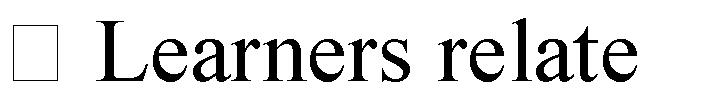
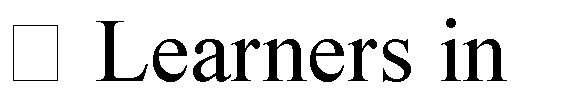
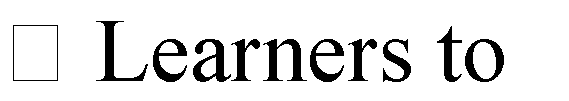
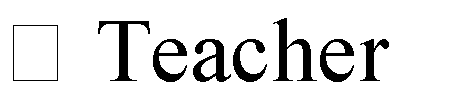
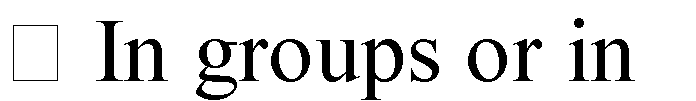
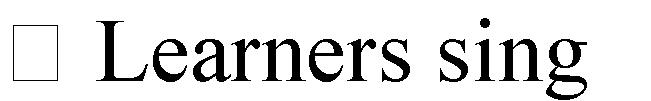
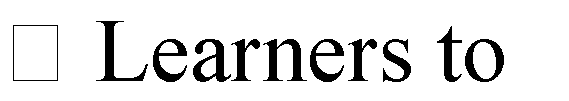
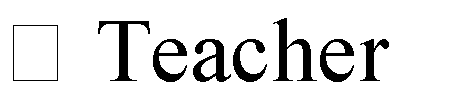
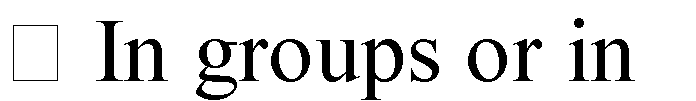
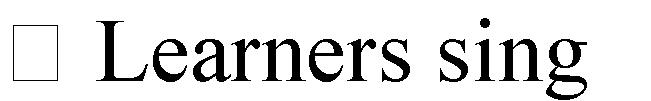
**PP1 MATHEMATICS ACTIVITIES SCHEME OF WORK TERM ONE**



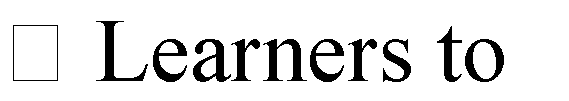
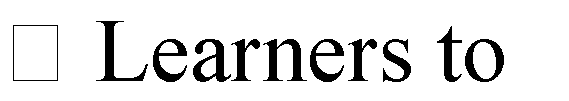
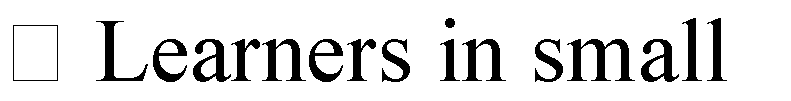
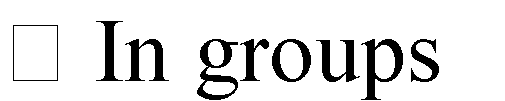
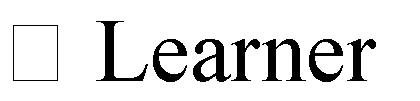
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| **W**  **E E K** | **LE**  **SS O N** | **STRANDS** | **S-**  **STRAND** | **SPECIFIC**  **LEARNING OUTCOMES** | **KEY INQURY**  **QUESTIONS** | **CORE COMPETENC E** | **VALUES** | **LEARNING**  **EXPERIENCES** | **LEARNING**  **RESOURCES** | **ASSESSME**  **NT** | **REFL** |
| **1** | **1-**  **5** |  |  |  |  |  |  |  |  |  |  |
| **2** | **1-**  **5** | **CLASSIF ICATIO**  **N** | **Sorting**  **&**  **grouping** | By the end of the sub-strand, the learner should be able to:  a) identify similarities among objects in the environment for distinguishing one object from the other  b) identify differences among  objects in the environment to appreciate their similarities and differences  c) enjoy sorting and grouping objects in the  environment . | 1. Which objects look alike?  2. Which objects  have same colour, shape or size?  3. Which two  objects are different?  4. Why have you  grouped these objects together?  5. Why store materials after  use? | Communicat ion and  collaboration  Critical thinking and problem solving  Self efficacy  Digital literacy  Imaginative and creative | Responsibility | Learners look at and talk about objects with different colours, sizes and shapes.  demonstrates sorting and  grouping objects by  one attribute up to two groups (colour, size and shape).  demonstrate sorting, grouping and comparing objects by one attribute (colour, size and shape).  groups, pairs or individually, sort and group objects according to one attribute.  specific attributes to other objects in the environment.  songs related to sorting and | **Realia**  **Charts** | **1.Observati**  **on**  **2.Oral questions**  **Written questions** |  |



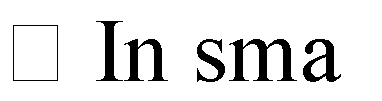
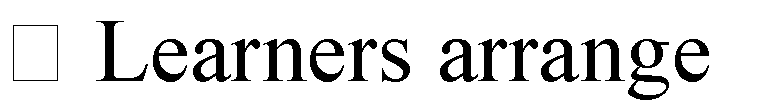
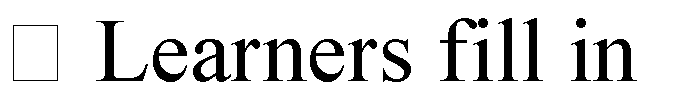
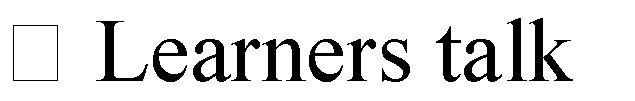
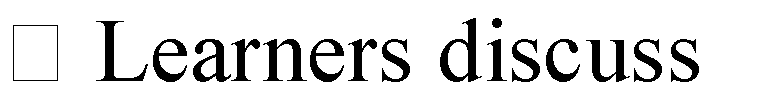
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|  |  |  |  |  |  |  |  | grouping objects.  collect and store materials in their respective corners.  and group objects according to one attribute using ICT devices |  |  |  |
| 3 | 1-  5 |  | **Sorting**  **&**  **grouping**  **Matchin**  **g and**  **Pairing** | By the end of the sub-strand, the  learner should be able to:  a) group objects according to a specific attribute to create sets of similar objects  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 | Which objects look alike?  2. What makes them look alike?  3. How do we use these objects?  4. How can we  care for these objects? | Communicat ion and  collaboration  Critical thinking and problem solving  Self efficacy  Imaginative and creative | Responsibility | Learners collect and talk about similar different objects from the environment  demonstrates matching and pairing objects according to one attribute (sameness, likeness or use)  demonstrate matching and pairing according to one attribute  (sameness, likeness or use)  pairs, individual learners match and pair objects according to likeness, sameness or use  objects to their use in the environment. | **Realia** | **.Observati**  **on**  **2.Oral questions Written questions** |  |



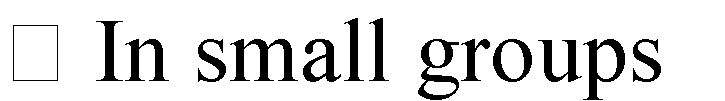
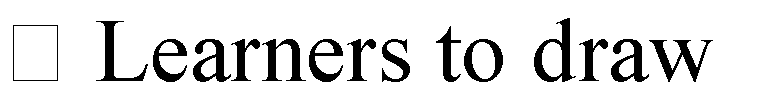
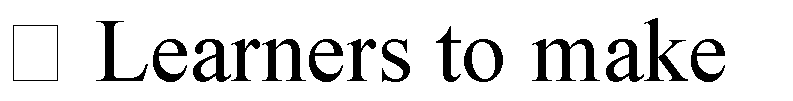
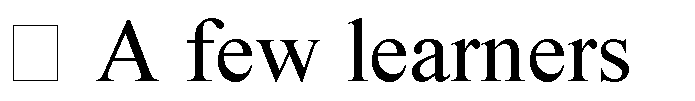
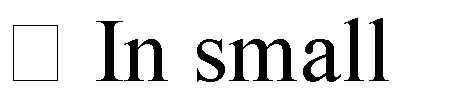
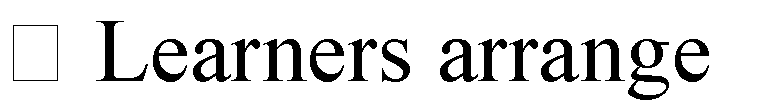
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|  |  |  |  |  |  |  |  | songs or recite poems on relationship or use  of objects from the  environment.  match and pair objects according to one attribute using ICT devices |  |  |  |
| 4 | 1-  5 |  | **Matchin**  **g and**  **Pairing** | By the 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 environment  c) match similar  objects in the environment  d) pair objects according to  specific criteria e) appreciate the use of different objects in the environment | Which objects look alike?  2. What makes  them look alike?  3. How do we use  these objects?  4. How can we care for these objects? | Communicat  ion and collaboration  Critical thinking and problem solving  Self-efficacy  Imaginative and creative | Love  Responsibility | Learners collect and talk about similar different objects from the environment  demonstrates matching and pairing objects according to one attribute (sameness, likeness or use)  demonstrate matching and pairing according to one attribute  (sameness, likeness or use)  pairs, individual learners match and pair objects according to likeness, sameness or use  objects to their use in the environment. | **Realia**  **charts** | **.Observati**  **on**  **2.Oral questions Written questions** |  |



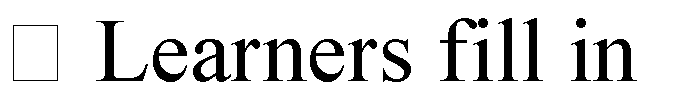
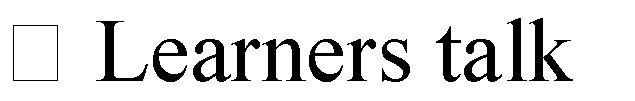
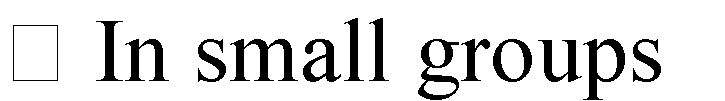
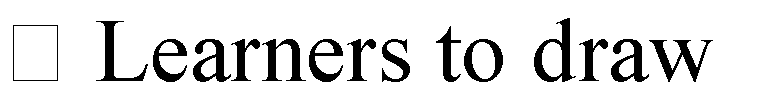
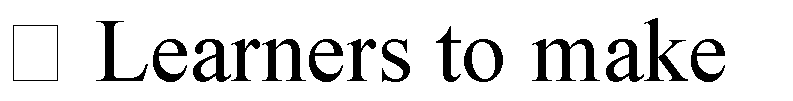
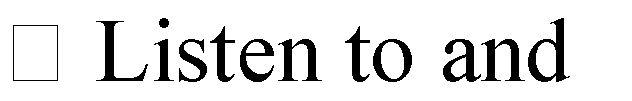
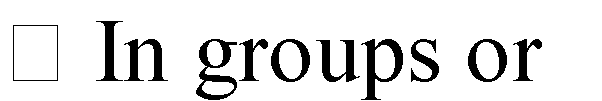
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|  |  |  |  |  |  |  |  | songs or recite poems on relationship or use  of objects from the  environment.  match and pair objects according to one attribute using ICT devices |  |  |  |
| 5 | 1-  5 |  | **Orderin g** | By the end of the sub-strand, the  learner should be  able to:  a) collect and identify different objects in their  environment for exploration and enjoyment  b) differentiate  objects of different sizes in the environment  c) use appropriate  vocabulary related to ordering for effective communication  d) arrange objects according to size in ascending order up to 3 objects for making  comparison of objects of different  sizes  e) arrange objects according to size in descending order | 1. Which objects are (shorter, taller, smaller, bigger)?  2. Which among these two objects is longer?  3. Which among  these two objects is shorter | Communicat ion and  collaboration  Critical thinking and problem solving  Self efficacy  Imaginative and creative | Patience  Responsibility | Learners talk about different objects in the environment.  demonstrate ordering objects according to size or height up to 3 objects.  demonstrate ordering objects according to size or height.  groups/pairs, individually arrange objects  according to size or height up to 3.  learners compare objects of different sizes up to three.  s to draw big and small  objects using ICT  devices | **Realia**  **charts** | Observation Written question |  |



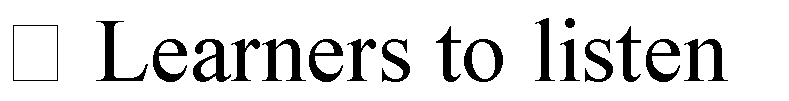
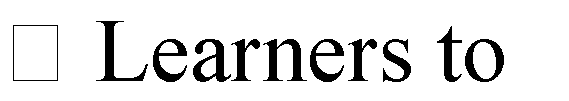
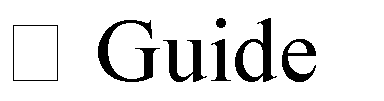
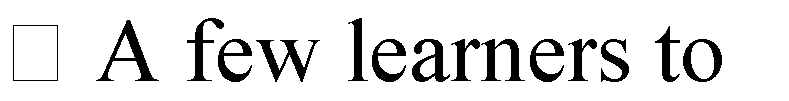
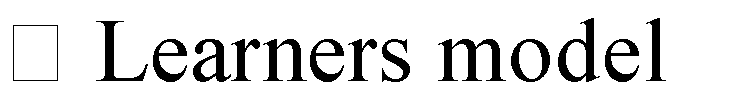
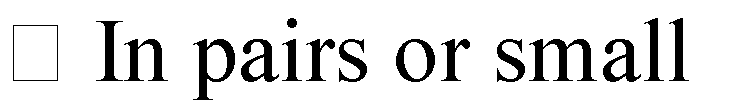
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|  |  |  |  | up to 3 objects for making comparison |  |  |  |  |  |  |  |
| 6 | 1-  5 |  | **Orderin g**  patterns | By the end of the  sub-strand, the  learner should be able to:  a) organize different objects in the environment  b) appreciate different objects or  materials in the environment  c) observe objects in the environment and identify existing patterns  d) identify similarities in patterns in the  environmen | Which of these objects look alike?  2. Which objects  comes next in the series?  3. How can you arrange these  objects to form a pattern?  4. How else can you make a  pattern?  5. Which part of the pattern repeats itself | Critical thinking and problem solving  Communicat ion and collaboration  Imaginative and creative  Self efficacy | Patience  Responsibility | Learners collect and talk about different shapes in the environment.  demonstrate arranging objects to make a pattern.  demonstrate arranging objects to make a pattern  ll groups/pairs, individually, learners arrange objects to make a pattern  objects in an alternating manner to make a pattern  the missing objects in a series to make a pattern  about patterns and shapes on their clothes, foot prints, buildings, flower gardens etc  patterns made of same shape with two different colours | **Realia**  **charts** | **.Observati**  **on**  **2.Oral questions** |  |



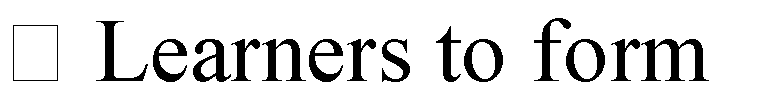
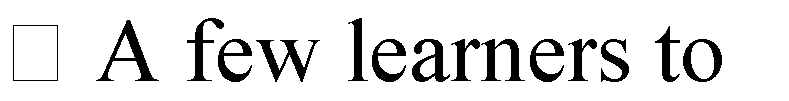
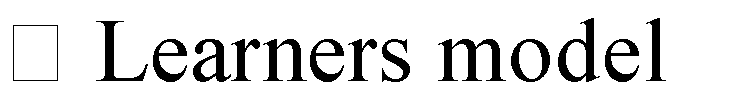
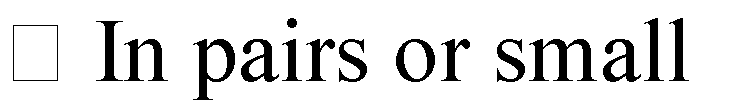
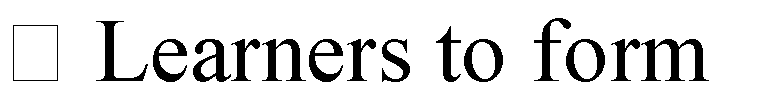
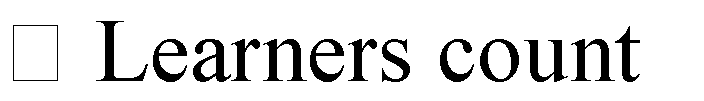
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|  |  |  |  |  |  |  |  | or pairs make patterns with objects of same type with two different colours.  different shapes using ICT devices to make patterns  patterns using ICT  devices |  |  |  |
| 7 | 1-  5 |  | **Patterns**  **Patterns** | By the end of the sub-strand, the learner should be able to:  a) observe objects in the environment and identify existing patterns  b) identify similarities in patterns in the environment  c) identify different patterns in the environment  d) identify the  repeated shapes which form a pattern  e) arrange similar  objects to make a pattern |  | Communicat ion and  collaboration  Critical thinking and problem solving  Self efficacy  Digital literacy  Imaginative and creative | Responsibility | Learners collect and talk about different shapes in the environment.  demonstrate arranging objects to make a pattern.  demonstrate arranging objects to make a pattern  groups/pairs, individually, learners arrange objects to make a pattern  objects in an | **Realia**  **charts** | **.Observati**  **on**  **2.Oral questions** |  |



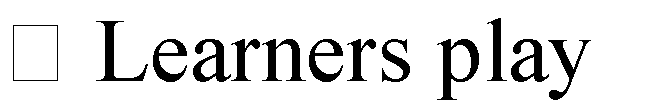
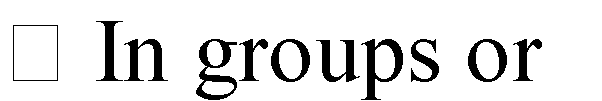
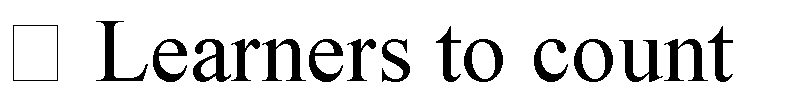
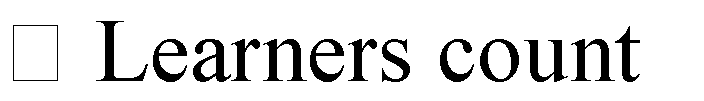
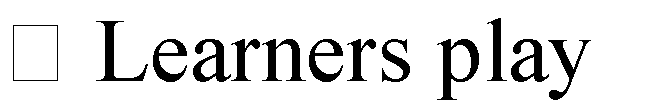
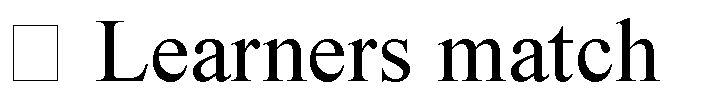
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|  |  |  |  | f) arrange 2 different objects in an alternating  manner to make  patterns  g) appreciate the different types of objects in the environment  h) enjoy making different patterns with objects found in the environment |  |  |  | alternating manner to make a pattern  the missing objects in a series to make a pattern  about patterns and shapes on their clothes, foot prints, buildings, flower gardens etc  patterns made of same shape with two different colours  or pairs make patterns with objects of same type with two different colours.  different shapes using ICT devices to make patterns  patterns using ICT  device |  |  |  |
| 8 | 1-  5 | **NUMBE**  **RS** | Rote counting | By the end of the  sub-strand, the learner should be able to:  a) rote count  numbers 1-10 for developing numeracy skills  b) rote count  numbers 1-10 using actions for | How can you count as you jump, walk, clap, nod, tap, hop or stamp | Critical thinking and problem solving  Imaginative and creative  Communicat ion and collaboration | Love  Respect Patience Responsibility | Guide learners to rote count numbers  1-10  recite different numbers  songs as they rote count | **Realia** | **.Observati**  **on**  **2.Oral questions** |  |



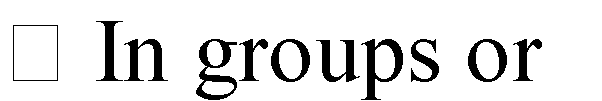
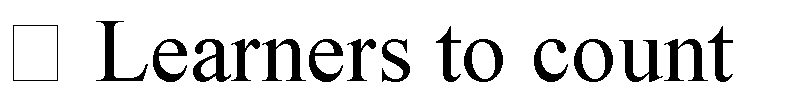
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|  |  |  |  | development of numeracy skills c) enjoy rote  counting in daily  life |  | Self efficacy |  | pairs Learners perform singing games or rhymes  related to rote  counting.  to radio and television educational programmes on rote counting.  watch video clips on rote counting with actions - *walk, clap, nod, tap, hop or stamp.* |  |  |  |
| 9 | 1-  5 |  | **Number recogniti**  **on** | By the end of the  sub-strand, the learner should be  able to:  a) identify numerals 1-9 for  development of numeracy skills and symbolic representation of number  b) appreciate use of numbers in day to day life  experiences | 1. Which number is shown on the flashcard?  2. Which number have you modelled?  3. Who can show me two numbers on the number chart that look alike? | Communicat  ion and collaboration  Imaginative and creative  Self efficacy | Respect  Responsibility | Learners to talk about numbers on number flash cards or number charts  learners to identify and talk  about numbers found on objects in their environment  identify numbers on flash cards or charts  songs related to numbers 1- 9  numbers 1- 9 groups learners to  play number  recognition games  (fishing game) | **Realia**  **counters** | **.Observati**  **on**  **2.Oral**  **questions** |  |



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|  |  |  |  |  |  |  |  | numbers |  |  |  |
| 1  0 | 1-  5 |  | **Number recogniti on** | By the end of the sub-strand, the learner should be  able to:  a) identify numerals 1-9 for development of numeracy skills and symbolic representation of number  b) appreciate use of numbers in day  to day life experiences | 1. Which number is shown on the flashcard?  2. Which number have you  modelled?  3. Who can show me two numbers on the number  chart that look alike? | Communicat ion and  collaboration  Imaginative and creative  Self efficacy | Respect  Responsibility | Learners to talk about numbers on number flash cards or number charts  identify and talk about numbers found on objects in their environment  identify numbers on flash cards or charts  songs related to numbers 1- 9  numbers 1- 9 groups learners to  play number  recognition games  (fishing game)  numbers | **Realia** | **.Observati**  **on**  **2.Oral**  **questions** |  |
| 1  1 | 1-  5 |  | **Countin g**  **concrete object** | By the end of the  sub-strand, the  learner should be able to:  a) count concrete objects 1-9 for  development of numeracy skills and associating a group of objects with a number symbol | 1. How many objects are these?  2. How many learners are in your group?  3. How many  boys or girls are in your group? | Communicat  ion and collaboration | Love  Respect Unity Peace Patience | Learners demonstrate counting objects 1-  9  objects for numbers  1-9 (body parts, colours of the national flag, different types of food, objects in the | **Realia** | **.Observati**  **on**  **2.Oral**  **questions** |  |



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|  |  |  |  | b) demonstrate one to one correspondence  while counting  concrete objects c) enjoy counting  concrete objects  within their environment  d) appreciate the use of one to one correspondence in real life situations |  |  |  | class)  counting games involving counting objects 1-9  numerals with concrete objects for numbers 1-9  pairs, individually, learners count people or objects in their class up to 9.  concrete objects from 1-20 using ICT devices.  video games on counting. |  |  |  |
| 1  2 | 1-  5 |  | **Countin g**  **concrete object** | By the end of the  sub-strand, the  learner should be able to:  a) count concrete objects 1-9 for  development of numeracy skills and associating a group of objects with a number symbol  b) demonstrate one to one  correspondence while counting concrete objects c) enjoy counting concrete objects within their | 1. How many objects are these?  2. How many learners are in your group?  3. How many  boys or girls are in your group? | Communicat  ion and collaboration | Love  Respect Unity Peace Patience  Responsibility | Learners demonstrate counting objects 1-  9  objects for numbers  1-9 (body parts, colours of the national flag, different types of food, objects in the class)  counting games involving counting objects 1-9  numerals with concrete objects for | Realia | **.Observati**  **on**  **2.Oral**  **questions**  **3.written**  **questions** |  |



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|  |  |  |  | environment  d) appreciate the use of one to one correspondence in  real life situations |  |  |  | numbers 1-9  pairs, individually, learners count people or objects in their class up to 9.  concrete objects from 1-20 using ICT devices.  video games on counting. |  |  |  |
| 1  3  $  1  4 |  |  |  | CAT |  |  |  | CAT |  |  |  |
| 1  3 |  |  |  |  |  |  |  |  |  |  |  |
| 1  4 |  |  |  |  |  |  |  |  |  |  |  |
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