UTSAV FOUNDATION

MATHS CURRICULUM 2025 - 2026

Level :- KG-JR

Marks: 80 (maths)

*Rationale

Math/ Numbers are an important part of learning for children in the early years because it provides vital life skills. Early math skills are being used by children throughout their activities, experiences and daily routines, whether at school or at home. For example, becoming familiar with their routines such as brushing their teeth, getting dressed, taking a nap, and learning about going shopping with their parents can all become math learning opportunities when approached a certain way. Mathematics plays a major role in a child's development and helps children makes sense of the world around them. Children between the age of four to six years old are beginning to explore patterns and shapes, compare sizes and count objects When it comes to preschool children, they use a variety of methods to problem-solve and talk about their findings.

Learning Outcomes-:

- Learners will be able to identify & recite counitng.
- Learners will be able to recite the backward couting.
- They will read maths digitsb without objects.
- Learners will be able to write short/long numbers.
- Learners will be enjoy Rhymes .
- Learners will be able to understand rhymes and haevy/light numbers.
- After reading children's knowledge will also increase.

Objectives-:

After completing this course successfully, the learners to-will be able –

- Students will recite all Numbers.
- Students will identify numbers and write .
- Students will be able to write short/long numbers(digits)
- Develop an understanding, identification, and memorization of the all meanings.

<u>Activities:</u> Here are some other activities we use if the child still has trouble with the words:

•	Recite & read the digits.
•	Read and write 1 to 100
•	Dictation.
•	Books.
•	Black Board.
•	Worksheet.
•	Quiz.
•	Rhymes.

• <u>Course Structure-:</u>

Mathematics has been divided into five lessons. All the lessons contain various topics. Number of lessons, suggested study time and marks allotted to each lesson is as following-

Sl. No.	Lesson	Study Time	Marks 80
1.	Recite & Read the counting.	30 hours	10
2.	• Forward/Backward counting 1 to 100	30 hours	10
3.	Match numbers	30 hours	5
4.	Concept Clear Before ,After,Between	30 hours	10
5.	Dictation	30 hours	5
6.	Books/Rhymes.	30 hours	10
7.	Ascending/Descending Order	30 hours	10
8.	• Tables 2 to 5	30 hours	5
9.	Heavy /light numbers	30 hours	5
10.	Addition/Subtraction	30 hours	10

• Learning Outcomes -:

Learning & Writing Numbers 1 to 100

Cognitive & Motor Skills Development:

- \checkmark Recognize and identify numbers from 1 to 100.
- \checkmark Develop fine motor skills by writing numbers neatly and correctly.
- \checkmark Understand number sequences (before, after, and between numbers).
- \checkmark Associate numbers with quantities using real-life objects (e.g., counting beads, blocks).
- \checkmark Develop confidence in recognizing numbers in daily life (e.g., on a calendar, phone, or book

Assessment:

- Can the child count from 1 to 100 independently?
- Can they write numbers correctly without skipping any?
- Can they recognize missing numbers in a sequence?

2. Backward Counting 100 to 1

Logical Thinking & Memory Development:

- \checkmark Develop an understanding of reverse order in numbers.
- \checkmark Enhance memory skills by recalling numbers backward.
- \checkmark Prepare the foundation for subtraction (counting down).
- \checkmark Identify missing numbers in a backward sequence.

Assessment:

- Can the child count backward from 100 to 1?
- Can they identify missing numbers in a backward sequence?

3. Short & Long Numbers

Conceptual Understanding of Number Length:

 \checkmark Identify the difference between short numbers (1-digit, 2-digit) and long numbers (higher digits).

 \checkmark Compare numbers based on their number of digits (e.g., 5 is a short number, 99 is a long number).

 \checkmark Develop the ability to differentiate between small and large numbers.

Assessment:

- Can the child distinguish between short and long numbers?
- Can they arrange numbers in ascending or descending order?

4. Heavy & Light Numbers + Number Names 1 to 10

Comparison & Number Sense Development:

- \checkmark Understand the concept of more and less (e.g., 10 is heavier than 2).
- ✓ Compare numbers using objects (e.g., 5 apples are heavier than 2 apples).
- ✓ Identify and write number names (one, two, three...ten).
- \checkmark Match number names with numerical values.

Assessment:

- Can the child compare two numbers and identify which is bigger/smaller?
- Can they correctly write and recognize number names 1 to 10?

5. Tables 2 to 5

Early Multiplication Readiness:

- ✓ Learn multiplication as **repeated addition** (e.g., 2 + 2 + 2 = 6).
- ✓ Recite tables of **2**, **3**, **4**, **and 5** fluently.
- ✓ Understand practical applications (e.g., if each hand has 5 fingers, how many in 2 hands?).

 \checkmark Strengthen early math skills through rhythmic table recitation.

Assessment:

- Can the child recall tables of **2 to 5**?
- Can they answer simple multiplication questions using tables?

6. Rhymes About Counting

Language & Numerical Fluency Development:

- ✓ Enhance **memory and rhythm** through counting rhymes.
- ✓ Improve listening and speaking skills.
- \checkmark Develop interest in numbers through fun activities.

Examples:

- "One, Two, Buckle My Shoe"
- "Five Little Ducks"
- "Ten in the Bed"

Assessment:

- Can the child sing and follow along with counting rhymes?
- Can they recognize numbers while singing?

7. Simple Addition & Subtraction

Problem-Solving & Logical Thinking:

- \checkmark Understand addition as putting together and subtraction as taking away.
- \checkmark Use objects (e.g., fingers, beads, toys) to perform basic sums.
- ✓ Solve simple **one-digit** and **two-digit** addition/subtraction problems.
- ✓ Recognize addition and subtraction symbols (+, -).

Assessment:

- Can the child add and subtract small numbers independently?
- Can they solve real-life problems (e.g., "You have 3 apples, I give you 2 more. How many in total?")?

Course Description

Lesson-1:- LEARNING & WRITING NUMBERS:

1 TO 100. Developing a Sense of Numbers, Counting and Operations of Numbers 1-100 and Zero.

Lesson-2 Comparison concept

Tall/short, Heavy/light (Comparing)

Lesson-3:- NUMBERS NAME 1 TO 100

They can spell oral number names 1 to 100

Lessson-4 TABLES 1 TO 5

SHAPES

a) Describe sequences of simple patterns found in shapes in the surroundings and in numbers, eg stamping activity using fingers and thumb b.) Complete a given sequence of simple patterns found in shapes in the surroundings.