

MATHEMATICS SCHEME OF WORK GRADE 3 TERM 1

NAME	
TSC NO.	
SCHOOL	

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	3	MATHEMATICS ACTIVITIES	1	2021

Week	Lesson	Strand	Sub Strand	Specific Learning Outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment	Remarks
1	1	Numbers	Number concept	By the end of the lesson the learner should be able to use ordinal numbers to identify number s from 1-20	In which position were you when you came to class in the morning?	Learners in groups /pairs to arrange different items in order of size starting with the smallest	Counters Charts Oxford mathematics activities learner's book3 page 1	Observation Writing exercise	
	2	Numbers	Number concept	By the end of the lesson the learner should be able to use ordinal numbers to identify number s from 1-20	In which position was your number in the race?	Leaners in pairs/groups to get to the field and run in a race and identify their positions	School field Oxford mathematics activities learner's book3 page 1	Observation Oral exercise	
	3	Numbers	Number concept	By the end of the lesson the learner should be able to use ordinal numbers to identify number s from 1-20	Which day of the week is position 1?	Learners to match days, months with their position	Charts Calendar Oxford mathematics activities learner's book 3 page 3	Writing exercise Oral exercise	
	4	Numbers	Number concept	By the end of the lesson the learner should be able to use ordinal numbers to identify number s from 1-20	Can we number positions in the cards?	Learners to identify the position of an object from a reference point using first, second up to 20	Charts Cards Oxford mathematics activities learner's book 3 page 3	Observation In class writing exercise	
	5	Numbers	Number concept	By the end of the lesson the learner should be able to use ordinal numbers to identify number s from 1-20	Which position is your book?	Learners to identify the position of an object from a reference point using first, second up to 20	Charts Number Cards Oxford mathematics activities learner's book 3 page 4-5	In class writing exercise	
2	1	Numbers	Number concept	By the end of the lesson the learner should be able to use ordinal	Can we find the position of each object?	Learners in pairs/groups to relate numbers 1-20 to position first, second up to	Number cards Oxford mathematics activities learner's	Oral questions Writing exercises	

				numbers to identify number s from 1-20		20 th	book 3 page 5		
	2	Numbers	Number concept	By the end of the lesson the learner should be able to use ordinal numbers to identify number s from 1-20	Can we find the position of each object?	Learners in pairs/groups to relate numbers 1-20 to position first, second up to 20 th	Number cards Oxford mathematics activities learner's book 3 page 5-6	Observation Written exercise	
	3	Numbers	Number concept	By the end of the lesson the learner should be able to use ordinal numbers to identify number s from 1-20	Can we find the position of each object?	Learners in pairs/groups to relate numbers 1-20 to position first, second up to 20 th	Number cards Oxford mathematics activities learner's book 3 page 5-6	Observation Written exercise	
	4	numbers	Number concept	By the end of the lesson the learner should be able to use ordinal numbers to identify number s from 1-20	Can we find the position of each object?	Learners to get out of the class and identify the position numbers of buildings within the school compound	Number cards Oxford mathematics activities learner's book 3 page 6	Observation Written exercise	
	5	Numbers	Number concept	By the end of the lesson the learner should be able to use ordinal numbers to identify number s from 1-20	Can we find the position of each floor of a storey building	Learners to identify the position number of floors in storey buildings	Number cards Oxford mathematics activities learner's book 3 page 7-8	Observation Writing exercises	
3	1	Numbers	Number concept	By the end of the lesson the learner should be able to use ordinal numbers to identify number s from 1-20	Can we find the position numbers of alphabets?	Learners to identify the position numbers of letters A-Z	Number cards Oxford mathematics activities learner's book 3 page 10-11	Observation Writing exercise	
	2	Numbers	Whole numbers	By the end of the lesson the learner should be able to count numbers forward and backwards from 1-1000	How would you get the total number of people in a group?	Learner sin pairs/groups to count in 1's forward and backwards starting from any point	Charts Chalkboard Number cards Oxford mathematics activities learner's book 3 page 12	Observation Oral exercise	
	3	Numbers	Whole numbers	By the end of the lesson the learner should be able to count numbers	How would you get the total number of people	Learner sin pairs/groups to count in 2's forward and backwards starting from	Charts Chalkboard Number cards	Written exercise Oral exercise	

				forward and backwards from 1-1000	in a group?	any point from 1-1000	Oxford mathematics activities learner's book 3 page 13		
	4	Numbers	Whole numbers	By the end of the lesson the learner should be able to count numbers forward and backwards from 1-1000	How do we count in 5's?	Learner sin pairs/groups to count in 5's forward and backwards starting from any point from 1-1000	Chalkboard Charts Number cards Oxford mathematics activities learner's book 3 page 14	Observation Oral exercise	
	5	Numbers	Whole numbers	By the end of the lesson the learner should be able to count numbers forward and backwards from 1-1000	How do we count in 10's?	Learner sin pairs/groups to count in 10's forward and backwards starting from any point from 1-1000	Chalkboard Charts Number cards Oxford mathematics activities learner's book 3 page 15	Observation Written exercise	
4	1	Numbers	Whole numbers	by the end of the lesson the learner should be able to identify the place value up to thousands	Can we show the place value?	Learner sin pairs /groups to discuss place value up to thousands	Sticks and abacus Oxford mathematics activities learner's book 3 page 16	Written exercise	
	2	Numbers	Whole numbers	by the end of the lesson the learner should be able to identify the place value up to thousands	Can we show the place value?	Learner sin pairs /groups to discuss place value up to thousands	Sticks and abacus Oxford mathematics activities learner's book 3 page 17	Observation Written exercise	
	3	Numbers	Whole numbers	By the end of the lesson the learner should be able to identify the place value up to thousands	Can we show the place value?	Learner sin pairs /groups to discuss place value up to thousands	Sticks and abacus Oxford mathematics activities learner's book 3 page 18	Observation Written exercise	
	4	Numbers	Whole numbers	By the end of the lesson the learner should be able to read numbers 1-1000 in symbols	Can you read from number 1-1000?	Learners in pairs/groups to complete reading numbers 1-1000 in symbols	Number cards Charts Oxford mathematics activities learner's book 3 page 19	Writing exercise Oral questions	
	5	Numbers	Whole numbers	By the end of the lesson the learner should be able to read numbers 1-1000 in symbols	Can you read from number 301-500?	Learners in pairs/groups to complete reading numbers 301-500 in symbols	Number cards Charts Oxford mathematics activities learner's	Writing exercise Oral questions	

							book 3 page 20		
5	1	Numbers	Whole numbers	By the end of the lesson the learner should be able to read numbers 1-1000 in symbols	Can you read from number 501-1000?	Learners in pairs/groups to complete reading numbers 501-1000 in symbols	Number cards Charts Oxford mathematics activities learner's book 3 page 20	Writing exercise Oral questions	
	2	Numbers	Whole numbers	By the end of the lesson the learner should be able to read and write numbers from 1-1000 in words	Can you read and write numbers 1-20?	Learners to read and write numbers 1-20 in words	Charts Chalkboard Oxford mathematics activities learner's book 3 page 21	Oral question Written exercise	
	3	Numbers	Whole numbers	By the end of the lesson the learner should be able to read and write numbers from 1-1000 in words	Can you read and write numbers 21-40?	Learners to read and write numbers 21-40 in words	Charts Chalkboard Oxford mathematics activities learner's book 3 page 22	Oral question Written exercise	
	4	Numbers	Whole numbers	By the end of the lesson the learner should be able to read and write numbers from 1-1000 in words	Can you match the numbers with the number words?	Learners to match numbers with number words	Work books Oxford mathematics activities learner's book 3 page 23	Oral question Written exercise	
	5	Numbers	Whole numbers	By the end of the lesson the learner should be able to read and write numbers from 1-1000 in words	Can you read and write numbers from 41-60?	Learners to read and write numbers 41-60 in words	Charts Chalkboard Oxford mathematics activities learner's book 3 page 24	Observation Written exercise	
6	1	Numbers	Whole numbers	By the end of the lesson the learner should be able to read and write numbers from 1-1000 in words	Can you read and write numbers from 61-80?	Learners to read and write numbers 61-80 in words	Charts Chalkboard Oxford mathematics activities learner's book 3 page 25	Written exercise	
	2	Numbers	Whole numbers	By the end of the lesson the learner should be able to read and write numbers from 1-1000 in	Can you read and write numbers from 81-100?	Learners to read and write numbers 81-100 in words	Charts Chalkboard Oxford mathematics activities learner's	Written exercise	

				words			book 3 page 26-27		
	3	Numbers	Whole numbers	By the end of the lesson the learner should be able to identify missing numbers in number patterns up to 1000	Ca you find the missing numbers?	Learners to identify the missing numbers	Chalkboard Number cards Oxford mathematics activities learner's book 3 page 28	Observation Written exercise	
	4	Numbers	Whole numbers	By the end of the lesson the learner should be able to identify missing numbers in number patterns up to 1000	What is the next number?	Learners to identify the next number in the pattern	Chalkboard Number cards Oxford mathematics activities learner's book 3 page 29	Written exercise	
	5	Numbers	Whole numbers	By the end of the lesson the learner should be able to identify missing numbers in number patterns up to 1000	What is the next number?	Learners to identify the next number in the pattern	Chalkboard Number cards Oxford mathematics activities learner's book 3 page 30	Written exercise	
7	1	Numbers	Whole numbers	By the end of the lesson the learner should be able to identify missing numbers in number patterns up to 1000	What is the next number?	Learners to identify the next number in the pattern	Chalkboard Number cards Oxford mathematics activities learner's book 3 page 31	Written exercises	
	2	Numbers	Whole numbers	By the end of the lesson the learner should be able to appreciate number patterns as they skip on a number line	How can we use a number line in patterns?	Learners to use a number line on identifying the next number in the pattern	Charts Chalkboard	Written exercise	
		numbers	Whole numbers	By the end of the lesson the learner should be able to play games involving patterns	Can you play patterns games?	Learners in pairs/groups to play games involving patterns	Playing cards	Oral exercise Observation	
	3	Numbers	Fractions	By the end of the lesson the learner should be able to identify $\frac{1}{2}$ part of a whole	Can you divide a shape into two halves?	Learners in pairs/groups to make circular cut-outs	Pieces of papers Pairs of scissors Oxford mathematics activities learner's book 3 page 32	Observation Oral exercise	

	4	Numbers	Fractions	By the end of the lesson the learner should be able to identify $\frac{1}{4}$ part of a whole	Can you divide a shape into four equal parts?	Learners in pairs/groups to make rectangular cut-outs and fold them into 4 equal parts to get quarter of a whole and identify each part as $\frac{1}{4}$ of the whole	Oxford mathematics activities learner's book 3 page 33 Colours	Writing exercise Oral questions	
	5	Numbers	Fractions	By the end of the lesson the learner should be able to identify $\frac{1}{8}$ part of a whole	Can you divide a shape into eight equal parts?	Learners in pairs/groups to make rectangular cut-outs and fold them into 8 equal parts to get quarter of a whole and identify each part as $\frac{1}{8}$ of the whole	Pieces of papers Pairs of scissors Oxford mathematics activities learner's book 3 page 35	Writing exercise Oral questions	
8	1	Numbers	Whole numbers	By the end of the lesson the learner should be able to identify which one is bigger between the $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$	Which one is bigger?	Learner to identify the biggest size between $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$	Pieces of papers Pairs of scissors Oxford mathematics activities learner's book 3 page 34	Writing exercise Oral questions	
	2	Numbers	Fractions	By the end of the lesson the learner should be able to $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$ as part of a groups	Can you identify a quarter of a group?	Learners in pairs/groups to make rectangular cut-outs and fold to get 4 equal parts and identify one part as a $\frac{1}{4}$ of a whole	Pieces of papers Pairs of scissors Oxford mathematics activities learner's book 3 page 37-38	Written exercise	
	3	Numbers	Fractions	By the end of the lesson the learner should be able to $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$ as part of a groups	Which has more?	Learners to identify which fraction has more of a given whole number	Work books Oxford mathematics activities learner's book 3 page 39	Written exercise Observation	
	4	Numbers	Fraction	By the end of the lesson the learner should be able to work out word problems involving fractions	Can you work out word problems involving fractions?	Learners to read and solve word problems on fractions	Work books Oxford mathematics activities learner's book 3 page 41-42	Written exercise	
	5	Number	Fractions	By the end of the lesson the learner should be able to add by counting on a number line	How do you add using a number line?	Learners to practice adding number using a number line	Chalkboard Oxford mathematics activities learner's book 3 page 44	Written exercise	

9	1	Numbers	Addition	By the end of the lesson the learner should be able to add by counting on	How do we add by counting on?	Learners to add numbers by counting on	Chalkboard Oxford mathematics activities learner's book 3 page 45	Oral exercise Written exercise	
	2	Numbers	Addition	By the end of the lesson the learner should be able to add using a place value chart	Can you add using a place value chart?	Learners to practice using the place value chart in adding numbers	Chalkboard Oxford mathematics activities learner's book 3 page 46	Written exercise	
	3	Numbers	Addition	By the end of the lesson the learner should be able to add a 3-digit number to up to a 2-digit number without regrouping with sum not exceeding 1000	Can you add 3-digit numbers to 1-digit number?	Learners to add 3-digit numbers to 1-digit number	Chalkboard Oxford mathematics activities learner's book 3 page 46	Written exercise Oral questions	
	4	Numbers	Addition	By the end of the lesson the learner should be able to add a 3-digit number to up to 2-digit number with single regrouping with sum not exceeding 1000	How do we regroup numbers?	Learners to practice adding horizontally and vertically	Chalkboard Oxford mathematics activities learner's book 3 page 46	Written exercise	
	5	Numbers	addition	By the end of the lesson the learner should be able to add a 3-digit number to up to 2-digit number with single regrouping with sum not exceeding 1000	How do we regroup numbers?	Learners add multiples of 10	Chalkboard Oxford mathematics activities learner's book 3 page 54	Observation Written exercises	
10	1	Numbers	addition	By the end of the lesson the learner should be able to solve word problems on addition of 3-digit numbers to 2-digit number	Can you solve word problems on addition?	Learners to work out word problems on addition of 3-digit numbers to 2-digit numbers	Oxford mathematics activities learner's book 3 page 55		

2	Numbers	Addition	By the end of the lesson the learner should be able to add three single digit numbers with sum up to 27	How do we add 3-single digit numbers?	Learners to add three single digits with the sum not exceeding 27	Chalkboard Oxford mathematics activities learner's book 3 page 56-57	Written exercise	
3	Numbers	Addition	By the end of the lesson the learner should be able to add two 3-digit numbers without regrouping	How do we add 3-digit numbers without regrouping?	Learner should practice adding 3-digit numbers without regrouping	Chalk board charts Oxford mathematics activities learner's book 3 page 59	Written exercise	
4	Numbers	Addition	By the end of the lesson the learner should be able to add two 3-digit numbers with regrouping with sum not exceeding 1000	How do we add 3-digit numbers with regrouping	Learners to add two 3-digit numbers with regrouping	Chalk board charts Oxford mathematics activities learner's book 3 page 61	Written exercise	
5	Numbers	Addition	By the end of the lesson the learner should be able to work out missing numbers in patterns involving addition up to 1000	What is the next number?	Learners to find the next number in the patterns	Chalk board charts Oxford mathematics activities learner's book 3 page 64	Observation Written exercise	