

Mathematical Development		Week: 1	Topic: Numbers (1 – 10) Revision	Day: 1	Class: Nursery	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify numbers '1 – 10' Relate quantity with the numbers & write number with correction	Recap: Students will be asked to reinforced numbers from 1 to 10 while reading them through flashcards We Are Learning to: Identify and count the numbers '1 – 10' through different objects and write it. What I am looking for: How well you identify and count the numbers '1 – 10' through different objects and write it. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Teacher to hold up flashcards and say each number loudly and clearly, one by one and in order, starting from 1, for students to copy. For example: Teacher holds up the "1" flashcard and says "one". students then say "one". Repeat with remaining numbers to 10. Correct pronunciation where needed. Then repeat holding up flashcards, one by one and in order, starting from 1, but this time not saying anything, for the students to call out each number. For example: Teacher holds up the "1" flashcard and student say "one". Repeat with remaining numbers to 10. Correct pronunciation where needed. Teacher to mix flashcards up then hold them up one by one for students to call out each number. For example: Teacher holds up the "4" flashcard and student say "four", teacher then holds up the "8" flashcard and student say "8". Repeat with remaining numbers to 10. Correct pronunciation where needed. Show the 1 to 10 song to all students. https://youtu.be/emW9_4ZjfHQ Focused task: Provide the number flashcards and objects flashcards on each table. Ask students they must match all the puzzles that will match to the number that he/she will pick and match it if how many candies will match to the number. This activity helps the student to be able to recognize and learn how to count numbers 1-10. The teacher will be calling student to go in front of the board and ask the student to pick the right puzzle that will match to the number. Ask students open book pg. no 1. Ask them tell the name of pictures. Ask them the ducks have numbers (1 – 10). Ask them put your finger on the ducks one by one and read the numbers. Give them a set amount of time to complete the task and monitor their progress. Wrap up: Students will be asked to count 1 to 10 different objects present in the class. Reflection:			5 mins	Students will be assessed on Identifying numbers '1 – 10' Relate quantity with the numbers & write number with correction	Flashcards
				5 mins		
				25 mins		Number flashcards, objects flashcards
				5 mins		Book pg. no 1

Mathematical Development		week: 1	Topic: Shapes (Revision)	Day: 2	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify circles, squares, triangles, rectangles and ovals	Recap: Students will be asked to reinforced numbers from 1 to 10 while reading them through flashcards. We Are Learning to: Identify circles, squares, triangles, rectangles and ovals. What I am looking for: How well you identify circles, squares, triangles, rectangles and ovals Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills. Introduction: Ask students you will find shapes everywhere: circles: the sun, wheels on a car, and cookies on a plate; rectangles: windows and doors on buildings, tree trunks, and stripes on a bee; triangles: pine trees, wings on a butterfly, and the roof of a house, squares: tissue paper box, lunch box, tables, chairs, ovals: eggs, Show the students the different objects and ask them to identify the shapes. Encourage them to use descriptive language (e.g., "this is a red circle"). Model how to sort the objects by placing them on the sorting mats based on their shape. Allow students to practice sorting the objects on their own, using the sorting mats. Encourage students to compare and contrast the objects, discussing similarities and differences. Challenge students to find objects that don't fit on any of the sorting mats and explain why. Focused task: Ask student today we will go outside and jumps on the shapes. Use sidewalk chalk to lay out a shape maze on the playground or driveway. Choose a shape and hop from one to the next, or call out a different shape for every jump! Help the students to open book pg. no 4. Talk about the pictures. Ask students to tell the names of these objects and their shapes. Ask students to tell the names of these objects and their shapes. Show them more objects of different shapes. Practice different shapes on board. Ask them draw a line to match things that are similar in shapes. Roam around in the class and help students to complete the task. Wrap up: Show flashcard and ask shape name. Ask students draw the shapes in the air. Reflection : Homework: Do the book pg. no 6.			5 mins	Students will be assessed on Identifying circles, squares, triangles, rectangles and ovals	Flashcards
				5 mins		
				25 mins		Playground, chalks Book pg. no 4
				5 mins		Book pg. no 6

Mathematical Development		Week: 1	Topic: Numbers (1 – 10) Revision	Day: 3	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify numbers '1 – 10' Relate quantity with the numbers & write number with correction	Recap: Students will be shown different things and asked their shapes. We Are Learning to: Identify and count the numbers '1 – 10' through different objects and write it. What I am looking for: How well you identify and count the numbers '1 – 10' through different objects and write it. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Raise a finger and ask the students to say out loud how many fingers are being held up. Once all students can correctly answer 'one', raise another finger. Keep going until all ten digits are raised. At this point, ask a student to come as a volunteer to the front of the class. Ask this student to raise the finger. Now ask the rest of the class how many total fingers are up. Tell the student to keep raising more fingers, and check if students can remember the numbers in sequence. Give each student five sticks/beads in a bowl. Demonstrate counting the sticks by arranging them from left to right one at a time. Place a finger on each stick and count. Let students do the same and count from 1 to 10. Show the 1 to 10 song to students. https://youtu.be/cTs_nZcAU-A Focused task: The students can play memory matching in groups. Place two sets of number cards face down in regular rows and columns. The first student turns over one card to display it clearly, and then does it again with a second card; both cards should be laid flat on the table in their places. If the numbers on the cards are the same, the student gets to keep the two cards. If they show different numbers, the cards must be turned back face down on the table, and it is then the turn of the second student. Ask students open book pgs. no 7 & 8. Ask them tell the names of the pictures. Ask them count the objects and write numbers. Help students to count the objects and write numbers correctly. Give them a set amount of time to complete the task and monitor their progress, ensuring that they complete each number without eliminating their pencil from the page. Wrap up: Students will be asked to count 0 to 10 different objects present in the class. Reflection:			5 mins	Students will be assessed on Identifying numbers '1 – 10' Relate quantity with the numbers & write number with correction	Flashcards
				5 mins		
				25 mins		Number flashcards
				5 mins		Book pg. no 7 & 8

Mathematical Development		Week: 1	Topic: Numbers (1 – 10) Revision	Day: 4	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time: 40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: Identify number '1 – 10' Relate quantity with the number	Recap: Students will be asked to reinforced numbers from 1 to 10 while reading them through flashcards. We Are Learning to: Identify and count the number '1 – 10' through different objects. What I am looking for: How well you identify and count the number '1 – 10' through different objects. Gained skill: It helps us to enhance our counting, cognitive and visual skills. Introduction: Ask students today we will have fun with chalks and numbers. For this activity, all you'll need is a set of colourful chalks. On the pavement, write out numbers 1 – 10 in bold letters. Circle each number. Make sure you leave plenty of space between the numbers, as your students will be drawing around them. Students will draw flower petals around each number (using the circled number as the center of the flower). The number of petals they draw will match the respective numeral. When they're done, they'll have a bright, beautiful garden full of number-flowers! This game works on your student's fine motor skills, counting skills, and visual math skills. It establishes a direct correlation between numbers and their value, which will further your student's number knowledge. Show the 1 to 10 song to students. https://youtu.be/dH9f5MOzO7c Focused task: Provide the magnetic numbers 1 – 10, muffin liners, and pompoms on each table. Ask students put the numbers in the correct order and then put muffin liner in front of numbers. Ask them now put in the correct number of pompoms in the muffin liner. Repeat this activity with all students one by one.			5 mins	Students will be assessed on Identifying number '1 – 10' Relate quantity with the number	Flashcards Magnetic numbers, muffin liner, pompoms Book pg. no 9 & 10
	Ask students to open book pgs. no 9 & 10. Talk about the picture. Ask their names bring students in school garden. Ask them about things and their numbers. Ask them to count flowers, pots or anything available. Ask them look into the garden. Count the given things and write their numbers in boxes. How many cycles does Ali have? How many cycles does Ahmad have? Tell students to recall, if someone has nothing what does it means. Do classroom activity to clear the concept of 0. Roam around in the class and help students to complete the task.			5 mins		
	Wrap up: Students will be asked to count 0 to 10 different objects present in the class.			5 mins		
	Reflection:			5 mins		

Mathematical Development		week: 1	Topic: Match the objects (Matching)	Day: 5	Class: Play group	
Learning Outcomes	Activity Plan/Methodology			Time:40 minutes	Assessment of Learning	Resources
Upon the completion of this lesson, Students will be able to: distinguish between objects that go together	Recap: Students will be asked to reinforced numbers from 1 to 10 while reading them through flashcards.			5 mins	Students will be assessed on distinguishing between objects that go together	Flashcards
	We Are Learning to: Identify to distinguish between objects that go together.					
	What I am looking for: How well you identify and match the objects that go together.			5 mins		
	Gained skill: This will help us to improve our fine motor, cognitive, social and visual skills.					
	Introduction: Call students together as a group and ask them if they have ever played the memory game. For students who have never played this game previously, quickly demonstrate how the game is played by turning over matching pairs of cards. Explain to your students that today they are going to play this game using pairs of items, or items that go together. Ask your students to look at the following pictures taped to the flip chart or whiteboard: a dog, a bone, shoes, socks, a cage, and a hamster. Ask students which items make a pair. Students should match a dog to a bone, shoes to socks, and a hamster to a cage. Put two cards on the table in front of your student (milk and bike for example) Give your student a third card (helmet for example), that matches one of the two cards already on the table, and ask him to put it next to the one it goes with. https://youtu.be/oqzWr5ILxDM					
	Focused task: Provide each student a set of mix and match cards. The students can then work individually or in small groups to correctly match related cards like socks, feet, ketchup, fries, cream, toast. Shuffle the cards and give to the students. While the students are working on matching the cards, the teacher should walk around the classroom and periodically ask individual students or groups why they are matching certain cards with other cards. For example, the students should be able to tell the teacher that they matched the milk card with the cornflakes card because milk goes with cereal.			25 mins		flashcards
	Help the students to open book pg. no 11. Talk about the pictures. Tell them there is a glove, key, flower, spider, letter. Ask them to match the things that go together. Help students to match correct things together. Give them daily life things examples that go together such as: tooth brush and paste. Ask them trace the lines neatly. Roam around in the class and help students to complete the task.					Book pg. no 11
	Wrap up: Ask the students to draw the lines on the board with the marker.			5 mins		
	Reflection :					
	Homework: Do book pg. no 12.					Book pg. no 12