**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 otherb) identify differences amongobjects in the environment to appreciate their similarities and differencesc) enjoy sorting and grouping objects in theenvironment . | 1. Which objects look alike?2. Which objectshave same colour, shape or size?3. Which twoobjects are different?4. Why have yougrouped these objects together?5. Why store materials afteruse? | Communicat ion andcollaborationCritical thinking and problem solvingSelf efficacyDigital literacyImaginative and creative | Responsibility | Learners look at and talk about objects with different colours, sizes and shapes.demonstrates sorting andgrouping objects byone 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, thelearner should be able to:a) group objects according to a specific attribute to create sets of similar objectsb) appreciate the materials in theenvironment for their uniqueness and diversityc) identify similarities amongobjects in the environment d) identifydifferences amongobjects in the environment | Which objects look alike?2. What makes them look alike?3. How do we use these objects?4. How can wecare for these objects? | Communicat ion andcollaborationCritical thinking and problem solvingSelf efficacyImaginative and creative | Responsibility | Learners collect and talk about similar different objects from the environmentdemonstrates 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 useobjects 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 useof objects from theenvironment.match and pair objects according to one attribute using ICT devices |  |  |  |
| 4 | 1-5 |  | **Matchin****g and****Pairing** | By the end of thesub-strand, the learner should be able to:a) identifysimilarities among objects in the environmentb) identifydifferences among objects in the environmentc) match similarobjects in the environmentd) pair objects according tospecific criteria e) appreciate the use of different objects in the environment | Which objects look alike?2. What makesthem look alike?3. How do we usethese objects?4. How can we care for these objects? | Communication and collaborationCritical thinking and problem solvingSelf-efficacyImaginative and creative | LoveResponsibility | Learners collect and talk about similar different objects from the environmentdemonstrates 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 useobjects 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 useof objects from theenvironment.match and pair objects according to one attribute using ICT devices |  |  |  |
| 5 | 1-5 |  | **Orderin g** | By the end of the sub-strand, thelearner should beable to:a) collect and identify different objects in theirenvironment for exploration and enjoymentb) differentiateobjects of different sizes in the environmentc) use appropriatevocabulary related to ordering for effective communicationd) arrange objects according to size in ascending order up to 3 objects for makingcomparison of objects of differentsizese) 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 amongthese two objects is shorter | Communicat ion andcollaborationCritical thinking and problem solvingSelf efficacyImaginative and creative | PatienceResponsibility | 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 objectsaccording to size or height up to 3.learners compare objects of different sizes up to three.s to draw big and smallobjects using ICTdevices | **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 thesub-strand, thelearner should be able to:a) organize different objects in the environmentb) appreciate different objects ormaterials in the environmentc) observe objects in the environment and identify existing patternsd) identify similarities in patterns in theenvironmen | Which of these objects look alike?2. Which objectscomes next in the series?3. How can you arrange theseobjects to form a pattern?4. How else can you make apattern?5. Which part of the pattern repeats itself | Critical thinking and problem solvingCommunicat ion and collaborationImaginative and creativeSelf efficacy | PatienceResponsibility | Learners collect and talk about different shapes in the environment.demonstrate arranging objects to make a pattern.demonstrate arranging objects to make a patternll groups/pairs, individually, learners arrange objects to make a patternobjects in an alternating manner to make a patternthe missing objects in a series to make a patternabout patterns and shapes on their clothes, foot prints, buildings, flower gardens etcpatterns 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 patternspatterns using ICTdevices |  |  |  |
| 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 patternsb) identify similarities in patterns in the environmentc) identify different patterns in the environmentd) identify therepeated shapes which form a patterne) arrange similarobjects to make a pattern |  | Communicat ion andcollaborationCritical thinking and problem solvingSelf efficacyDigital literacyImaginative 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 patterngroups/pairs, individually, learners arrange objects to make a patternobjects in an | **Realia****charts** | **.Observati****on****2.Oral questions** |  |



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|  |  |  |  | f) arrange 2 different objects in an alternatingmanner to makepatternsg) appreciate the different types of objects in the environmenth) enjoy making different patterns with objects found in the environment |  |  |  | alternating manner to make a patternthe missing objects in a series to make a patternabout patterns and shapes on their clothes, foot prints, buildings, flower gardens etcpatterns made of same shape with two different coloursor pairs make patterns with objects of same type with two different colours.different shapes using ICT devices to make patternspatterns using ICTdevice |  |  |  |
| 8 | 1-5 | **NUMBE****RS** | Rote counting | By the end of thesub-strand, the learner should be able to:a) rote countnumbers 1-10 for developing numeracy skillsb) rote countnumbers 1-10 using actions for | How can you count as you jump, walk, clap, nod, tap, hop or stamp | Critical thinking and problem solvingImaginative and creativeCommunicat ion and collaboration | LoveRespect Patience Responsibility | Guide learners to rote count numbers1-10recite different numberssongs as they rote count | **Realia** | **.Observati****on****2.Oral questions** |  |



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|  |  |  |  | development of numeracy skills c) enjoy rotecounting in dailylife |  | Self efficacy |  | pairs Learners perform singing games or rhymesrelated to rotecounting.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 thesub-strand, the learner should beable to:a) identify numerals 1-9 fordevelopment of numeracy skills and symbolic representation of numberb) appreciate use of numbers in day to day lifeexperiences | 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? | Communication and collaborationImaginative and creativeSelf efficacy | RespectResponsibility | Learners to talk about numbers on number flash cards or number chartslearners to identify and talkabout numbers found on objects in their environmentidentify numbers on flash cards or chartssongs related to numbers 1- 9numbers 1- 9 groups learners toplay numberrecognition games(fishing game) | **Realia****counters** | **.Observati****on****2.Oral****questions** |  |



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|  |  |  |  |  |  |  |  | numbers |  |  |  |
| 10 | 1-5 |  | **Number recogniti on** | By the end of the sub-strand, the learner should beable to:a) identify numerals 1-9 for development of numeracy skills and symbolic representation of numberb) appreciate use of numbers in dayto day life experiences | 1. Which number is shown on the flashcard?2. Which number have youmodelled?3. Who can show me two numbers on the numberchart that look alike? | Communicat ion andcollaborationImaginative and creativeSelf efficacy | RespectResponsibility | Learners to talk about numbers on number flash cards or number chartsidentify and talk about numbers found on objects in their environmentidentify numbers on flash cards or chartssongs related to numbers 1- 9numbers 1- 9 groups learners toplay numberrecognition games(fishing game)numbers | **Realia** | **.Observati****on****2.Oral****questions** |  |
| 11 | 1-5 |  | **Countin g****concrete object** | By the end of thesub-strand, thelearner should be able to:a) count concrete objects 1-9 fordevelopment 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 manyboys or girls are in your group? | Communication and collaboration | LoveRespect Unity Peace Patience | Learners demonstrate counting objects 1-9objects for numbers1-9 (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 correspondencewhile countingconcrete objects c) enjoy countingconcrete objectswithin their environmentd) appreciate the use of one to one correspondence in real life situations |  |  |  | class)counting games involving counting objects 1-9numerals with concrete objects for numbers 1-9pairs, individually, learners count people or objects in their class up to 9.concrete objects from 1-20 using ICT devices.video games on counting. |  |  |  |
| 12 | 1-5 |  | **Countin g****concrete object** | By the end of thesub-strand, thelearner should be able to:a) count concrete objects 1-9 fordevelopment of numeracy skills and associating a group of objects with a number symbolb) demonstrate one to onecorrespondence 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 manyboys or girls are in your group? | Communication and collaboration | LoveRespect Unity Peace PatienceResponsibility | Learners demonstrate counting objects 1-9objects for numbers1-9 (body parts, colours of the national flag, different types of food, objects in the class)counting games involving counting objects 1-9numerals with concrete objects for | Realia | **.Observati****on****2.Oral****questions****3.written****questions** |  |



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