



## Snr 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>○ Tall and short</li> <li>○ Big, bigger and biggest</li> <li>○ Long, longer and longest</li> <li>○ Tall, taller and tallest</li> <li>○ More and less</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide practice in pre-math concepts using real life objects.</li> <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 three things to demonstrate big –bigger – biggest , tall-taller tallest and long-longer-longest.</li> <li>○ Take two sets of objects and let the child visually estimate which has more objects and which has less objects.</li> </ul>
2	<ul style="list-style-type: none"> <li>○ Groups</li> <li>○ Sorting</li> <li>○ Left and right</li> </ul>	<ul style="list-style-type: none"> <li>○ Point to objects and ask children to measure size/length.</li> <li>○ Then give them certain criteria to group them.</li> <li>○ In a tray put similar objects and ask the child to sort.</li> </ul>
3	<ul style="list-style-type: none"> <li>○ Zero '0'</li> </ul>	<ul style="list-style-type: none"> <li>○ Explain zero means nothing</li> </ul>
4	<ul style="list-style-type: none"> <li>○ Equal to '='</li> </ul>	<ul style="list-style-type: none"> <li>○ Introduce the concept of equal to with symbol.</li> <li>○ Place equal number of objects in two groups to compare.</li> <li>○ To explain further arrange different items on the tray such as buttons or spoons in some order.</li> <li>○ Ask the child to look away then change the order..</li> <li>○ Ask him/her to count if the number is same or different.</li> </ul>



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5	<ul style="list-style-type: none"> <li>○ Count and Write</li> <li>○ Count and Match</li> </ul>	<ul style="list-style-type: none"> <li>○ Let the child count and write the correct numeral..</li> <li>○ Provide practice with real life objects.</li> </ul>
6	<ul style="list-style-type: none"> <li>○ Numbers 1-20</li> <li>○ Numbers till 50</li> <li>○ Numbers 51 – 100</li> <li>○ Number names</li> </ul>	<ul style="list-style-type: none"> <li>○ Sing the number rhymes along with the children such as one little, two little...indicating numbers on your fingers as you sing.</li> <li>○ Make a chart of numbers from 1 – 100</li> <li>○ Read out the numbers daily and ask the child to repeat.</li> <li>○ Make him/her write in the notebook.</li> <li>○ Let children write out numbers from 1-20, along with number names.</li> <li>○ Create separate flash cards for numbers and number names from 1-20. Ask the child to match the number card with same number name card.</li> </ul>
7	<ul style="list-style-type: none"> <li>○ Before After</li> <li>○ Between</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstrate the position before and after by making the children stand in a line.</li> <li>○ Use number scale when explaining the concept.</li> </ul>
8	<ul style="list-style-type: none"> <li>○ Big and small number</li> </ul>	<ul style="list-style-type: none"> <li>○ When comparing two numbers big number have more quantity of objects compared to lesser number.</li> <li>○ Ask them to compare the numbers by thinking of the quantity.</li> </ul>
9	<ul style="list-style-type: none"> <li>○ Greater than less than</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstrate greater than less than using a crocodile story who is always greedy and wants to eat more in number.</li> </ul>



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10	<ul style="list-style-type: none"><li>○ Shapes</li><li>○ Patterns</li></ul>	<ul style="list-style-type: none"><li>○ Encourage children to observe the shapes around them.</li><li>○ Encourage them to make shapes using toothpicks and ice cream sticks.</li><li>○ Motivate children to observe patterns in real life such as day-night, seasons and so on.</li></ul>
11	<ul style="list-style-type: none"><li>○ Backward counting</li></ul>	<ul style="list-style-type: none"><li>○ Use number chart and ask the child to read numbers in reverse order.</li><li>○ Make them write in their notebook.</li><li>○ Motivate the child to think of a situation where you need to count backward for example the number of days before the picnic day.</li></ul>
12	<ul style="list-style-type: none"><li>○ Counting in 2's</li><li>○ Counting in 3's</li><li>○ Counting in 5's</li></ul>	<ul style="list-style-type: none"><li>○ Skip counting is the pre-cursor to multiplication .</li><li>○ Use real life objects to count in pairs of 2s, for example pairs of shoes.</li></ul>
13	<ul style="list-style-type: none"><li>○ Count and add</li><li>○ Draw, add and write</li><li>○ Count and Write</li><li>○ Addition</li></ul>	<ul style="list-style-type: none"><li>○ Use concrete objects to introduce the concept of addition.</li><li>○ Move on to simple addition on fingers.</li><li>○ Reinforce the concept of adding zero.</li></ul>
14	<ul style="list-style-type: none"><li>○ Cross and subtract</li><li>○ Subtraction</li></ul>	<ul style="list-style-type: none"><li>○ Use concrete objects to introduce the concept of subtraction.</li><li>○ Move on to simple subtraction on fingers.</li><li>○ Reinforce the concept of subtracting zero.</li></ul>

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15	<ul style="list-style-type: none"><li>○ Tens ones</li></ul>	<ul style="list-style-type: none"><li>○ Take a bundle of 10 objects such as pencils or ice-cream sticks. . Go on adding 1 more each time to explain number 11, 12 and so on.</li><li>○ Explain there are 2 set of bundles (with 10 pencils or ice-cream sticks in each bundle )in 20, and like wise for 30 40 and so on.</li><li>○ Make them write numbers in tens and ones place values columns in their note book.</li></ul>
16	<ul style="list-style-type: none"><li>○ Money</li><li>○ Time</li></ul>	<ul style="list-style-type: none"><li>○ Talk about money that we need to buy anything when we go to supermarket.</li><li>○ Show them the notes and coins we use.</li><li>○ Talk about the time children wake up, come to school and remain there.</li><li>○ Discuss broadly about time sense – hour, days, week, month and year.</li></ul>