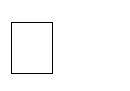
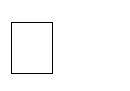
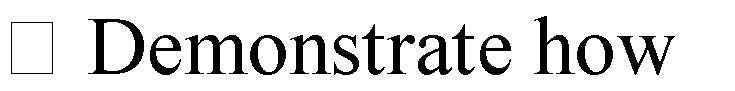
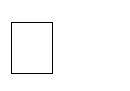
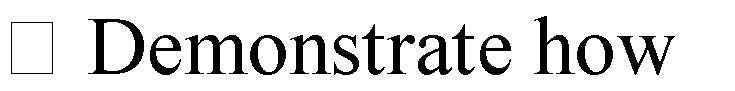
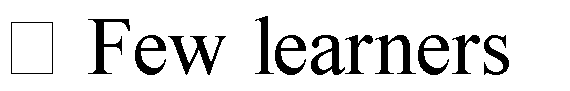
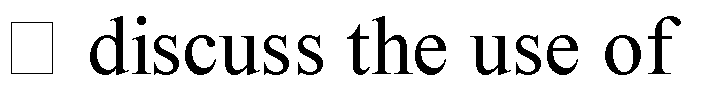
**PP2 MATHEMATICS ACTIVITIES SCHEME OF WORK TERM ONE**



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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, the  learner should be able to:  a) identify similarities and  differences between objects for distinguishing one object from the other b) sort and group objects in their environment  c) group objects in  the environment according to more than one attribute | 1. Which objects are similar or look alike?  2. What objects have  same colour, size, shape, and texture?  3. Which objects look alike?  4. Which objects are different?  5. Why have you grouped these objects  together?  6. Why should we  store materials after use | Communication and  collaboration  Critical thinking and problem solving  Imaginative 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 environment  related to sorting and grouping | Realia Counters charts | **1.Observ ation**  **2.Oral question s** |  |



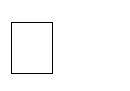
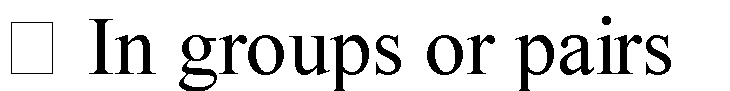
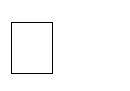
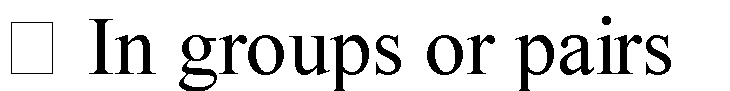
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|  |  |  |  |  |  |  |  | objects.  materials in their respective corners.  and group objects according to more than one attribute using ICT devices |  |  |  |
| 3 | 1-  5 |  | Sorting &  grouping  **Matching and pairing** | By the end of the  sub-strand, the learner should be able to:  a)group objects in the environment according to more than one attribute b) appreciate the materials in the  environment for their uniqueness and diversity  c) identify similarities among objects in the environment  d) 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 | Communication  and collaboration  Critical thinking and problem solving  Imaginative and creative | Responsibility | Learners collect a variety of objects from the environment  to match and pair objects according to likeness/sameness/u se  demonstrate matching and pairing according | Realia  Counters charts | **.Observa**  **tion**  **2.Oral question s** |  |
| 4 | 1-  5 |  | **Matching and pairing** | By the end of the sub-strand, the  learner should be able to:  a) identify similarities among  objects in the environment  b) identify differences among  objects in the | 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 | Communication and  collaboration  Critical thinking and problem solving  Imaginative and creative | Responsibility | Learners collect a variety of objects from the environment  to match and pair objects according to likeness/sameness/u se | Realia Counters charts | **.Observa tion**  **2.Oral question s** |  |



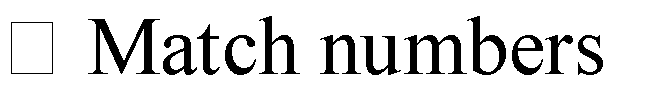
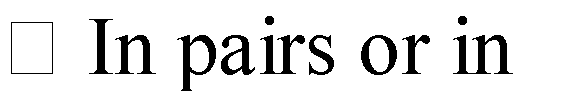
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|  |  |  |  | environment  c) match objects according to  likeness or sameness in the environment  d) pair objects  related to each other according to sameness, likeness, use, type  relationship, part and whole  e) use appropriate vocabulary related to  matching and pairing objects for effective  communication  f) appreciate the use  of different objects in the environment |  |  |  | demonstrate matching and pairing according  to 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 paired  songs/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, the  learner should be able to:  a) collect and identify different  objects in their environment for  exploration and enjoyment  b) arrange objects in the immediate  environment 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 problem  solving  Self 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 immediate  environment according to size in descending order.  d) arrange objects in  the environment according to more than one attribute e) differentiate objects of different sizes in the environment  f) use different  objects in the environment in their daily activities  g) use appropriate  vocabulary related to ordering in their  daily life experiences for effective communication |  |  |  | individually order objects according to size up to five  objects.  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 be  able to:  a) observe objects in  the environment for the purpose of identifying patterns. b) identify similarities and differences among objects  c) arrange similar  objects to make a pattern  d) use different objects to make  patterns  e) identify patterns in  different objects within the environment (clothes, animals, seeds, leaves) | 1. Which objects look alike?  2. Which objects comes next in the series?  3. What object has  been used to make a pattern?  4. Which other pattern can you  make?  5. Which part of the  pattern repeats itself | Communication and collaboration  Critical thinking and problem solving  Self 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 ICT  devices | Realia Counters charts | **.Observa tion**  **2.Oral question s** |  |
| 7 | 1-  5 |  | PATTERN S | By the end of the  sub-strand, the learner should be able to:  a) identify the | Which other pattern can you make? Which part of the  pattern repeats itself? | Communication  and collaboration  Critical thinking and problem | Responsibility | f) identify the repeating part of the patterns.  g) appreciate  pattern s in their | Realia  Counters charts | **.Observa**  **tion**  **2.Oral question s** |  |



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|  |  | NUMBE RS | Rote counting | repeating part of the patterns.  b) appreciate pattern  s in their environment  c) enjoy making different patterns  with objects found in the environment  d) rote count numbers 1-50 for eeveloping numeracy skills  f) rote count using  actions up to 50 for enhancing |  | solving |  | environment  h) enjoy making different patterns  with objects found in the environment  Demonstrate rote counting 1-50.  Learners to rote  count 1-50 with actions (clapping, nodding ,jumping, skipping, hopping).  Learners perform singing games or rhymes related to rote counting |  |  |  |
| 8 | 1-  5 | NUMBE  RS | Rote counting | By the end of the  sub-strand, the learner should be able to:  a) rote count  numbers 1-50 for developing numeracy skills  b) rote count using  actions up to 50 for enhancing acquisition of numeracy  c) enjoy rote counting up to 50 in their daily life. | Are you able to count1-50 with action?  2. Can you count 1 -  50? | Communication  and collaboration  Critical thinking and problem solving  Self efficacy | Patience  Responsibility | Demonstrate rote counting 1-50.  Learners to rote count 1-50 with  actions (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 | Realia  Counters  charts | **.Observa**  **tion**  **2.Oral question s** |  |
| 9 | 1-  5 |  | **Number recognitio** | By the end of the  sub-strand, the learner should be | 1. Which number can you see on the chart/ | Communication  and collaboration | Love  Unity  Patience | Learners observe and read numerals | Realia  Counters charts | **.Observa**  **tion**  **2.Oral** |  |



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|  |  |  | **n** | able to:  a) identify numerals  1-20 for  enhancement of acquisition of formation of number symbols  b) appreciate use of numbers and develop curiosity for numbers in daily life experiences | flashcard?  2. How many letters does your name  have?  3. Which number  have you modelled?  4. Which two  numbers look alike on the chart? | Critical thinking and problem solving  Self efficacy  Imaginative 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, learners  play number  recognition 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** |  |
| 1  0 | 1-  5 |  | **.4 Number sequencing** | By the end of the  sub-strand, the learner should be able to:  a) observe objects in  different groups or sets for distinguishing different types of similar objects  b) count concrete  objects 1-20 for | How many (books, pencils rubbers are on the table?  2. How many learners  are in your group?  3. How many  boys/girls are in your group | Communication  and collaboration | Love  Respect Unity Peace Patience  Responsibility | Teacher demonstrates counting objects 1-  20  count objects for numbers 1-20 (body parts, colours of the national flag, different types of food, objects in the | Realia  Counters charts | **.Observa**  **tion**  **2.Oral question s** |  |

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|  |  |  |  | developing skills  c) demonstrate one to one  correspondence while counting concrete objects d) enjoy counting  objects within their environment  e) appreciate the use of one  appreciation of increase in value  c) arrange number  cards in sequence by completing missing numbers  d) enjoy arranging  numbers in sequence in day to day experiences |  |  |  | class)  pairs, individually, learners count people or objects in their class up to 20  counting games involving counting objects 1-20  numerals with concrete objects for numbers 1- |  |  |  |
| 1  1 | 1-  5 |  | **.4 Number sequencing** | By the end of the sub-strand, the  learner should be able to:  a) observe objects in different groups or sets for distinguishing different types of similar objects  b) count concrete objects 1-20 for developing skills  c) demonstrate one  to one correspondence while counting concrete objects d) enjoy counting  objects within their  environment  e) 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 your  group | Communication and  collaboration | Love  Respect  Unity Peace Patience  Responsibility | Teacher demonstrates counting objects 1-  20  count 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 20  counting games involving counting objects 1-20 | Realia Counters charts | **.Observa tion**  **2.Oral question s** |  |

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|  |  |  |  | of one  appreciation of increase in value  c) arrange number  cards in sequence by completing missing numbers  d) enjoy arranging  numbers in sequence in day to day experiences |  |  |  | numerals with concrete objects for numbers 1- |  |  |  |
| 1  2 | 1-  5 | NUMBE  RS | **Number**  **Value** | By the end of the  sub-strand, the learner should be able to:  a) collect objects  from the environment  b) count groups of objects in the environment and select the corresponding number symbol.  c) differentiate the number value of objects in the environment  d) appreciate the value of numbers in their daily life experiences  e) relate number value with objects in the environment | Which group has  3,4,5,...20 objects? | Critical thinking  and problem solving  Self 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 to  the number symbol.  and individually learners complete number value puzzles.  match and pair number symbols with corresponding quantity of objects using ICT devices | Realia  Counters charts | **.Observa**  **tion**  **2.Oral question s**  **3.written question s** |  |
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