**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 | MEASU  REMEN 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 or  lighter | Critical thinking Communication and collaboration | Unity Peace humility | Few learners demonstrate lifting objects of different  mass | Realia charts | Observation Oral questions |  |
|  | 3-  4 |  | **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 or  lighter | Critical thinking Communication and collaboration | Unity Peace humility | Few learners demonstrate lifting  objects of different  mass | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Mass (heavy and light** | By the end of the lesson, the learner should be able to: compare heavy and  light 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 different  objects 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 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 different objects in their  environment | 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 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 of  mass (play on a sea  saw; 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 of  mass (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 large  containers 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 or  5sand | Which container holds more or less? | Critical thinking Communication and collaboration | Unity Peace humility | Learners to demonstrate filling and emptying small and large  containers 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 by  telling 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 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 by telling how many small ones can fill a big one and vice versa | Realia  charts | Observation  Oral  questions |  |
|  | 3-  4 |  | **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 | Which container holds more  or less? | Critical thinking Communication and collaboration | Unity Peace humility | Few learners demonstrates comparing big and  small 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 vice  versa |  |  |  | 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 more  or less? | Critical thinking Communication and collaboration | Unity Peace humility | Few learners demonstrates comparing big and  small 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 3  daily routine activities they do before going to school | What do you do when you wake up in  the morning before you come to school? | Critical thinking Communication and collaboration | Unity Peace humility | Guide learners to Identify and talk about morning routine activities in  appropriate 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 3  daily routine activities they do before going to school | What do you do when you  wake up in  the morning before you come to school? | Critical thinking Communication and collaboration | Unity Peace humility | Guide learners to Identify and talk about morning  routine activities in  appropriate order | Realia charts | Observation Oral questions |  |

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|  | 5 |  | **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 you wake 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 |  |
| 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 you  wake 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 learner  should be able to:  demonstrate ability to manage their time well when doing activities | What do you do  when you  wake up in the morning before you come to school? | Critical thinking Communication and collaboration | Unity Peace humility | In groups or pairs,learners  arrange pictures  with 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 ability  to manage their time | How many small pieces can cover this  surface | Critical thinking Communication and collaboration | Unity Peace humility | In groups or pairs, learners arrange pictures with various daily  routine 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 this  surface | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to observe and identify different surfaces of objects  in 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 this  surface | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to observe and identify different surfaces of objects  in 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 can  cover this  surface | Critical thinking Communication and collaboration | Unity Peace humility | Few learners identify different surfaces of objects  in the environment | Realia charts | Observation Oral questions |  |
| 8 | 1-  2 |  | **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 can cover this surface | Critical thinking  Communication  and collaboration | Unity  Peace  humility | Few learners  identify different surfaces of objects in the environment | Realia  charts | Observation  Oral  questions |  |
|  | 3-  4 |  | **Area**  **(surface of** | By the end of the  lesson, the learner | How many  small | Critical thinking  Communication | Unity  Peace | Demonstrate  covering surfaces | Realia  charts | Observation  Oral |  |

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|  |  |  | **objects** | should be able to cover the area of different surfaces of objects using  smaller objects | pieces can cover this surface | and collaboration | humility | using small objects from the environment.  Learners cover surfaces using  small 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 using  smaller objects | How many small  pieces can  cover this surface | Critical thinking Communication and collaboration | Unity Peace humility | Demonstrate covering surfaces  using small objects  from the environment. Learners cover surfaces using  small objects in the environment | Realia charts | Observation Oral questions |  |
| 9  &  10 |  | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT |