**PP2 MATHEMATICS ACTIVITIES SCHEME OF WORK TERM ONE**



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| **W E****E K** | **LE SS O N** | **STRANDS** | **S-STRAND** | **SPECIFIC LEARNING OUTCOMES** | **KEY INQURY QUESTIONS** | **CORE COMPETENCE** | **VALUES** | **LEARNING EXPERIENCES** | **LEARNING RESOURCE S** | **ASSESSM ENT** | **REFL** |
| **1** | **1** |  |  |  |  |  |  |  |  |  |  |
| **2** | **1-****5** | CLASSIF ICATION | Sorting &grouping | By the end of the sub-strand, thelearner should be able to:a) identify similarities anddifferences between objects for distinguishing one object from the other b) sort and group objects in their environmentc) group objects inthe environment according to more than one attribute | 1. Which objects are similar or look alike?2. What objects havesame colour, size, shape, and texture?3. Which objects look alike?4. Which objects are different?5. Why have you grouped these objectstogether?6. Why should westore materials after use | Communication andcollaborationCritical thinking and problem solvingImaginative and creative | Responsibility | Learners look at and talk about objects with different colour, size, shape and texture.demonstrate sorting and grouping objects by more than one attribute(colour, size, shape, texture, use and type).demonstrate sorting, grouping and comparing objects by more than one attribute(colour, size, shape,texture, use and type) up to four groups.groups or pairs, individually, sort and group objects according to more than one attribute up to four groups.specific attributes to other objects in the environmentrelated to sorting and grouping | Realia Counters charts | **1.Observ ation****2.Oral question s** |  |



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|  |  |  |  |  |  |  |  | objects.materials in their respective corners.and group objects according to more than one attribute using ICT devices |  |  |  |
| 3 | 1-5 |  | Sorting &grouping**Matching and pairing** | By the end of thesub-strand, the learner should be able to:a)group objects in the environment according to more than one attribute b) appreciate the materials in theenvironment for their uniqueness and diversityc) identify similarities among objects in the environmentd) identify differences among objects in the environment | 1. Which objects look alike?2. What makes them look alike?3. What is the use of these items?4. How can we care for | Communicationand collaborationCritical thinking and problem solvingImaginative and creative | Responsibility | Learners collect a variety of objects from the environmentto match and pair objects according to likeness/sameness/u sedemonstrate matching and pairing according | RealiaCounters charts | **.Observa****tion****2.Oral question s** |  |
| 4 | 1-5 |  | **Matching and pairing** | By the end of the sub-strand, thelearner should be able to:a) identify similarities amongobjects in the environmentb) identify differences amongobjects in the | 1. Which objects look alike?2. What makes themlook alike?3. What is the use ofthese items?4. How can we carefor | Communication andcollaborationCritical thinking and problem solvingImaginative and creative | Responsibility | Learners collect a variety of objects from the environmentto match and pair objects according to likeness/sameness/u se | Realia Counters charts | **.Observa tion****2.Oral question s** |  |



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|  |  |  |  | environmentc) match objects according tolikeness or sameness in the environmentd) pair objectsrelated to each other according to sameness, likeness, use, typerelationship, part and wholee) use appropriate vocabulary related tomatching and pairing objects for effectivecommunicationf) appreciate the useof different objects in the environment |  |  |  | demonstrate matching and pairing accordingto more one attribute (sameness, likeness and use)or individually learners match and pair objects according to more than one attribute (likeness, sameness or use)items matched or pairedsongs/recite poems on relationship/use of objects from the environment.match and pair objects according to more than one attribute using ICT devices |  |  |  |
| 5 | 1-5 | CLASSIF ICATION | Ordering | By the end of the sub-strand, thelearner should be able to:a) collect and identify differentobjects in their environment forexploration and enjoymentb) arrange objects in the immediateenvironment according to size in ascending up to five objects for | Which objects are (shorter, taller, smaller, bigger)?2. Which among these two objects is shorter, longer, smaller or bigger | Critical thinking and problemsolvingSelf efficacy | Responsibility | Learners talk about different objects in the environment in relation to size.ordering objects according to size up to five objects.demonstrate ordering objects according to size up to five objects.groups, pairs, | Realia Counters charts | Observat ion |  |

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|  |  |  |  | comparison.c) arrange objects in the immediateenvironment according to size in descending order.d) arrange objects inthe environment according to more than one attribute e) differentiate objects of different sizes in the environmentf) use differentobjects in the environment in their daily activitiesg) use appropriatevocabulary related to ordering in theirdaily life experiences for effective communication |  |  |  | individually order objects according to size up to fiveobjects.learners compare objects of different sizes up to five.big and small objects using ICT devices.arrange objects in ascending and descending order using ICT devices |  |  |  |

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| 6 | 1-5 |  | PATTERN S | By the end of the sub-strand, the learner should beable to:a) observe objects inthe environment for the purpose of identifying patterns. b) identify similarities and differences among objectsc) arrange similarobjects to make a patternd) use different objects to makepatternse) identify patterns indifferent objects within the environment (clothes, animals, seeds, leaves) | 1. Which objects look alike?2. Which objects comes next in the series?3. What object hasbeen used to make a pattern?4. Which other pattern can youmake?5. Which part of thepattern repeats itself | Communication and collaborationCritical thinking and problem solvingSelf efficacy | Responsibility | Learners observe and talk about different objects in the environment.demonstrate arranging objects to make a pattern.demonstrate arranging objects to make patterns (shape, colour).or pairs, individually, learners arrange objects to make pattern (shape, colour, number cut- outs).the missing objects in a series to make a pattern.and talk about different patterns on their clothes, foot prints, buildings, flower gardens.different shapes using ICT devices to make patterns.patterns using ICTdevices | Realia Counters charts | **.Observa tion****2.Oral question s** |  |
| 7 | 1-5 |  | PATTERN S | By the end of thesub-strand, the learner should be able to:a) identify the | Which other pattern can you make? Which part of thepattern repeats itself? | Communicationand collaborationCritical thinking and problem | Responsibility | f) identify the repeating part of the patterns.g) appreciatepattern s in their | RealiaCounters charts | **.Observa****tion****2.Oral question s** |  |



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|  |  | NUMBE RS | Rote counting | repeating part of the patterns.b) appreciate patterns in their environmentc) enjoy making different patternswith objects found in the environmentd) rote count numbers 1-50 for eeveloping numeracy skillsf) rote count usingactions up to 50 for enhancing |  | solving |  | environmenth) enjoy making different patternswith objects found in the environmentDemonstrate rote counting 1-50.Learners to rotecount 1-50 with actions (clapping, nodding ,jumping, skipping, hopping).Learners perform singing games or rhymes related to rote counting |  |  |  |
| 8 | 1-5 | NUMBERS | Rote counting | By the end of thesub-strand, the learner should be able to:a) rote countnumbers 1-50 for developing numeracy skillsb) rote count usingactions up to 50 for enhancing acquisition of numeracyc) enjoy rote counting up to 50 in their daily life. | Are you able to count1-50 with action?2. Can you count 1 -50? | Communicationand collaborationCritical thinking and problem solvingSelf efficacy | PatienceResponsibility | Demonstrate rote counting 1-50.Learners to rote count 1-50 withactions (clapping, nodding ,jumping,skipping, hopping).Learners perform singing games or rhymes related to rote counting.to radio and television educational programmes on rote counting.watch video clips on rote counting with actions | RealiaCounterscharts | **.Observa****tion****2.Oral question s** |  |
| 9 | 1-5 |  | **Number recognitio** | By the end of thesub-strand, the learner should be | 1. Which number can you see on the chart/ | Communicationand collaboration | LoveUnityPatience | Learners observe and read numerals | RealiaCounters charts | **.Observa****tion****2.Oral** |  |



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|  |  |  | **n** | able to:a) identify numerals1-20 forenhancement of acquisition of formation of number symbolsb) appreciate use of numbers and develop curiosity for numbers in daily life experiences | flashcard?2. How many letters does your namehave?3. Which numberhave you modelled?4. Which twonumbers look alike on the chart? | Critical thinking and problem solvingSelf efficacyImaginative and creative | Responsibility | on number flash cards or number charts.identifying numbers on flashcard or charts.about numbers found on objects in the environment.songs and model numbers 1-20.that look alike. groups, learnersplay numberrecognition games such as (fishing game, domino games, skittle game, snake and ladder games, treasure hand, post office game).numbers, type number symbols, identify number numerals using ICT devices |  | **question s** |  |
| 10 | 1-5 |  | **.4 Number sequencing** | By the end of thesub-strand, the learner should be able to:a) observe objects indifferent groups or sets for distinguishing different types of similar objectsb) count concreteobjects 1-20 for | How many (books, pencils rubbers are on the table?2. How many learnersare in your group?3. How manyboys/girls are in your group | Communicationand collaboration | LoveRespect Unity Peace PatienceResponsibility | Teacher demonstrates counting objects 1-20count objects for numbers 1-20 (body parts, colours of the national flag, different types of food, objects in the | RealiaCounters charts | **.Observa****tion****2.Oral question s** |  |

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|  |  |  |  | developing skillsc) demonstrate one to onecorrespondence while counting concrete objects d) enjoy countingobjects within their environmente) appreciate the use of oneappreciation of increase in valuec) arrange numbercards in sequence by completing missing numbersd) enjoy arrangingnumbers in sequence in day to day experiences |  |  |  | class)pairs, individually, learners count people or objects in their class up to 20counting games involving counting objects 1-20numerals with concrete objects for numbers 1- |  |  |  |
| 11 | 1-5 |  | **.4 Number sequencing** | By the end of the sub-strand, thelearner should be able to:a) observe objects in different groups or sets for distinguishing different types of similar objectsb) count concrete objects 1-20 for developing skillsc) demonstrate oneto one correspondence while counting concrete objects d) enjoy countingobjects within theirenvironmente) appreciate the use | How many (books, pencils rubbers are on the table?2. How many learners are in your group?3. How many boys/girls are in yourgroup | Communication andcollaboration | LoveRespectUnity Peace PatienceResponsibility | Teacher demonstrates counting objects 1-20count objects for numbers 1-20 (body parts, colours of the national flag, different types of food, objects in the class)pairs, individually, learners count people or objects in their class up to 20counting games involving counting objects 1-20 | Realia Counters charts | **.Observa tion****2.Oral question s** |  |

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|  |  |  |  | of oneappreciation of increase in valuec) arrange numbercards in sequence by completing missing numbersd) enjoy arrangingnumbers in sequence in day to day experiences |  |  |  | numerals with concrete objects for numbers 1- |  |  |  |
| 12 | 1-5 | NUMBERS | **Number****Value** | By the end of thesub-strand, the learner should be able to:a) collect objectsfrom the environmentb) count groups of objects in the environment and select the corresponding number symbol.c) differentiate the number value of objects in the environmentd) appreciate the value of numbers in their daily life experiencese) relate number value with objects in the environment | Which group has3,4,5,...20 objects? | Critical thinkingand problem solvingSelf efficacy | Responsibility | Learners demonstrate and relate the number symbol and their value.demonstrate and relate the number symbol and their value.learners count concrete objects and relate them tothe number symbol.and individually learners complete number value puzzles.match and pair number symbols with corresponding quantity of objects using ICT devices | RealiaCounters charts | **.Observa****tion****2.Oral question s****3.written question s** |  |
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