic idea), Patterns
- Write in words and figures (Random)
- Odd and Even numbers, Ordinal numbers
- 2 and 3 times table
- Mental Math
- Calendar

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<th>OBJECTIVES</th>
<th>WORK BOOK</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>Shapes and</td>
<td>Basic idea of different</td>
<td>Student should be able to</td>
<td>NSPM Work book</td>
<td>Introduction activity with different objects.</td>
</tr>
<tr>
<td>Patterns</td>
<td>shapes</td>
<td>Trace the shape, group the shape, make</td>
<td>Page numbers</td>
<td>Draw or Bring different objects for pattern</td>
</tr>
<tr>
<td>Write in Words</td>
<td>Random words and figures</td>
<td>pictures from shapes, recognize shape and</td>
<td>94,143,145,146,1</td>
<td>learning in class room</td>
</tr>
<tr>
<td>and Figures</td>
<td>Tens and Unit Greater and smaller number</td>
<td>make pattern of them.</td>
<td>47, 148,149,151,158, 159,160,162</td>
<td></td>
</tr>
<tr>
<td>Odd and Even</td>
<td>Ordinal number</td>
<td>Concept of even and odd numbers</td>
<td>Page #</td>
<td>Class room activity</td>
</tr>
<tr>
<td>Number</td>
<td></td>
<td>Recognize or pick even and odd numbers from numbers.</td>
<td>11,12,13,14</td>
<td>with colour pencils. Give concept of tens and unit</td>
</tr>
<tr>
<td>2 and 3 times</td>
<td></td>
<td>Concept of dodging table</td>
<td>Kg2 Maths book</td>
<td>Class room activity of baskets to separate</td>
</tr>
<tr>
<td>table</td>
<td></td>
<td>Give answer quickly.</td>
<td>Page numbers</td>
<td>even and odd numbers</td>
</tr>
<tr>
<td>Mental Math</td>
<td></td>
<td>Concept of mental math quick patterns,</td>
<td>1,2,3,4,5,6</td>
<td>Draw a table and give star on them for quick response.</td>
</tr>
<tr>
<td>or Calendar</td>
<td></td>
<td>quick answers.</td>
<td>Worksheet.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Give spontaneous response of the question</td>
<td></td>
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</table>
Learning Outcome

- Recognize different shapes and patterns
- Group the shape according to size and colour of the shape
- Recognize or pick Even and Odd numbers from numbers
- Mental math ability to response quickly.
- Quick response of dodging table
- Recognition of tens and units

Sample questions

Q. How many circles are in this picture?

Q. Complete the pattern.

September

- Place Value, Words and figures
- 2 digit carrying sums
- 3 digits add. And sub.
- Mental Math
- Calendar

<table>
<thead>
<tr>
<th>Topic</th>
<th>Subtopic</th>
<th>Objectives</th>
<th>workbook</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Place Value</td>
<td>Hundreds, tens and ones</td>
<td>Student should be able to: Recognize hundred, tens and ones</td>
<td>NSPM work book 1A pg#</td>
<td>Draw a table with cartoon character which is specific for hundred, tens and ones.</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>2 digit carrying</td>
<td>Place value addition and</td>
<td>Know the number pairs and add according to place value.</td>
<td>Work book 1B pg# 17,18,19,20,21,29,30,33,34</td>
<td></td>
</tr>
<tr>
<td>sums</td>
<td>number pairs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 digits add</td>
<td></td>
<td>Concept of addition and subtraction Sign of add and sub.</td>
<td>Work book 1B pg# 47,50</td>
<td></td>
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<tr>
<td>and sub.</td>
<td></td>
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</tbody>
</table>
Learning outcome
Students should be able to:
• Add the given numbers
• Subtract the given numbers
• Solve sums according to signs

Sample questions
• Add to
  T O
  3 4
  + 1 8

• Solve the sum.
  T O
  8 4
  6 3

2 digit carry sums
Add

Q. Add and match the sums

Place value
• Write in words and figures
• Write the place value in given box
• Write the place value of underline or circled digit
• Guess the number

Sample questions
Q. Write the place value of the underline digit.
  a) 29 = ________________
  b) 209= ________________

Q. Guess the number.
  a) 3 hundred 2 tens 0 ones =________
  b) 2 hundred 0 tens 4 ones=________

October
• Number bond
• Number sentence(horizontal)
• Comparing(<,>,=)
• Ascending and descending order
• Mental Math Calendar
<table>
<thead>
<tr>
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<th>Activity</th>
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<tr>
<td>Number Bond</td>
<td>Add with number bonds</td>
<td>Students should be able to: Add numbers with the concept of place value. Make number bond according to picture. Add number according to math rule.</td>
<td>Work book 1A</td>
<td>Class room activity on comparing things</td>
</tr>
<tr>
<td>Number sentence</td>
<td>Greater than, less than and equal to</td>
<td>Relate counting with more or less than a number. Compare two numbers.</td>
<td>22,23,24,28,29,32,33,34,38,40,41</td>
<td>Class room activity on ascending and descending order.</td>
</tr>
<tr>
<td>Comparing</td>
<td></td>
<td>Relate with forward and backward counting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ascending and descending order</td>
<td></td>
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</table>

**Learning Outcome:**

**Number Bond:**
- Concept of number bond of given number (1 to 10)
- Write the number bond by looking at the picture
- Find more than one pair of number bond of the given number
- Write the addition sentence for given number bond
- Write the missing number in number bond

**Sample question**

Q. Write the number bond for 9.

```plaintext
9
```

Q. Complete the missing number bond.

```plaintext
3
```
Number Sentence (Horizontal):
Write the answer in blank by performing the correct operation given (+, -, ×)

Sample questions:
Q. Fill in the blanks. 1. 4×3 =________
2. 11+5=________
3. 5-2=________

Comparing (<, >, =):
- Compare the 2-3 digit numbers.
- Which number is less which number is more?
- Put the correct sign < or >.
- Compare the given things and put the correct sign.

Sample Questions:
Q. Compare the numbers and put the correct sign in the blank < or >
1. 96 ___ 69 2. 104 ___ 112

Q. Compare the number of hearts in boxes then fill the blank with correct sign, < or >.

Ascending and Descending order
- Ascending order means smallest to the greater and descending order means greater to the smallest
- Compare and arrange the numbers according to the given order

Sample questions:
Q. Arrange the given number in ascending order
1. 25, 67, 45, 56

Q. Arrange the given numbers in descending order. 2. 345, 234, 567, 213, 33
November

- Word Problems (add. & subtraction) 2 digits
- Revision for Mid Term Exams
- Mental Math
- Calendar

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<tr>
<td>Word Problems</td>
<td>Addition &amp; subtraction 2-digits</td>
<td>Students should be able to:</td>
<td></td>
<td>Cartoon characters will be explain the word problems term of addition and subtraction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Choose appropriate strategies to carry out calculations, explaining terms of addition and subtraction</td>
<td></td>
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</table>

**Learning Outcomes:**
- Read the story of cartoon character and students recognize the terms.
- Make vertical sums
- Perform the operations according to question.

**Sample Questions**
Q1. Dora has 12 sticks and her friend Boots have 8. How many sticks have they altogether?
Q2. Micky had 10 cupcakes and he ate 4 of them. How many cupcakes are left?

**DECEMBER**

Mid Term Exams
JANUARY

- Fractions
- Subtraction (borrowing)
- 2-digit simple multiplication
- Mental Math
- Calendar

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<td>Fraction</td>
<td>Half, Quarter</td>
<td>Students should be able to: Recognize parts in half and 2 half makes a whole, 4 quarter makes a whole. Divide objects into parts. Find halves and quarters of shapes and objects.</td>
<td>Work book 1B Pg # 110 and 111</td>
<td>Cut Sandwiches and apple in class room to describe half and quarter.</td>
</tr>
<tr>
<td></td>
<td>Coloured part</td>
<td></td>
<td></td>
<td>Class room activity in group.</td>
</tr>
<tr>
<td>Subtraction (borrowing)</td>
<td>Add single and two digit numbers</td>
<td>Add pairs of two digit numbers Taking borrow from the previous number. Understand the multiplication sign (×) Multiply 2 digits by given tables.</td>
<td>Copy work Work sheets</td>
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<td>2-digit simple multiplication</td>
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<td>Copy Work Worksheets</td>
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Learning Outcomes

Fractions:
- What is fraction?
- Know half and quarter of different objects
- Divide objects into half and quarter
- Match the figure with respective fraction
- Write fraction of the shaded part
- Colour the shape according to given fraction

Sample Questions

Q1. Divide an apple into half.

Q2. Colour the shape according to given fraction.
Subtraction (Borrowing):
- Borrow from the partner number when needed
- Show the correct borrowing when needed and subtract

Sample Question:
Q. Subtract

\[
\begin{array}{c}
T \ O \\
6 \ 3 \\
- \ 2 \ 9 \\
\hline
\end{array}
\quad
\begin{array}{c}
T \ O \\
2 \ 2 \\
- \ 1 \ 4 \\
\hline
\end{array}
\]

2-Digit simple Multiplication:
- Recognize the multiplication operator
- Solve the sum vertically

Sample Question:
Q. Multiply

\[
\begin{array}{c}
T \ O \\
6 \ 2 \\
\times \ 3 \\
\hline
\end{array}
\quad
\begin{array}{c}
T \ O \\
3 \ 4 \\
\times \ 6 \\
\hline
\end{array}
\]

FEBRUARY
- Picture Groups
- Time
- 2-Digit Multiplication with carrying
- Mental Math
- Calendar

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<td>Division</td>
<td>Students should be able to: Answer a question by sorting data or objects.</td>
<td>Work book 1B</td>
<td>Class room activity with different objects.</td>
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<td></td>
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<td>Understand division as grouping.</td>
<td>Pg#110,111,112</td>
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<td>How to share equally, find the numbers Group the same object</td>
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<td>Concept of o’clock and half past. Hands of clock.</td>
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<td>Time</td>
<td>O’clock and Half Past.</td>
<td>How to add carry in the multiplier.</td>
<td>Work book 1B</td>
<td>Class room activity in which the students will make clocks showing and recording time of their daily routine.</td>
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<td>Pg. #132,133,134,36</td>
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<td>With carrying</td>
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Learning Outcomes:
**Picture group (Division)**
- Circle to make number of groups.
- Divide or make equal groups
- Divide the objects equally among students, box etc.

Sample Question

Q. Put the apples in the bucket.

Q. Make a group of 2.

Time

- Write the time shown on the clock
- Draw hands on clock for o’clock and half past.
- Match the clock with correct time

Mental Math Questions

- How many numbers are there on a clock?
- Which hands show minutes/ hour?
- What does a clock show?
- Which hand moves fast?

Sample Questions:

Q. Draw hands to show 3 o’clock.

Q. Write the time shown in the clock.

Activities:

**2-Digit Multiplication with carrying**

- Multiply 2 digit numbers with 1- digit multiplier involving carrying.
- Recognize the multiplication operator.
Sample Questions

Q. Multiply.

\[
\begin{array}{ccc}
\text{T} & \text{O} & \\
4 & 6 & \times \\
\times 4 & & \times 3
\end{array}
\]

MARCH
- Word problems of Multiplication
- Picture Graph
- Mental Math
- Calendar

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<td>Multiplication</td>
<td>Students should be able to:</td>
<td>Copy work</td>
<td>Classroom activity with cartoon character to understand term bank.</td>
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<tr>
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<td></td>
<td>Recognize terms of word problems</td>
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<td>Picture Graph</td>
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<td>Read and understand the graph pictures</td>
<td>Work book 1B</td>
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<td>Pg.# 157,158,159,160</td>
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Learning Outcomes:

Word Problems
- Read and understand the story sum
- Decide or recognize the operation
- Write the sum vertically

Sample Questions
Q. There are 6 candies in a box. How many candies are there in 12 boxes?
Q. There are 5 fingers on a hand. How many fingers are there in 6 hands?

Picture Graph
- Read the horizontal/vertical picture graph and answer the given questions
- Find out the greater/lesser number of an object
- Count the given objects altogether
- Complete/colour/shade the picture graph to show the answer

Sample Questions
Q. Following graph shows different fruits.

Sara  
Anne  
Mary  
Tina
1. How many pineapples are there? __________
2. Who has more fruits? __________
3. Who has least fruits? __________
4. How many fruits do they have altogether? __________

Resources:
- www.education.com
- www.pinterest.com
- www.k5learning.com

APRIL
Revision of Final Exams

MAY
Final Exams