The Course of Study

Minimum Levels of Learning at the Primary Stage

Class: Two

Subject: MATHS

A good teacher must know
how to arouse the interest of
the pupil in the field of study for
which he is responsible; he
must himself be a master in the
field and be in touch with the
latest developments in his
Subject; he must himself be a
fellow traveler in the exciting
pursuit of knowledge.

“Our dream for every child, life in all its fullness;
Our prayer for every heart, the will to make it so.”
Teachers have the power to affect a child’s life for better or for worse. A child becomes what he experiences.

Statement of Minimum Levels of Learning in Mathematics

Understanding whole number and numerals

- Demonstrates understanding of place value of 2-digit numbers by expanding numbers between 10-99 into 10’s and ones, and by expressing the expanded form as a 2-digit number
- States the place value of the digits within a 2-digit numeral
- Demonstrates understand of ordinal numbers 1-10 (e.g. 1st, 2nd, 3rd)
- Finds the number of objects in a given set by counting in 2’s, 5’s, or 10’s (Set of objects not exceeding 100)

Ability Add, Subtract, Multiply and Divide Whole Numbers

- Adds two or three 2-digit numbers without carrying and with carrying and sum not exceeding 99
- Subtracts 2-digit numbers without borrowing and with borrowing
- Solves one step of daily life problems involving skills Adds two or three 2-digit numbers without carrying and with carrying and sum not exceeding 99 and Subtracts 2-digit numbers without borrowing and with borrowing
- Adds two numbers mentally between 0-18 with the sum not exceeding 18
- Subtracts numbers mentally (Both numbers not exceeding18)
- Solve one step of daily life problems mentally involving addition and subtraction skills Adds two numbers mentally between 0-18 with the sum not exceeding 18 and Subtracts numbers mentally (Both numbers not exceeding18)
- Demonstrates understanding of concept of multiplication as repeated addition with 2, 3, 4, 5 and 10 as factors
- Interprets and writes the symbol for multiplication
- Know mentally and in writing multiplication tables of 2, 3, 4, 5 and 10
• Solved one step of daily life problems using multiplication table of 2, 3, 4, 5 and 10 where no factor exceeds 10
• Divide a digit number by a single digit number without borrowing and without remainder

**Ability to use and solve simple problems of Daily Life Relating to units of Money, Length, Mass (weight) Capacity, Ares Time and Money**

• Make any value up to Re 1 by using varying collections of coins, using real or toy money

**Length**
• Uses non-standard units (such as handspan, human feet, stick etc.) to measure lengths of objects in immediate environment

**Mass (Weight)**
• Uses nonstandard units of mass (weight) (such as stone, beads etc) to weight objected in immediate environment using a toy scale/pan balance

**Capacity**
• uses non-standard units (such as cup, tumbler, bottle etc) to measure capacity

**Time**
• Knows the relationship of days to weeks, weeks to months and months to year
• Know the names of months in sequence

**Understanding of geometrical shapes and spatial relationship**
• Names objects in the environment which have only plane surfaces, only curved surfaces, and objected which have both
• Draw plain shapes, e.g. square, rectangle, triangle and circle using objects which have straight or curved edge.
• our food and shelter
• Understand the need of food for health
• Sees relationship between unclean food and water, and diseases
• Appreciates why the house is an essential need
• Shares activities to keep the house and surrounding neat and tidy
• Observes and compares various kinds of shelters including those of animals, birds and insects

The pupil explores important aspects of one’s socio-civic environment and comprehends their working

• Our neighbourhood (locality)
• Identifies important public places such as the school, VDC, Municipality, etc. in the locality and knows their importance
• Realize the importance of going to the school, and attends it regularity and in time

The pupil knows about various people at work and appreciates the importance of the world of work.

• Occupations in the neighbourhood
• Observes and lists occupations carried on in the locality
• Find out their usefulness
• Appreciates the variety in occupations and its need
• Realize the importance of work in life

The pupil understands and interprets the spatial and interactive relationship between man and his environment

• Our neighborhood
• Uses sunrises and sunset to find out directions
• Relates the nature of weather with seasons, and seasons with human activities, plants, birds etc.
• Gathers information about various uses of land features of locality by man
• Reads information from a given sketch map of the locality
• Recognizes some common trees, birds, crops, etc. of the locality

The pupil begins to see relationship between men’s past and present and to hold the past in proper perspective.

• National festivals and other celebrations
• Knows about the importance of national festivals
- Participates and understands the similarities and differences in celebrating national festivals and other celebrations.
- Know about the national flag
- Sings national anthem

“The Secret of education lies in respecting the pupil”

**ATEACHER’S PRAYER**

**Give me, Divine Master,**
*a sincere love for my students,*
*and deep respect for each one’s unique gifts.*
*Help me to be a faithful and devoted teacher,*
*with my eyes on the good of those I serve.*
*May I impart knowledge humbly*
*listen attentively*
*collaborate willingly,*
*and seek the lasting good of those I teach.*

**May I be quick of these I teach,**
*show to condemn,*
*eager to affirm and to forgive.*
*While I reach ideas and give training in skills,*
*may my life and my integrity*
*open minds and hearts to the truth.*
*May my warm-hearted interest in each one*
*give them a zest for life and a passion for learning.*
*Give me the strength to admit my limitations.*
*The courage to strength to admit my limitations.*
*The courage to start each day with hope.*
*And the patience and humour I need in my teaching.*

**I accept each student from your hands,**
*I believe that everyone of them*
*Is a person of unique worth.*
*Even when they themselves do not see it.*
*I know that I have the opportunity*
*to bring light and hope.*
*A sense of mission and purpose*
*to may young lives*
*I believes that you believe in me,*
*and you stand by me.*

**I seek your blessing**
*as I start another day.*
*May we, above all,*
*Learn from your guidance*
*and from the lives of those who know you best.*
*For this is true learning:*
*to know life as it should be lived;*
*to know ourselves as we truly are,*

**I ask you to bless me and my students,**
*And out dreams and hopes.*
*May we learn from the wisdom of the past.*
*May we learn from life and from one another.*
and to hear your voice in every work we learn

“A True Educator Must

Cultivate a personality

Which manifests kindness, and patience.”