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

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| WE EK | LES SO N | STRA ND | S- STRAND | SPECIFIC LEARNINIG OUTCOMES | KEY INQURY QUESTION S | CORE COMPETENCE | VALUES | LEARNING EXPERIENCES | LEARNING RESOURCE S | ASSESSME N | REFLECTIO N |
| 2 | 1-2 | NUMBER S | Countin g concrete objects | By the end of the sub-strand, the learner should be able tocount concrete objects 1-3 for development of numeracy skills and associating a group of objects with a number symbol | How many objects are these? | Critical thinking and problem solving | Honesty unity | Learners demonstrate counting objects1-3 | Charts realia | Observatio oral questions |  |
|  | 3-4 |  | Countingconcrete objects | By the end of thesub-strand, thelearner should be able tocount concrete objects 3-6 fordevelopment of numeracy skills and associating a group of objects with a number symbol | Howmanyobjects are these? | Critical thinkingand problemsolving | Honestyunity | Learnersdemonstratecounting objects3-6 | Chartsrealia | Observatiooral questions |  |
|  | 5 |  | Counting concrete objects | By the end of thesub-strand, the learner should be able to | Howmany objects are these? | Critical thinkingand problem solving | Honestyunity | Learners demonstrate counting objects | Chartsrealia | Observatiooral questions |  |

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|  |  |  |  | count concrete objects 6-9 for development ofnumeracy skills and associating a groupof objects with a number symbol |  |  |  | 6-9 |  |  |  |
| 3 | 1-2 |  | Countin gconcreteobjects | By the end of the sub-strand, thelearner should beable todemonstrate one to one correspondence while countingconcrete objects | How manylearnersare in your group | Critical thinking and problemsolving | Honesty unity | Learners play counting gamesinvolvingcounting objects1-9Learners match numerals withconcrete objects for numbers 1-9 | ChartsRealia | Observatio oral questions |  |
|  | 3-4 |  | Counting concrete objects | By the end of thesub-strand, the learner should be able toenjoy counting concrete objectswithin theirenvironment | Howmany learnersare in your group | Critical thinkingand problem solving | Honestyunity | In groups orpairs, individually, learners count people or objects in their class up to 9. | Chartsrealia | Observatiooral questions |  |
|  | 5 |  | Countingconcrete objects | By the end of thesub-strand, thelearner should be able toappreciate the use of one to onecorrespondence in | Howmanylearnersare in your group | Critical thinkingand problemsolving | Honestyunity | In groups orpairs,individually, learners count people or objects in their class up to 9. | Chartsrealia | Observatiooral questions |  |

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|  |  |  |  | real life situations |  |  |  |  |  |  |  |
| 4 | 1-2 |  | Number sequenci ng | By the end of thesub-strand, the learner should be able to:identify numbersymbols 1-3 as indicated on number cards or charts for development of numeracy skills and for orderingnumbers | Howmany learnersare in your group | Critical thinkingand problem solving | Honestyunity | Learnersrandomly pick number cut outs/number cards from a pile and identify the number | Chartsrealia | Observatiooral questions |  |
|  | 3-4 |  | Number sequenci ng | By the end of the sub-strand, the learner should beable to:identify number symbols 3-6 asindicated on numbercards or charts for development of numeracy skills and for ordering numbers | How many learnersare in your group | Critical thinking and problem solving | Honesty unity | Learners randomly pick number cutouts/number cards from a pile and identify the number | Charts realia | Observatio oral questions |  |
|  | 5 |  | Number sequenci ng | By the end of the sub-strand, the learner should be able toidentify number symbols 6-9 as indicated on number | How many learnersare in yourgroup | Critical thinking and problem solving | Honesty unity | Learners randomly pick number cut outs/numbercards from a pile and identify the number | Charts realia | Observatio oral questions |  |

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|  |  |  |  | cards or charts for development of numeracy skills andfor ordering numbers: |  |  |  |  |  |  |  |
| 5 | 1-2 |  | Number sequenci ng | By the end of the sub-strand, the learner should beable to:arrange number cards in sequence 1-4 | How many learnersare in yourgroup | Critical thinking and problem solving | Honesty unity | Learners demonstrate arrangingnumbers insequence 1-4 | Charts realia | Observatio oral questions |  |
|  | 3-4 |  | Number sequenci ng | By the end of the sub-strand, the learner should beable to:arrange number cards in sequence 5-9 | How many learnersare in your group | Critical thinking and problem solving | Honesty unity | Learners demonstrate arrangingnumbers in sequence 5-9 | Charts realia | Observatio oral questions |  |
|  | 5 |  | Number sequenci ng | By the end of thesub-strand, the learner should be able to:arrange numbercards in sequence for completing sequence puzzles | Howmany learnersare in your group | Critical thinkingand problem solving | Honestyunity | A few learnersdemonstrate arranging numbers 1-9 in sequence | Chartsrealia | Observatiooralquestions |  |

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| 6 | 1-2 |  | number writing | By the end of the sub-strand, the learner should beable to:identify numbersymbols 1- 4 for development of numeracy skills | How do we write thisnumber symbol (1,2, 3, 4, 5,6, 7, 8, 9) | Critical thinking and problem solving | Honesty unity | Teacher demonstrates numberformation from number cut outs | Charts realia | Observatio oral questions |  |
|  | 3-4 |  | numberwriting | By the end of thesub-strand, thelearner should be able to:identify number symbols 5- 9 fordevelopment of numeracy skills | How dowe writethis number symbol (1,2, 3, 4, 5,6, 7, 8, 9) | Critical thinkingand problemsolving | Honestyunity | Teacherdemonstratesnumber formation from number cut outs | Chartsrealia | Observatiooral questions |  |
|  | 5 |  | number writing | By the end of the sub-strand, thelearner should be able to:join dots to form number symbols 1-9 on a surface | How do we writethis numbersymbol (1,2, 3, 4, 5,6, 7, 8, 9) | Critical thinking and problemsolving | Honesty unity | Learners Join dots to formnumber symbols up to 9 | Charts realia | Observatio oral questions |  |
| 7 | 1-2 |  | numberwriting | By the end of thesub-strand, thelearner should be able to:trace number symbol cut-outs 1-9on a surface | How dowe writethis number symbol (1,2, 3, 4, 5,6, 7, 8, 9) | Critical thinkingand problemsolving | Honestyunity | In groups orpairs,individually, learners trace number cut-outs up to 9 | Chartsrealia | Observatiooral questions |  |

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|  | 3-4 |  | numberwriting | By the end of thesub-strand, the learner should beable to:model number symbols 1-9 usingmaterials in their environment | How dowe write thisnumbersymbol (1,2, 3, 4, 5,6, 7, 8, 9) | Critical thinkingand problem solving | Honestyunity | In groups orpairs, individually,learners modelnumber symbols to at least 9 | Chartsrealia | Observatiooral questions |  |
|  | 5 |  | number writing | By the end of the sub-strand, the learner should be able to:write number symbols 1-9 on a surface | How do we write this numbersymbol (1,2, 3, 4, 5,6, 7, 8, 9) | Critical thinking and problem solving | Honesty unity | Learners write number symbols1-9 on a surface | Charts realia | Observatio oral questions |  |
| 8 | 1-2 |  | Number puzzle | By the end of thesub-strand, the learner should be able toidentify different parts of numerals 1- for development of number concept | Whichnumber can beformedusing thesepieces | Critical thinkingand problem solving | Honestyunity | Learners look atand talk about different parts ofnumber symbols | Chartsrealia | Observatiooral questions |  |
|  | 3-4 |  | Numberpuzzle | By the end of thesub-strand, thelearner should be able toidentify different | Whichnumbercan be formed using | Critical thinkingand problemsolving | Honestyunity | Learners look atand talk aboutdifferent parts of number symbols | **Charts****realia** | Observatiooralquestions |  |

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|  |  |  |  | parts of numerals 5-9 for development of number concept | these pieces |  |  |  |  |  |  |
|  | 5 |  | Number puzzle | By the end of the sub-strand, the learner should be able tojoin different partsof numbers to form complete number symbols 1-9 | Which number can beformed using these pieces | Critical thinking and problem solving | Honesty unity | Demonstrate how to join different parts of numeralsto form a complete numeral | Charts realia | Observatio oral questions |  |
| 9 | 1-2 |  | Numberpuzzle | By the end of thesub-strand, the learner should beable torelate number symbols 1-9 with the objects in the environment | Whichnumbercan be formed using these pieces | Critical thinkingand problemsolving | Honestyunity | In pairs or groupslearners joindifferent parts of number symbols to form a complete numeral | Chartsrealia | Observatiooral questions |  |
|  | 3-4 |  | Numberpuzzle | By the end of thesub-strand, the learner should beable toenjoy completingnumber puzzles and relate numbersymbols with the objects in the environment for enjoyment | Whichnumbercan be formed using these pieces | Critical thinkingand problemsolving | Honestyunity | Learner listen toand sing songs onnumber symbols as they complete the number numeral | Chartsrealia | Observatiooral questions |  |
|  | 5 |  | Number | By the end of the | Which | Critical thinking | Honesty | Learners | Charts | Observatio |  |

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|  |  |  | puzzle | sub-strand, the learner should be able touse ICT to complete number puzzles 1-9 | number can be formedusing thesepieces | and problem solving | unity | complete number puzzles usingICT | realia | oral questions |  |
| 10 | 1-2 | MEASUR EME NT | Sides of objects | By the end of the sub-strand, the learner should beable toidentify different sides of objects in the environment | Which of these sides is longer/shorter | Critical thinking and problem solving | Honesty unity | Guide learners to talk about different sides ofobjects in theenvironment | Charts realia | Observatio oral questions |  |
|  | 3-4 |  | Sides of objects | By the end of the sub-strand, the learner should beable toname different sides of objects in theenvironment | Which of these sides is longer/shorter | Critical thinking and problem solving | Honesty unity | Guide learners to talk about different sides ofobjects in the environment | Charts realia | Observatio oral questions |  |
|  | 5 |  | Sides ofobjects | By the end of thesub-strand, the learner should be able to differentiate sides of objects | Which ofthese sides is longer/ shorter | Critical thinkingand problem solving | Honestyunity | Guide learners tocompare objects with different sides | Chartsrealia | Observatiooralquestions |  |
| 11 | 1-2 |  | Sides of objects | By the end of the sub-strand, thelearner should beable to | Which of these sidesis longer/shorter | Critical thinking and problemsolving | Honesty unity | Few learners demonstratecomparison ofobjects with | Charts realia | Observatio oral questions |  |

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|  |  |  |  | play with objects with different sides |  |  |  | different sides |  |  |  |
|  | 3-4 |  | Sides of objects | By the end of the sub-strand, the learner demonstratecomparison of objects with different sides should be able to | Which of these sides is longer/ shorter | Critical thinking and problem solving | Honesty unity | Few learners demonstrate comparison of objects withdifferent sides | Charts realia | Observatio oral questions |  |
|  | 5 |  | Sides ofobjects | By the end of thesub-strand, thelearner should be able toenjoy measuring sides of objectsusing arbitrary units such as hand, feet etc. | Which ofthese sidesis longer/shorter | Critical thinkingand problemsolving | Honestyunity | In groups orpairs,individually, learners measure sides of objects using arbitrary units (hand, foot, sticks | Chartsrealia | Observatiooral questions |  |
| 12 |  |  | Mass | By the end of thesub-strand, thelearner should be able to:lift different objects in their environment. | What canyou sayabout this object | Critical thinkingand problemsolving | Honestyunity | Demonstratelifting objects ofdifferent mass. Few learners demonstrate lifting objects of different mass | Chartsrealia | Observatiooralquestions |  |
|  |  |  | Mass | By the end of thesub-strand, thelearner should be able to: | What canyou sayabout this object | Critical thinkingand problemsolving | Honestyunity | Demonstratelifting objects ofdifferent mass. Few learners | Chartsrealia | Observatiooralquestions |  |

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|  |  |  |  | compare heavy and light objects in the environment |  |  |  | demonstrate lifting objects of different mass |  |  |  |
|  |  |  | Mass | By the end of the sub-strand, the learner should beable to: demonstrate lifting objects of different mass | What can you say about thisobject | Critical thinking and problem solving | Honesty unity | Demonstrate lifting objects of different mass.Few learners demonstrate lifting objects of different mass | Charts realia | Observatio oral questions |  |
| 13&14 | CAT |  |  | CAT | CAT | CAT | CAT | CAT |  |  |  |