



DELHI PUBLIC SCHOOL RANIPUR, HARIDWAR

SYLLABUS SESSION: 2026 - 2027

PRE – PRIMARY WING

CLASS: PREP JUNIOR

SUBJECT: MATHEMATICS

SN	MONTH	TOPIC	SUB TOPIC	ACTIVITY	EXPECTED LEARNING OUTCOMES
1	APRIL	PRE-NUMBER CONCEPTS	<ul style="list-style-type: none"> • Big/ Small • Near/ Far • Tall/ short • Full/Empty • Hot/Cold • Fast/Slow • More/Less 	<ul style="list-style-type: none"> • Little Thinkers Tick Time (Activity Sheet) <p>Domain Covered:</p> <ul style="list-style-type: none"> • Cognitive Development • Language Development 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Notice the difference and compare the objects. • Students will be able to apply this knowledge in comparison of things they see around them in day-to-day life.
		SHAPES	<ul style="list-style-type: none"> • Circle • Square • Triangle • Rectangle • Oval 	<ul style="list-style-type: none"> • Shape Explorer Quest <p>Domain Covered:</p> <ul style="list-style-type: none"> • Physical Development • Cognitive Development 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify the basic shapes • Correlate the shapes with real objects • Sort objects based on shapes.
		TIME OF THE DAY	<ul style="list-style-type: none"> • Morning • Afternoon • Evening • Night 	<ul style="list-style-type: none"> • Sort & Stick Fun <p>Domain Covered:</p> <ul style="list-style-type: none"> • Physical Development • Cognitive Development 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Recognise basic unit of time. • Understand common activities associated with different time of the day • Sequence events based on time of the day <p>Know the greeting lines used during the different time of the day like ‘good</p>

					morning/ good afternoon/ good evening and good night'
		CONCEPT OF ZERO (0)		<ul style="list-style-type: none"> • Eat & Count (Fruit time) <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> • Physical Development • Cognitive Development 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify the number zero (0) • Understand that the number zero (0) all by itself represents the absence of a quantity.
		NUMBERS 1 TO 10	<ul style="list-style-type: none"> • Recognition • Counting • Writing 	<p>Counting Buddies (Duck & Chick one to one correspondence)</p> <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> • Socio Emotional – Ethical Development 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Recognize and identify the numbers 1-10. • Count the objects and associate the quantity with the exact number. • Apply the knowledge to do various exercises based on numbers.
2	MAY	PRE-NUMBER CONCEPTS	<ul style="list-style-type: none"> • Long/ short • Same/ Different • Thick/Thin • One/Many • Left/Right • Heavy/ Light 	<ul style="list-style-type: none"> • Let's See the Difference <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> • Cognitive Development 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Notice the difference and compare the objects. • Students will be able to apply this knowledge in comparison of things they see around them in day-to-day life.
		SHAPES	<ul style="list-style-type: none"> • Star • Heart • Diamond • Semicircle 	<ul style="list-style-type: none"> • Shape Friends (Activity Sheet) <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> • Cognitive Development 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify the basic shapes. • Correlate the shapes with real objects. • Sort objects based on shapes.

		CONCEPT OF TENS AND ONES		<ul style="list-style-type: none"> • Things to Numbers (TO) (Concrete Pictorial Abstract CPA method) <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> • Cognitive Development • Physical Development • Language Development 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Understand the difference between the place value of Tens and Ones. • Use Tens and Ones blocks to write two-digit numbers.
		NUMBERS 11 - 20	<ul style="list-style-type: none"> • Recognition • Counting • Writing 	<ul style="list-style-type: none"> • Activity Sheet <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> • Physical Development -Fine Motor Skills 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Recognize and identify the numbers 11 to 20. • Count the objects and associate the quantity with the exact number. • Apply the knowledge to do various exercises based on numbers.
		DAYS OF THE WEEK		<ul style="list-style-type: none"> • Calendar Routine (Print Rich Environment setup) <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> • Cognitive Development • Physical Development • Language Development 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Recognise and name each day of the week. • Understand the sequential order of days of the week. e.g Monday, Tuesday etc. • Enhance vocabulary associated with days like ‘today’, ‘tomorrow’, ‘yesterday’, ‘weekend’ etc.
3	JULY	MISSING NUMBERS (1-10)		<ul style="list-style-type: none"> • Find My Number <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> • Cognitive Development 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Understand the correct sequence of numbers.

					<ul style="list-style-type: none"> • Identify and fill the number that is missing in the given series.
		WHAT COMES AFTER (1 - 10)		<ul style="list-style-type: none"> • Activity Sheet <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> • Physical Development -Fine Motor Skills 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Develop their counting skills (Forward Counting by 1s) • Understand the correct sequence of numbers. • Identify the number that comes after a given number (1 to 10).
		NUMBERS 21 - 25	<ul style="list-style-type: none"> • Recognition • Counting • Writing 	<ul style="list-style-type: none"> • Activity Sheet <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> • Physical Development -Fine Motor Skills 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Recognize and identify the numbers 21 to 25. • Count the objects and associate the quantity with the exact number. • Write the correct formation of numbers. • Apply the knowledge to do various exercises based on numbers.
		SORTING OF OBJECTS	<p>Sorting on the basis of:</p> <ul style="list-style-type: none"> • Colour • Shape 	<ul style="list-style-type: none"> • Group the Objects (Classification Box) <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> • Cognitive Development • Physical Development 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Classify the objects based on colour and shape. • Learn, think logically and develop the ability of problem solving. • Develop visual perceptual skills, thinking and memory skills. • Create their own sorting rules or categories, foster creativity and critical thinking. •
4	AUGUST	REVISION OF NUMBERS	<ul style="list-style-type: none"> • Recapitulation • Counting • Writing 	<ul style="list-style-type: none"> • Activity Sheet 	<p>The students will be able to:</p>

		1 - 25		<p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> •Physical Development -Fine Motor Skills 	<ul style="list-style-type: none"> •Recapitulation and identify the random numbers 1 to 25. •Count the objects and associate the quantity with the exact number. •Write the correct formation of numbers. •Apply the knowledge to do various exercises based on numbers.
		WHAT COMES AFTER (1 - 20)		<ul style="list-style-type: none"> •Next Number Line Jump <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> •Cognitive Development •Physical Development 	<p>The students will be able to:</p> <ul style="list-style-type: none"> •Develop their counting skills (Forward Counting by 1s) •Understand the correct sequence of numbers. •Identify the number that comes after a given number (1 to 20).
		MISSING NUMBERS (1-20)		<ul style="list-style-type: none"> •Activity Sheet <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> •Physical Development -Fine Motor Skills 	<p>The students will be able to:</p> <ul style="list-style-type: none"> •Understand the correct sequence of numbers. •Identify and fill the number that is missing in the given series.
		REPEATING PATTERNS	Complete the patterns	<ul style="list-style-type: none"> •Stick and repeat <p><u>Domain Covered:</u></p> <p>Cognitive Development</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> •Recognize, copy, extend as well as create patterns. (ABAB, AABB, ABBA) •Understand the presence of patterns in day-to-day life.
5	SEPTEMBER	<ul style="list-style-type: none"> • Revision of concepts taught in Term I • Oral assessment 			
6	OCTOBER	NUMBERS 25 - 30	<ul style="list-style-type: none"> • Recognition • Counting 	• Classroom Object Hunt	<p>The students will be able to:</p>

		<ul style="list-style-type: none"> • Writing 	<p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> • Cognitive Development 	<ul style="list-style-type: none"> • Recognize and identify the numbers 21 to 30. • Count the objects and associate the quantity with the exact number. • Write the correct formation of numbers. • Apply the knowledge to do various exercises based on numbers.
	WHAT COMES AFTER (1 - 30)		<ul style="list-style-type: none"> • Activity Sheet <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> • Physical Development -Fine Motor Skills 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Develop their counting skills (Forward Counting by 1s) • Understand the correct sequence of numbers. • Identify the number that comes after a given number (1 to 30).
	MISSING NUMBERS (1-30)		<ul style="list-style-type: none"> • Activity Sheet <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> • Physical Development -Fine Motor Skills 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Understand the correct sequence of numbers. • Identify and fill the number that is missing in the given series.
	WHAT COMES BETWEEN (1-30)		<ul style="list-style-type: none"> • Spin the Wheel <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> • Cognitive Development 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify the numbers that comes between two given numbers. • Understand and learn new words ‘after’, ‘between’ and phrase ‘what comes between’ using the number line.

					<ul style="list-style-type: none"> • Relate the correct sequence of numbers to find the number between.
		SORTING	Sorting on the basis of: <ul style="list-style-type: none"> • Size • Objects 	<ul style="list-style-type: none"> • Grouping Task (Sorting of objects) <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> • Cognitive Development 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Classify the objects based on size and type of objects. • Learn, think logically and develop the ability of problem solving. • Develop visual perceptual skills, thinking and memory skills. • Create their own sorting rules or categories, foster creativity and critical thinking.
7	NOVEMBER	NUMBERS 31 - 40	<ul style="list-style-type: none"> • Recognition • Counting • Writing 	<ul style="list-style-type: none"> • Run to the Number <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> • Cognitive Development • Physical Development 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Recognize and identify the numbers 31 to 40. • Count the objects and associate the quantity with the exact number. • Write the correct formation of numbers. • Apply the knowledge to do various exercises based on numbers.
		WHAT COMES AFTER (1 - 40)		<ul style="list-style-type: none"> • Next Number Quest (Use Number Ladder) <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> • Cognitive Development • Physical Development 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Develop their counting skills (Forward Counting by 1s) • Understand the correct sequence of numbers. • Identify the number that comes after a given number (1 to 40).
		MISSING NUMBERS		<ul style="list-style-type: none"> • Activity Sheet 	<p>The students will be able to:</p>

		(1-40)		<p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> •Physical Development -Fine Motor Skills 	<ul style="list-style-type: none"> •Understand the correct sequence of numbers 1-40. •Identify and fill the number that is missing in the given series.
8	DECEMBER	NUMBERS 41 - 50	<ul style="list-style-type: none"> • Recognition • Counting • Writing 	<ul style="list-style-type: none"> •Roll & Say (Dice Game) <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> •Cognitive Development 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Recognize and identify the numbers 41 to 50. • Count the objects and associate the quantity with the exact number. • Write the correct formation of numbers. • Apply the knowledge to do various exercises based on numbers.
		WHAT COMES AFTER (1 - 50)		<ul style="list-style-type: none"> •Activity Sheet <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> •Physical Development -Fine Motor Skills 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Develop their counting skills (Forward Counting by 1s) • Understand the correct sequence of numbers. • Identify the number that comes after a given number (1 to 50).
		MISSING NUMBERS (1-50)		<ul style="list-style-type: none"> •Activity Sheet <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> •Physical Development -Fine Motor Skills 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Understand the correct sequence of numbers 1-50 • Identify the number that is missing in the given series of numbers 1-50.
		BIGGER AND SMALLER		<ul style="list-style-type: none"> • Number Tower <p><u>Domain Covered:</u></p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Compare two numbers associating with the quantity.

		NUMBERS (1-50)		<ul style="list-style-type: none"> • Cognitive Development 	<ul style="list-style-type: none"> • Understand that bigger number represent more objects and smaller numbers represent less objects. • Identify bigger/smaller numbers using counting skills and numerical order. • Compare two-digit numbers using Tens and Ones method.
9	JANUARY	SIMPLE ADDITION		<ul style="list-style-type: none"> • Count Together <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> • Cognitive Development 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of addition using objects/ pictures. • Understand that when objects are added to a given group of objects then the total number of objects increases. • Apply their knowledge in real life situations.
		BEFORE NUMBERS (1-20)	<ul style="list-style-type: none"> • Backward Counting 	<ul style="list-style-type: none"> • One Step Back <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> • Cognitive Development 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Understand the number sequence and relate the word ‘before’ to the number that comes just prior to the given number. • Understand and learn a new word ‘before’ and a phrase ‘what comes before’ using the number line.
		MONTHS OF THE YEAR		<ul style="list-style-type: none"> • Calendar Journey (Print Rich Environment setup) <p><u>Domain Covered:</u></p> <ul style="list-style-type: none"> • Cognitive Development 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Recognize and name each month of the year. • Understand and learn the correct order of the months of the year. • Understand the number of months in a year. Eg. 12 months in a year.

					<ul style="list-style-type: none"> •Relate the month with their birth month and other important occasion and festivals.
10	FEBRUARY – MARCH	<ul style="list-style-type: none"> • Revision of Numbers 1 to 50 • Revision of concepts taught in Term II • Oral Assessment and Written Assessment 			

**MATHS BOOK: Numeracy - Numbers 1 to 50*
Numeracy - Numbers 1 to 50: Activity Book