

## Jnr KG Math Syllabus Breakdown

Sl.no	Theme	Special tips
1	<ul style="list-style-type: none"><li>○ Big and small</li><li>○ Long and short</li><li>○ Heavy and light</li></ul>	<ul style="list-style-type: none"><li>○ Provide few big and small objects and ask the child to sort them out by size.</li><li>○ Ask the child to name few small-big objects.</li><li>○ To explain long-short, take two strings of thread and ask the child to identify short long strings.</li><li>○ Talk about the different things that are long and short that are in the surroundings.</li><li>○ Compare two things to say one is longer or shorter than the other from end to end.</li><li>○ Ask the child to name some long-short things.</li><li>○ Show two objects, one that is heavier than the other. For example a water bottle with water filled in it and one without water.</li><li>○ Ask the child to name some heavy-light things.</li><li>○ Use words of comparison such as big-small, long-short, heavy-light as often as possible and help the child to build math vocabulary.</li></ul>
2	<ul style="list-style-type: none"><li>○ Full and empty</li><li>○ More and less</li><li>○ Near and far</li><li>○ Above Middle and below</li></ul>	<ul style="list-style-type: none"><li>○ The concept of full-empty is to introduce the child to 'Zero' (i.e nothing).</li><li>○ Demonstrate it with two jars one filled with grains/sand and the other empty. Ensure that the jar is filled to the brim.</li><li>○ Take two sets of objects and let the child visually estimate which has more objects and which has less objects.</li><li>○ Demonstrate the concept of near-far using real life objects.</li><li>○ Demonstrate the concept of above, middle and below using blocks, toy rings or any real life objects.</li></ul>



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3	<ul style="list-style-type: none"> <li>○ Left right</li> <li>○ Between</li> <li>○ Before- after</li> </ul>	<ul style="list-style-type: none"> <li>○ Understanding the concept of left and right is an important skill for developing reading and writing readiness.</li> <li>○ Demonstrate the concept of between, before and after using real life objects.</li> </ul>
4	<ul style="list-style-type: none"> <li>○ Sorting</li> <li>○ Odd one out</li> <li>○ Same or different</li> <li>○ Complete the picture</li> <li>○ Matching</li> </ul>	<ul style="list-style-type: none"> <li>○ Sorting based on similarity and dis similarity is an important pre math skill. Ask the child to group(sort) fruits, vegetables and other familiar things.</li> <li>○ Let the child identify and draw the missing part of a picture.</li> <li>○ Draw pictures of several objects that are similar on a paper and ask the child to find the matching pictures.</li> <li>○ Completion and matching activities help develop observation and association skills.</li> </ul>
5	<ul style="list-style-type: none"> <li>○ Square</li> <li>○ Triangle</li> <li>○ Circle</li> <li>○ Rectangle</li> <li>○ Star</li> </ul>	<ul style="list-style-type: none"> <li>○ Introduce child to shapes by drawing them on the blackboard/paper.</li> <li>○ Encourage the child to identify objects that are square, triangle, circular and rectangle in shape.</li> <li>○ Provide straws/ play dough. Ask them to make different shapes using it.</li> <li>○ Ask the child to draw different objects using only shapes such as a train or a hut.</li> <li>○ Let the child observe the different shapes in their surroundings.</li> </ul>
6	<ul style="list-style-type: none"> <li>○ Numbers 1 – 50</li> <li>○ Number Rhymes</li> </ul>	<p>Take few objects and let the kid count them. Read number from 1 to 10 and ask the child to repeat.</p> <p>Sing the number rhymes along with the children such as one little, two little...indicating numbers on your fingers as you sing.</p>





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6	<ul style="list-style-type: none"> <li>○ Numbers 1 – 50</li> <li>○ Number Rhymes</li> </ul>	<p>[cont.]</p> <ul style="list-style-type: none"> <li>○ Create two sets of number cards. One with numbers 1-10 and other with pictures corresponding to numbers. Ask the child to pick up a number card and its corresponding number of objects. For example , the card with number 2 written on it and other card with 2 balls on it.</li> <li>○ Make counting habit.</li> <li>○ Make them write 1 – 10 in their notebook.</li> <li>○ To teach numbers 11 to 20 make collection of ten stones or buttons and keep adding the ones to the collection each time and ask the child to count.</li> <li>○ One effective way to identify numbers 1 to 30 is by identifying them on a calendar. Call out the number and ask the child to point to it.</li> <li>○ Encourage the child to look for numbered in his/her surroundings – on cars, buses, clocks, calendar, classroom, tv remote, mobile phones, calculators, etc.</li> <li>○ Make a chart of numbers from 1- 50 and make the child read in sequence regularly and let them identify the number when you ask for.</li> <li>○ Use number rhymes.</li> </ul>
7	<ul style="list-style-type: none"> <li>○ Ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>○ Ordinal numbers are ordering numbers – first , second, third,..</li> <li>○ Lay few objects in a row and demonstrate the ordering of them first, second etc.</li> </ul>
8	<ul style="list-style-type: none"> <li>○ Backward counting from 20 till 1</li> </ul>	<ul style="list-style-type: none"> <li>○ Using number chart read numbers backward from 20 till 1. Ask the child to repeat.</li> </ul>

