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**Month wise Course Outline – Session 2020 - 21**

**Class: Senior Montessori / KG II Subject: Mathematics**

**TEACHING AIDS:**

1. Write and Wipe
2. Kids Companion
3. Mathematics for Pre-School 2
4. Mathematics Exercise Book 2

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| **April** | Maths Work Book - 2 | 8-13 | counting revision | * Recall numbers 1 - 40 | **INTRODUCTION OF NUMBERS 1 to 40**  **Introduced through ten board counting 1 to 40**  **Note :can make teen board with the carton/card sheet**  **INTRODUCTION OF NUMBERS NAME:**  **THROUGH POEM:** How to spell number words1 -2? First comes number 1 You can spell 1 O-N-E You'll be as happy as can be When you learn to spell 1 -O-N-E O-N-E O-N-E That's how it goes O-N-E  It's easy to spell for you and me  It comes right after the number 1 Why don't you come and spell with me? T-W-O -T-W-O T-W-O -T-W-O That's how we spell T-W-O T-W-O that goes number 2 It's easy as can be So sing along with me |
| Maths Exercise Copy 2 | 4-13 | revision | - |

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| **July** | Maths Work Book - 2 | 14-20 | * Shapes * Numbers in figures and words | * Recognise shapes and the pattern they may represent. * Write and learn numbers in figures and words. | **INTRODUCTION OF NUMBERS NAME:**  **THROUGH POEM:** How to spell number words 3 -5? First comes number 3 You can spell 3 T –H –R –E -E You'll be as happy as can be When you learn to spell T –H- R- E -E T-H-R-E-E T-H-R-E-E That's how it goes T-H-R-E-E It's easy to spell for you and me  It comes right after the number 3 Why don't you come and spell with me? F-O-U-R F-O-U-R That's how we spell F-O-U-R F –O-U-R that goes number FOUR It's easy as can be So sing along with me |
| Maths Exercise Copy 2 | 14-21 | * Concept   Number in figure and colour | - |

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| **August** | Maths Work Book - 2 | 21-49 | * Numbers in figures and words * Numbers writing | * Write and learn numbers in figures and words. * Determine place value up till hundred and count till 100. | **INTRODUCTION OF CONCEPT**   * begin with warm ups – buzz off number 9, missing number game between 0 and 10 and number of actions 10 claps, 6 jumps, 5 blinks, 8 taps on hands, 9 jogging on the spot. * **Introduces the topic empty, half full and full.** * Shows students a container that is empty. * Asks students what does the word empty mean? * Nothing inside. * Shows children a container with rice half full. * Asks children what does the word half full mean? * Not full to the top, the middle. * Shows children a full container of rice. * Asks children what does the word full mean? * No space for anything else. * Explain to children that at each table there are cups, rice, sand and no material. * Demonstrates how to fill in the worksheet using example of half full. |
| Maths Exercise Copy 2 | 22-43 | * Number in figure * Shapes * ty words | - |

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| **September** | Maths Work Book - 2 | 50-59 | Numbers writing | * Determine place value up till hundred and count till 100. | **INTRODUCTION OF UNIT & TENS THROUGH GAMES**  **Material:**  Paddle pop stick/beads, Drew up a template on a piece of paper with the column, with the heading of tens & unit  **Explanation:**  Place the material on the table and ask the child to count ten sticks with rubber band. Ask the child now it’s a bundle of ten. Place it on the paper in column ten now ask the child to count five beads and place on the paper column unit then explain it 3 ten and 5 unit makes 35. Show the number cards of 3 and 5 and place 3 in the column of ten and 5 in the column of unit.  **Note:**  Do this practice several time to clear the concept with many other way |
| Maths Exercise Copy 2 | 44-57 | * Count in ten * Counting * Concept * Missing numbers | - |

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| **October** | Reinforcement & Assessment |

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| **November** | Maths Work Book - 2 | 60-66 | * Missing numbers * Numbers in figures and words * What comes before | * Recall numbers in random sequence. * Have a firm grip 1 – 100 * Write and learn numbers in figures and words. | **Telling time**   * Material: **a** clock (1-)Hold up your clock and set a time (e.g. 4 o’clock). Ask the class "What time is it?". ask "its 4 o'clock". Move the hand to another time, and ask again (you can also ask "Please could you tell me the time?"). Go through the hours eliciting the times from the class until they have got the hang of the structures. * (2)-stand everyone in front of you. Say "Point your hands at 1 o’clock" and demonstrate how to do this (hold one arm straight up at 12 and the other at 1). Then say “Point you hands at 2 o’clock” … continue all the way round to 12 o’clock.   **sing a song**   * One o'clock, two o'clock, three o'clock rock. Four o'clock, five o'clock, six o'clock rock. Seven o'clock, eight o'clock, nine o'clock rock. Ten o'clock and I am going to rock around the house etc. |
| Maths Exercise Copy 2 | 58-77 | - | - |

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| **December** | Maths Work Book - 2 | 67-76 | Introducing subtraction | * Perform simple subtraction | **INTRODUCTION of SUBTRACTION:**   * Explain the problem with a drawing. Draw 8 orange circles on the board or a sheet of paper. Ask the students to count the oranges—you may label each orange with a number. As you explain that ALI ate 3 oranges, cross out or erase 3 of the oranges. Ask the students how many oranges are left. After reply write the number 5.   **INTRODUCTION of subtraction through material :**   * Arrange material like beads, sticks, pencils etc . * Ask children today we are doing take away sums * Arrange the group of children and give them material ask them one has 10 beads and he will take away /or will give 4 beads to his friend . * How many beads are left with him * Total 6 beads are left ask children to write the sum on a peace of paper and do practice . |
| Maths Exercise Copy 2 | 78-85 | * Eleven * Twelve * Teen words * Shape * Counting   1 -100 | - |

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| **January** | Maths Work Book - 2 | 77-91 | * Geometrical solids * Simple sums * Backward counting * Double digit sums * Addition table | * Recognise Geometrical shapes. * Perform addition and subtraction * Count backward and forward * Deal with double digit * Learn and understand the tables and the connection between multiplication and addition. | **INTRODUCTION OF BACKWARD COUNTING :**   * Teacher should place pieces of large construction paper with one number (in order from 20-0) written in large print on each. * Each child will receive a small index card with a “mystery number” (0-20) written on it. * Each child will get a turn find their number on the construction paper number line on the floor.  They will then begin hopping/counting backwards from their mystery number. When the rest of the class catches on, they will join in on the counting. * Continue process until all children have hopped and counted backwards. * In order to gain children interest, teacher can ask for 10 student volunteers to come to the front of the class. |
| Maths Exercise Copy 2 | 85-100 | * Ty words * Teen words * What comes after * Solid shape * Concept * Shapes | - |

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| **February** | Maths Work Book - 2 | 92-108 | * Shapes * Fraction * Even and Odd numbers * time * Ordinal numbers | * Recognise and draw basic shapes. * Show fractional parts in whole pictures. * Distinguish between even and odd numbers. * Recognise and remember new shapes. * Tell and represent time in picture. * Say ordinal numbers. | Even/odd number  Select ten children from the class and ask to count how many students are standing.   * Next, have each children to find a partner (since there are 10 children everyone will have a partner). Write 10 on the board under the word "even". * Explain to children that everyone has a partner because 10 is an "even" number. * Ask 2 children to sit down, leaving 8 students standing. . Everyone should have a partner.  Write 8 on the board under "even". * Repeat this process with 6, 4, and 2 students. * Ask children what they think would happen if there were 9 children standing. Would everyone have a partner? Repeat for 7, 5, 3, 1 * Children should be able to tell you that a child will be left without a partner for 7, 5, 3, and 1. * Give each child an index card with a "mystery number" written on it.  In addition to the numerical number, dots should be used to represent that number. For example, the 6 card should have six dots on it. * children will work independently to pair up the dots in order to determine if their number is odd or even. * children should write the words odd or even on the card. |
| Maths Exercise Copy 2 | 101-110 | * Backward counting * Sum * Fraction edd – odd * Time * 2 times | - |

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| **March** | Reinforcement & Assessment |