
















SCHEME OF WORK (NUMBERS) FOR TOP CLASS TERM III

LEARNING AREA: **DEVELOPING AND USING MATHEMATICAL CONCEPTS IN MY DAY TODAY EXPERIENCES**

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| WK | PD | THEME LEARNING OUT COME | COMPETENCE | SUGGESTED DEVELOPMENTAL ACTIVITIES | METHODS | ACTIVITIES | INSTRUCTIONAL MATERIALS | REF | RM | | | | | | | | | | | | | | | | | | | | | |
|-----------|-----------|--|---|--|--------------|----------------------------|----------------------------|-----|----|---|-----------|-----------|-----------|---|--|---|-----------------------------------|---|---|-----------|-----------|-----------|---|---|---|--|--|---|--|--|
| 1 | 1 to 5 | Recognizing Describing and representing numbers and their relating and solving mathematical problems with competence and confidence | I can count , add and take away things up to 10 | Revision of addition of numbers both horizontally and vertically Addition of 3 addends $6 + 1 + 0 =$ $2 + 1 + 1 =$ $4 + 0 + 2 =$ <table style="margin-left: 20px;"> <tr><td>4</td><td>6</td><td>2</td></tr> <tr><td>1</td><td>1</td><td>1</td></tr> <tr><td><u>+2</u></td><td><u>+0</u></td><td><u>+1</u></td></tr> <tr><td>—</td><td>—</td><td>—</td></tr> </table> Revision of subtraction of numbers both horizontally and vertically $4 - 1 =$ $3 - 0 =$ $7 - 4 =$ <table style="margin-left: 20px;"> <tr><td>5</td><td>4</td><td>6</td></tr> <tr><td><u>-2</u></td><td><u>-0</u></td><td><u>-2</u></td></tr> <tr><td>—</td><td>—</td><td>—</td></tr> </table> | 4 | 6 | 2 | 1 | 1 | 1 | <u>+2</u> | <u>+0</u> | <u>+1</u> | — | — | — | 5 | 4 | 6 | <u>-2</u> | <u>-0</u> | <u>-2</u> | — | — | — | -Explanation -Illustration - Question and answer Finding less | - counting numbers - Writing numbers - Finding correct answers by adding and subtracting - Addition Subtracting | Counters -Chalkboard - Books -Pencils - Charts -Flashcards | | |
| 4 | 6 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>+2</u> | <u>+0</u> | <u>+1</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| — | — | — | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 4 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>-2</u> | <u>-0</u> | <u>-2</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| — | — | — | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | Recognizing , describing and representing numbers and their relating and solving mathematical problems with competence and confidence | I can tell more, equal and less quantities | Identifying the operation used to find the correct answer. Circle the greater numbers Ring the less numbers Finding the answer using balls $80000000 \quad 200$ <table style="margin-left: 20px;"> <tr><td>4</td><td>7</td></tr> <tr><td>10</td><td>2</td></tr> </table> -Ring the less number <table style="margin-left: 20px;"> <tr><td>4</td><td>②</td></tr> <tr><td>①</td><td>6</td></tr> <tr><td>③</td><td>9</td></tr> </table> | 4 | 7 | 10 | 2 | 4 | ② | ① | 6 | ③ | 9 | -Explanation -Discussion - discovery -Question and Answer | Writing numbers Finding the less numbers Ring the greater number Finding the answer Showing the operation used Counting Using ticking, circling, ringing, underlining, crossing | Objects Work cards Counters | | | | | | | | | | | | | |
| 4 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | ② | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ① | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ③ | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | Recognizing , describing and | I can show one to one correspondence | Introducing number words zero – ten 0 Zero, one, two, three | -Explanation | -Matching - Drawing | -Flashcards -Charts | | | | | | | | | | | | | | | | | | | | | | | |

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|---|--------|--|--------------------------------------|---|--|--|---|--|--|
| | | representing numbers and their relating and solving mathematical problems with competence and confidence | | <p>Writing numbers for the words</p> <p>-Matching word to numbers</p> <p>Zero  2 One  3 Three  0 Two  1</p> <p>-Read and draw beads</p> <p>Zero =  One = </p> <p>Four =  Three = </p> <p>-Read and draw</p> <p>Two tins = </p> <p>Four cups = </p> <p>Three cats = </p> <p>-Count and write in words</p> <p>= <u>three</u> balls</p> <p> = <u>four</u> sticks</p> <p> = <u>two</u> chairs</p> | -Discussion -Questions and answers Demonstration | -Circling Writing Ticking Underline Ringing Finding Identifying | -BB Paper work Exercise books and pencils | | |
| 4 | 1 to 5 | Recognizing describing and representing numbers and their relating and solving mathematical problems with competence | I can show one to one correspondence | <p>reading word statements with</p> <p>addition</p> <p>Three plus two equals <u>five</u></p> <p>One plus one equals <u>two</u></p> <p>Two plus one equals <u>three</u></p> <p>Plus means add Equals means all Put together</p> | Explanation Discussion Discovery Practical method | Reading and understanding the statements Understanding the operation used Writing the statements Counting the drawn balls | Counters Real objects Blackboard Books and pencils | | |


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|---|--------------|---|--|---|---|--|---|--|--|
| | | and confidence | | | | Finding the answers | | | |
| 5 | | Recognizing describing and representing numbers and their relating and solving mathematical problems with competence and confidence | I can represent numbers for number words | Identifying figures for words Drawing balls Counting balls Writing words for the numbers Finding the answers Three plus one equals four $3 + 1 = 4$ One plus one equals two $1 + 1 = 2$ Zero plus one equals one $0 + 1 = 1$ | Discussion Explanation Question and answer Interpretation | Reading and comprehending the statements Adding and finding the answers Drawing balls for the number words | Counters Real objects Chalk board | | |
| 6 | | Recognizing describing and representing numbers and their relating and solving mathematical problems with competence and confidence | I can show one to one correspondence | Reading and understanding of new words Plus Altogether Collected Joined Put together How many? Reading and interpreting the statements correctly Writing the words correctly Counting and adding numbers to find the answer Daddy has a hen Mum has three hens How many hens do they have altogether? $1 + 3 = 4$ They have four hens | Explanation Question and answer Discussion Interpreting statements Illustrating the context read with pictorial work | Finding sums using the number words Adding numbers Counting Identifying Drawing | Real objects Counters Blackboard Books and pencils | | |
| 7 | 1 To 5 | Recognizing describing and representing numbers and their relating | I can tell more and less quantities | Identifying the less number e.g. Circle/ cross/ tick/ underline the less number 7 3 1 9 6 2 | Explanation Discussion Discovery Practical | Writing numbers Drawing balls for the numbers Circle the less numbers etc | Chalk board Counters Books and pencils Number work cards | | |




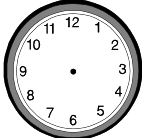
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| | | and solving mathematical problems with competence and confidence | I can show one to one correspondence | Reading new words to represent (-) Take away, remain broken, fell down, flew, away, left, how many? Read and interpret the short stories. Draw balls and cross the less number Identify numbers for words Musa had 3 cows He gave 2 cows to Ali. How many cows remained? $3 - 2 = 1$ One cow remained. | Question and answer Story telling | Reading stories Drawing balls Crossing the balls for the less numbers Interpreting the story | Blackboard Books and pencils Counters Number work cards | | |
| 8 | 1 to 5 | Recognizing describing and representing numbers and their relating and solving mathematical problems with competence and confidence | I can subtract and tell the difference between numbers | identifying the answers identifying the less number subtracting the less number from the greater number Find the answer $3 + \square = 7$ $7 - 3 = 4$ | Explanation Illustration Discussion Discovery Questions and answer | Identifying the greater and less numbers Subtracting the less number from the greater number Drawing balls Crossing balls for the less number Finding the answer to be put in the box | Counters Blackboard Plain papers Pencils Books and pencils Number work cards | | |
| | | | I can count add and take away things up to 10 | Revision of subtraction of numbers both horizontally and vertically $7 - 3$ $\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$ | Explanation Illustration Discussion Discovery Questions and answer | Drawing balls Crossing balls for less number Finding the answers | Books and pencils Blackboard Number work cards | | |
| 9 | | Comparing and ordering things according to | I can show relations among things in serial order | Comparing and sorting objects into two groups basing on a particular criteria big / small tall / short | Group work Discovery Explanation Illustration | Comparing objects in the environment Drawing pictures Filling containers | Use of class and environment Containers Ropes and strings | | |

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| | | different attributes | | <p>hard/ soft half/ full rough / smooth loud/ soft long/ short wide/ narrow heavy / light etc</p> <p>Arranging several things in order along some dimensions and describing relationship e.g. long – longer – longest big – bigger – biggest Small – smaller – smallest</p> <p>Note: You can include any revision of concept that seemed difficult for the pupils</p> | <p>Question and answer Practical method Demonstration</p> | <p>Measuring using different dimensions Sorting Matching Arranging things in order Describing the relations</p> | <p>Books pencils Papers etc Rulers</p> | | |
| 10 | 1 to 5 | Understanding and using the concept of time | <p>I can describe sequence of events by telling the time</p> | <p>Telling the daily routine activities Role playing of daily routine activities Describing things I do before and after an action Reciting rhymes about time Naming days of the week Naming months of the year Observing and talking about the clock face Telling the use of the clock face Telling the use of time, hands of clock face (long and short hand) Showing and telling time on a clock face</p> <p>e.g.</p>  <p>it is _____ o'clock</p> | <p>Explanation Discussion Question and answer Illustration Demonstration Role play</p> | <p>Reciting rhymes Discussion of proper sequence of activities done for each day, month, year Naming days of the week Naming months of the year Talking about the clock faces Identifying the use of the two hands Showing time of drawn clock faces Writing the time shown on clock faces</p> | <p>A clock face Chalkboard Exercise books Pencils</p> | | |

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|----|--------|--|--|---|--|--|--|--|--|
| | | | |  <p>it is ____ o'clock</p>  <p>It is ____ o'clock</p> <p>drawing clock faces play – lets about time showing time</p>  <p>It is 4 o'clock</p>  <p>It is 11 o'clock</p> | | | | | |
| 11 | 1 to 5 | | Have many revision exercises for this week | Play many number games e.g dominoes, jigsaws, lotto etc Include singing of number songs, reciting of rhymes, constructing , modelling , drawing Shapes Tearing, cutting, threading, building, measuring shouldn't be neglected | | | | | |

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|--|--|--|--|---|--|--|--|--|--|
| | | | | Following direction to move or place self within class room e.g. at the back between at the front | | | | | |
|--|--|--|--|---|--|--|--|--|--|

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