**MATHEMATICS ACTIVITIES SCHEMES OF WORK GRADE ONE TERM 1**



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| **WE EK** | **LESS ON** | **`STRAND THEME** | **S-STRAND** | **SPECIAL LEARNING OUTCOMES** | **KEY INQUIRY QUESTIO(S)** | **LEARNING EXPERIENCE** | **LEARNING RESOURCES** | **ASSEMENT METHODS** |  |
| 1 | 1-3 | NUMBERS | Number concept | By the end of the sub- strand, the learner should be able to sort and group objects according to colour, size and shape correctly:colour, size and shape | How can we sort and group items? | Learners in pairs to sort and group items with same attributes together | Realia Crayons Cut outs | Observati on  Oral questions |  |
|  | 4-5 | NUMBERS | Number concept | The learners should be able to pair and match objects according to colour, size, and shape correctly:colour, size and shape | How can we group and pair items? | Learners to pair and  ,attach items with same attributes together | Cut outs  Crayons | Oral questions  Observati on |  |
| 2 | 1 | NUMBERS | Number  concept | The learner should be able to  pair and match objects  according to colour,size and shape correctly | How can we group and pair items? | Learners to pair and match items  with the same attributes together | Cut outs  Crayons | Written exercise  Observati on |  |
| ` | 2 | NUMBERS | Number  concept | The learners should  appreciate sorting, grouping, pairing and matching items in day to day activities(CAT) | How can we group items? | Learners to sort, group, pair and match items with same attributes together |  | Written exercises  Observati on |  |
|  | 3-5 | NUMBERS | Number concept | The learner should be able to order an sequence objects correctly:  From least to most  Most to least  Identify which is bigger | How can we find out which group has more objects then others? | Learners in pairs to order objects from smallest to biggest | Bottle tops  Stones | Observati on  Oral questions  Written exercises |  |
| 3 | 1-4 | NUMBERS | Number  concept | The learner should be able to  identify:  Which is smaller | How can we find out which group is more objects | Learners to order objects according to | Stones  Bottle tops | Written exercises  Observati |  |



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|  |  |  |  | Tell which are more  Tell which are less  Tell which are the same | than others? | size form smallest t biggest |  | on  Oral questions |  |
|  | 5 | NUMBERS | Number  concept | The learner should appreciate  ordering and sequencing of  items in day to day activities(CAT) | How do we order and sequence objects considering their number? | Learners to practice ordering and sequencing items in day to add activities |  | Written exercises |  |
| 4 | 1 | NUMBERS | Number concept | The learner should be able to make patterns using concrete objects | How do we make patterns | Learners to make patterns using real objects | Realia  Cut outs | Written exercises  Observati on |  |
|  | 2 | NUMBER | Number concept | The learner should be able to recite number names in order  1-50 correctly | How many ways can we count from 1-50 | Learners to recite numbers names up to  50 | Flash card Counters Chart | Observati on  Oral questions  Written exercise(fil l in the missing numbers) |  |
|  | 3-4 | NUMBERS | Number  concept | The learner should be able to  recognize and represent numbers 1-30 using concrete objects correctly(draw number values) | How many ways can we count 1-  30? | Learners to represent numbers 1-30 using concrete objects | Straws Flash cards Stones | Written exercises |  |
|  | 5 | NUMBERS | Number  concept | The learner should be able to  appreciate the value of  numbers min day to day activities correctly | How can we count 1-50? | Learners to answer questions on number work |  | Written exercises |  |
| 5 | 1-5 | NUMBERS | Whole  number | The learner should be able to  count numbers forward and backwards 1-100 correctly  Forward 1-50  Forward 20-100  Backward 1-30  Backward 30-60  Back ward 60-100 | How many ways can we count numbers 1-100? | Learners to count in 1`s and 2`s up to  20  Count forward Count backward | Flash cards Coloured pencils  Straws | Observati on  Oral questions  Written exercises |  |

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| 6 | 1-3 | NUMBERS | Whole numbers | The learner should be able to count in 2`s,5`s, and 10`s correctly  -2`s  -5`s -10`s | How many ways can we count from 1-100 | Learners to take turns to count in 2`s,  5`s ,10`s up to  100 | Straws Coloured pencils | Observati on  Oral questions  Written exercises |  |
|  | 4-5 | NUMBERS | Whole number | The learner should be able to represent 1-50 using concrete objects correctly(possibility of outdoor lesson) | How many ways can we count 1-  50? | Learners in groups to play games that involve representing numbers 1-50 using concrete objects | Stones Sticks Straws | Observati on  Written exercises  Oral questions |  |
|  |  | NUMBERS | Whole  number | The learner should be able to  appreciate use of numbers in  day to day activities(CAT) | How many ways can we count 1-  50 | Learners to answer questions on number recognition |  | Observati on  Written exercises |  |
|  |  | NUMBERS | Whole  number | The learners should be able to  identify place value of:  Ones  Tens  Ones and tens  In numbers and objects correctly | How do we identify tens and ones | Learners to identify place value o ones and tens | Straws colored pencils  Stones | Observati on  Oral questions |  |
|  |  | NUMBERS | Whole number | The learners should be able to read and write numbers 1-50 in symbols correctly | How many ways can we count 1-  50 | Learners in pairs to recite and write numbers 1-50 | Flash cards  Chats | Written exercises  Oral questions |  |
|  |  | NUMBERS | Whole numbers | The learner should be able to write numbers 1-100 in order correctly:  1-10  11-20  10s | How do we spell numbers name? | Learners to answer questions on number symbols and words | Flash  CARDS  Charts | Written exercises  Recognitio n |  |
|  |  | NUMBERS | Whole numbers | The learner should appreciate the value of numbers in day to | How do we identify number | Learners to answer |  | Written exercises |  |



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|  |  |  |  | day activities | values? | questions on number symbol and words |  | Observati on |  |
|  |  | NUMBERS | Whole numbers | The learners should be able to identify the missing numbers in number patterns(1-20) correctly.(forward and backward) | How many ways do we count 1-  20?`` | Learners to identify missing numbers in number patterns 1-2 | Flesh cards  Charts | Written exercises  Oral questions |  |
|  | 1 | NUMBERS | Addition | The learner should be able to model addition and recognize it as putting things together correctly | What is addition? How do we add? | Learners to model in pairs the sign ‘’+`` then put things together and  count the total | Plasticine Real objects Flash cards Showing  terms used  in addition | Oral questions  Written exercise |  |
|  | 2 | NUMBERS | Addition | The learners should be able to  use the sins’+` and’=` in writing addition sentences correctly | How do we use the signs’+` and’=`? | Learners to use ‘+` and ‘=` to write addition sentences | Counters Real objects | Written exercises |  |
|  | 3-4 | NUMBERS | Addition | The teacher should be able to  add 1 digit number vertically and horizontally correctly up to a sum of 10` | How do we add 1 digit to 1 digit number | Learners toad  2 single digit numbers vertically and horizontally | Counters Real objects | Written exercises |  |
|  | 5-1 | NUMBERS | Addition | The learner should be able to  add 3single digit horizontally  and vertically up to a sum of  10 correctly | How do we add 3 digit numbers? | Learners to add 3 digit numbers vertically and horizontally | Counters Real objects | Written exercise |  |
|  | 2-4 | NUMBERS | Addition | The learner should be able to  add 2 digit number vertically  and horizontally(not exceeding 100) | How do we add  2digi 2 numbers? | Learners is to add 2 digit numbers vertically and horizontally | Counters  Straws | Written exercise  Observati on |  |
|  | 5 | NUMBERS | Addition | The learners should be able to  add multiple of ten up to 100 | How do we add multiples of ten? | Learners to add multiple | Counters  Bundles of | Written exercise |  |



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|  |  |  |  | vertically |  | to 100 | ten |  |  |
| 13 | 1-5 | NUMBERS | Addition | The learner should be able to  read and solve word  problems:  One word with number symbol  One word with number names Sentences with number symbols  Sentences with number names  Mixed exercise | How do we work out word problems? | Learners to read, understand and work out word problems | Counters | Oral questions  Written exercise |  |
| 14 | 1-5 | NUMBERS | Addition | The learners should be able to  work out missing numbers in patterns involving additional  of whole numbers up to 100 correctly:  Forward 1-20  Forward 20-40  Backward 40-60  Backward 60-80  Backward 80-100 | How do we work out missing numbers in number patterns | Learners to work out missing numbers in number patterns | Counters  Flash cards | Observati on  Written exercise |  |