**PP1 MATHEMATICS SCHEME OF WORK TERM THREE**

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| W EE K | LE SS O N | STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQURY QUESTION | CORE COMPETENCE | VALUES | LEARNING EXPERIENCES | LEARNING RESOURCE | ASSESSEMEN T | REFLECTION |
| 1 | 1-2 | MEASUREMEN T | **Mass (heavy and light** | By the end of the lesson, the learner should be able to:lift different objects in their environment | Which object is heavier orlighter | Critical thinking Communication and collaboration | Unity Peace humility | Few learners demonstrate lifting objects of differentmass | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Mass (heavy and light** | By the end of the lesson, the learnershould be able to:lift different objects in their environment | Which object isheavier orlighter | Critical thinking Communication and collaboration | Unity Peace humility | Few learners demonstrate liftingobjects of differentmass | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Mass (heavy and light** | By the end of the lesson, the learner should be able to: compare heavy andlight objects in the environment | Which object is heavier or lighter | Critical thinking Communication and collaboration | Unity Peace humility | In groups or pairs, individually, learners compare mass of differentobjects in their environment | Realia charts | Observation Oral questions |  |

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| 2 | 1-2 |  | **Mass (heavy and light** | By the end of the lesson, the learner should be able to:compare heavy and light objects in theenvironment | Which object is heavier orlighter | Critical thinking Communication and collaboration | Unity Peace humility | In groups or pairs, individually, learners comparemass of different objects in theirenvironment | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Mass (heavy and light** | By the end of the lesson, the learner should be able to: In groups or pairs,learners play gamesinvolving comparison of mass (play on a sea saw; back to back lifting | Which object is heavier or lighter | Critical thinking Communication and collaboration | Unity Peace humility | In groups or pairs, learners play games involving comparison ofmass (play on a seasaw; back to back lifting | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Mass (heavy and light** | By the end of the lesson, the learner should be able to: In groups or pairs,learners play games involving comparison of mass (play on a sea saw; back to back lifting | Which object is heavier or lighter | Critical thinking Communication and collaboration | Unity Peace humility | In groups or pairs, learners play games involving comparison ofmass (play on a sea saw; back to back lifting | Realia charts | Observation Oral questions |  |
| 3 | 1-2 |  | **Capacity (how much a container can hold)** | By the end of the lesson, the learner should be able to fill and empty different containers | Which container holds more or less? | Critical thinking Communication and collaboration | Unity Peace humility | Learners to demonstrate filling and emptying small and largecontainers using | Realia charts | Observation Oral questions |  |

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|  |  |  |  | with water, seeds or sand |  |  |  | sand, water or seeds |  |  |  |
|  | 3-4 |  | **Capacity (how much a container can hold)** | By the end of the lesson, the learner should be able to fill and empty different containers with water, seeds or5sand | Which container holds more or less? | Critical thinking Communication and collaboration | Unity Peace humility | Learners to demonstrate filling and emptying small and largecontainers using sand, water or seeds | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Capacity (how much a container can hold)** | By the end of the lesson, the learner should be able to compare sizes of containers using water, sand or seeds | Which container holds more or less? | Critical thinking Communication and collaboration | Unity Peace humility | Few learners demonstrates comparing big and small containers bytelling how many small ones can fill a big one and vice versa |  |  |  |
| 4 | 1-2 |  | **Capacity****(how much a container can hold)** | By the end of thelesson, the learnershould be able to compare sizes of containers using water, sand or seeds | Whichcontainer holds more or less? | Critical thinkingCommunicationand collaboration | UnityPeacehumility | Few learnersdemonstrates comparing big and small containers by telling how many small ones can fill a big one and vice versa | Realiacharts | ObservationOralquestions |  |
|  | 3-4 |  | **Capacity (how much a container can hold)** | By the end of the lesson, the learner should be able todemonstrates comparing big and small containers by | Which container holds moreor less? | Critical thinking Communication and collaboration | Unity Peace humility | Few learners demonstrates comparing big andsmall containers by telling how many small ones can fill a | Realia charts | Observation Oral questions |  |

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|  |  |  |  | telling how many small ones can fill a big one and viceversa |  |  |  | big one and vice versa |  |  |  |
|  | 5 |  | **Capacity (how much a container can hold)** | By the end of the lesson, the learner should be able to demonstrates comparing big and small containers by telling how many small ones can fill a big one and vice versa | Which container holds moreor less? | Critical thinking Communication and collaboration | Unity Peace humility | Few learners demonstrates comparing big andsmall containers by telling how many small ones can fill a big one and vice versa | Realia charts | Observation Oral questions |  |
| 5 | 1-2 |  | **Time (Daily routines** | By the end of the lesson, the learner should be able to: identify at least 3daily routine activities they do before going to school | What do you do when you wake up inthe morning before you come to school? | Critical thinking Communication and collaboration | Unity Peace humility | Guide learners to Identify and talk about morning routine activities inappropriate order | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Time (Daily routines** | By the end of the lesson, the learner should be able to:identify at least 3daily routine activities they do before going to school | What do you do when youwake up inthe morning before you come to school? | Critical thinking Communication and collaboration | Unity Peace humility | Guide learners to Identify and talk about morningroutine activities inappropriate order | Realia charts | Observation Oral questions |  |

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|  | 5 |  | **Time (Daily routines** | By the end of thelesson, the learnershould be able to: identify vocabulary related to time (today, yesterday, tomorrow | What doyou dowhen you wake up in the morning before you come to school? | Critical thinkingCommunicationand collaboration | UnityPeacehumility | Guide learners totalk about activitiesrelated to time (today, tomorrow, yesterday) | Realiacharts | ObservationOralquestions |  |
| 6 | 1-2 |  | **Time (Daily routines** | By the end of the lesson, the learner should be able to:identify vocabulary related to time (today, yesterday, tomorrow | What do you do when youwake up in the morning before you come to school? | Critical thinking Communication and collaboration | Unity Peace humility | Guide learners to talk about activities related to time(today, tomorrow, yesterday) | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Time (Daily routines** | By the end of the lesson, the learnershould be able to:demonstrate ability to manage their time well when doing activities | What do you dowhen youwake up in the morning before you come to school? | Critical thinking Communication and collaboration | Unity Peace humility | In groups or pairs,learnersarrange pictureswith various daily routine activities in a logical order | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Time (Daily routines** | By the end of the lesson, the learner should be able to: demonstrate abilityto manage their time | How many small pieces can cover thissurface | Critical thinking Communication and collaboration | Unity Peace humility | In groups or pairs, learners arrange pictures with various dailyroutine activities in | Realia charts | Observation Oral questions |  |

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|  |  |  |  | well when doing activities |  |  |  | a logical order |  |  |  |
| 7 | 1-2 |  | **Area (surface of objects** | By the end of the lesson, the learner should be able to observe different surfaces of different objects in the environment | How many small pieces can cover thissurface | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to observe and identify different surfaces of objectsin the environment | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Area (surface of objects** | By the end of the lesson, the learner should be able to observe different surfaces of different objects in the environment | How many small pieces can cover thissurface | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to observe and identify different surfaces of objectsin the environment | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Area (surface of objects** | By the end of the lesson, the learner should be able to identify surfaces of different objects in the environment | How many small pieces cancover thissurface | Critical thinking Communication and collaboration | Unity Peace humility | Few learners identify different surfaces of objectsin the environment | Realia charts | Observation Oral questions |  |
| 8 | 1-2 |  | **Area****(surface of objects** | By the end of thelesson, the learnershould be able to identify surfaces of different objects in the environment | How manysmall pieces can cover this surface | Critical thinkingCommunicationand collaboration | UnityPeacehumility | Few learnersidentify different surfaces of objects in the environment | Realiacharts | ObservationOralquestions |  |
|  | 3-4 |  | **Area****(surface of** | By the end of thelesson, the learner | How manysmall | Critical thinkingCommunication | UnityPeace | Demonstratecovering surfaces | Realiacharts | ObservationOral |  |

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|  |  |  | **objects** | should be able to cover the area of different surfaces of objects usingsmaller objects | pieces can cover this surface | and collaboration | humility | using small objects from the environment.Learners cover surfaces usingsmall objects in the environment |  | questions |  |
|  | 5 |  | **Area (surface of objects** | By the end of the lesson, the learner should be able to cover the area of different surfaces of objects usingsmaller objects | How many smallpieces cancover this surface | Critical thinking Communication and collaboration | Unity Peace humility | Demonstrate covering surfacesusing small objectsfrom the environment. Learners cover surfaces usingsmall objects in the environment | Realia charts | Observation Oral questions |  |
| 9&10 |  | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT |