

MATHEMATICS SCHEME OF WORK GRADE 1 TERM ONE

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	<ul style="list-style-type: none"> How can we sort and group items? 	<ul style="list-style-type: none"> Learners in pairs to sort and group items with same attributes together 	<ul style="list-style-type: none"> Realia Crayons Cut outs 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> How can we group and pair items? 	<ul style="list-style-type: none"> Learners to pair and ,attach items with same attributes together 	<ul style="list-style-type: none"> Cut outs Crayons 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> How can we group and pair items? 	<ul style="list-style-type: none"> Learners to pair and match items with the same attributes together 	<ul style="list-style-type: none"> Cut outs Crayons 	<ul style="list-style-type: none"> Written exercise Observati on 	
	2	NUMBERS	Number concept	The learners should appreciate sorting, grouping, pairing and matching items in day to day activities(CAT)	<ul style="list-style-type: none"> How can we group items? 	<ul style="list-style-type: none"> Learners to sort, group, pair and match items with same attributes together 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> How can we find out which group has more objects then others? 	<ul style="list-style-type: none"> Learners in pairs to order objects from smallest to biggest 	<ul style="list-style-type: none"> Bottle tops Stones 	<ul style="list-style-type: none"> Observati on Oral questions Written exercises 	
3	1-4	NUMBERS	Number concept	The learner should be able to identify: Which is smaller	<ul style="list-style-type: none"> How can we find out which group is more objects 	<ul style="list-style-type: none"> Learners to order objects according to 	<ul style="list-style-type: none"> Stones Bottle tops 	<ul style="list-style-type: none"> Written exercises Observati 	

				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)	<ul style="list-style-type: none"> How do we order and sequence objects considering their number? 	<ul style="list-style-type: none"> Learners to practice ordering and sequencing items in day to add activities 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Written exercises 	
4	1	NUMBERS	Number concept	The learner should be able to make patterns using concrete objects	<ul style="list-style-type: none"> How do we make patterns 	<ul style="list-style-type: none"> Learners to make patterns using real objects 	<ul style="list-style-type: none"> Realia Cut outs 	<ul style="list-style-type: none"> Written exercises Observation 	
	2	NUMBER	Number concept	The learner should be able to recite number names in order 1-50 correctly	<ul style="list-style-type: none"> How many ways can we count from 1-50 	<ul style="list-style-type: none"> Learners to recite numbers names up to 50 	<ul style="list-style-type: none"> Flash card Counters Chart 	<ul style="list-style-type: none"> Observation Oral questions Written exercise(fill 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)	<ul style="list-style-type: none"> How many ways can we count 1-30? 	<ul style="list-style-type: none"> Learners to represent numbers 1-30 using concrete objects 	<ul style="list-style-type: none"> Straws Flash cards Stones 	<ul style="list-style-type: none"> Written exercises 	
	5	NUMBERS	Number concept	The learner should be able to appreciate the value of numbers min day to day activities correctly	<ul style="list-style-type: none"> How can we count 1-50? 	<ul style="list-style-type: none"> Learners to answer questions on number work 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> How many ways can we count numbers 1-100? 	<ul style="list-style-type: none"> Learners to count in 1's and 2's up to 20 Count forward Count backward 	<ul style="list-style-type: none"> Flash cards Coloured pencils Straws 	<ul style="list-style-type: none"> Observation Oral questions Written exercises 	

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 of 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 Charts	▪ 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	

				day activities	values?	questions on number symbol and words		<ul style="list-style-type: none"> Observation 	
		NUMBERS	Whole numbers	The learners should be able to identify the missing numbers in number patterns(1-20) correctly.(forward and backward)	<ul style="list-style-type: none"> How many ways do we count 1-20? 	<ul style="list-style-type: none"> Learners to identify missing numbers in number patterns 1-2 	<ul style="list-style-type: none"> Flesh cards Charts 	<ul style="list-style-type: none"> Written exercises Oral questions 	
	1	NUMBERS	Addition	The learner should be able to model addition and recognize it as putting things together correctly	<ul style="list-style-type: none"> What is addition? How do we add? 	<ul style="list-style-type: none"> Learners to model in pairs the sign "+" then put things together and count the total 	<ul style="list-style-type: none"> Plasticine Real objects Flash cards Showing terms used in addition 	<ul style="list-style-type: none"> Oral questions Written exercise 	
	2	NUMBERS	Addition	The learners should be able to use the signs '+' and '=' in writing addition sentences correctly	<ul style="list-style-type: none"> How do we use the signs '+' and '='? 	<ul style="list-style-type: none"> Learners to use '+' and '=' to write addition sentences 	<ul style="list-style-type: none"> Counters Real objects 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> How do we add 1 digit to 1 digit number 	<ul style="list-style-type: none"> Learners to add 2 single digit numbers vertically and horizontally 	<ul style="list-style-type: none"> Counters Real objects 	<ul style="list-style-type: none"> Written exercises 	
	5-1	NUMBERS	Addition	The learner should be able to add 3 single digit horizontally and vertically up to a sum of 10 correctly	<ul style="list-style-type: none"> How do we add 3 digit numbers? 	<ul style="list-style-type: none"> Learners to add 3 digit numbers vertically and horizontally 	<ul style="list-style-type: none"> Counters Real objects 	<ul style="list-style-type: none"> Written exercise 	
	2-4	NUMBERS	Addition	The learner should be able to add 2 digit number vertically and horizontally(not exceeding 100)	<ul style="list-style-type: none"> How do we add 2 digit 2 numbers? 	<ul style="list-style-type: none"> Learners to add 2 digit numbers vertically and horizontally 	<ul style="list-style-type: none"> Counters Straws 	<ul style="list-style-type: none"> Written exercise Observation 	
	5	NUMBERS	Addition	The learners should be able to add multiple of ten up to 100	<ul style="list-style-type: none"> How do we add multiples of ten? 	<ul style="list-style-type: none"> Learners to add multiple 	<ul style="list-style-type: none"> Counters Bundles of 	<ul style="list-style-type: none"> Written exercise 	

				vertically		to 100	ten		
13	1-5	NUMBERS	Addition	<p>The learner should be able to read and solve word problems:</p> <p>One word with number symbol</p> <p>One word with number names</p> <p>Sentences with number symbols</p> <p>Sentences with number names</p> <p>Mixed exercise</p>	<ul style="list-style-type: none"> How do we work out word problems? 	<ul style="list-style-type: none"> Learners to read, understand and work out word problems 	<ul style="list-style-type: none"> Counters 	<ul style="list-style-type: none"> Oral questions Written exercise 	
14	1-5	NUMBERS	Addition	<p>The learners should be able to work out missing numbers in patterns involving additional of whole numbers up to 100 correctly:</p> <p>Forward 1-20</p> <p>Forward 20-40</p> <p>Backward 40-60</p> <p>Backward 60-80</p> <p>Backward 80-100</p>	<ul style="list-style-type: none"> How do we work out missing numbers in number patterns 	<ul style="list-style-type: none"> Learners to work out missing numbers in number patterns 	<ul style="list-style-type: none"> Counters Flash cards 	<ul style="list-style-type: none"> Observation Written exercise 	