GRADE PP1   MATHEMATICS ACTIVITIES SCHEME OF WORK TERM ONE YEAR 2019

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFL
1	1-5										
2	1-5	CLASSIFICATION	Sorting & grouping	By the end of the sub-strand, the learner should be able to: a) identify similarities among objects in the environment for distinguishing one object from the other b) identify differences among objects in the environment to appreciate their similarities and differences c) enjoy sorting and grouping objects in the environment .	1. Which objects look alike? 2. Which objects have same colour, shape or size? 3. Which two objects are different? 4. Why have you grouped these objects together? 5. Why store materials after use?	Communication and collaboration Critical thinking and problem solving Self efficacy Digital literacy Imaginative and creative	Responsibility	Learners look at and talk about objects with different colours, sizes and shapes. ☐ Teacher demonstrates sorting and grouping objects by one attribute up to two groups (colour, size and shape). ☐ Two learners demonstrate sorting, grouping and comparing objects by one attribute (colour, size and shape). ☐ Learners in groups, pairs or individually, sort and group objects according to one attribute. ☐ Learners relate specific attributes to other objects in the environment. ☐ Learners to sing songs related to sorting and	Realia Charts	1.Observation 2.Oral questions Written questions	

								grouping objects. ☐ Learners to collect and store materials in their respective corners. ☐ Learners to sort and group objects according to one attribute using ICT devices			
3	1-5		**Sorting & grouping Matching and Pairing**	By the end of the sub-strand, the learner should be able to: a) group objects according to a specific attribute to create sets of similar objects b) appreciate the materials in the environment for their uniqueness and diversity c) identify similarities among objects in the environment d) identify differences among objects in the environment	Which objects look alike? 2. What makes them look alike? 3. How do we use these objects? 4. How can we care for these objects?	Communication and collaboration Critical thinking and problem solving Self efficacy Imaginative and creative	Responsibility	Learners collect and talk about similar different objects from the environment ☐ Teacher demonstrates matching and pairing objects according to one attribute (sameness, likeness or use) ☐ Few learners demonstrate matching and pairing according to one attribute (sameness, likeness or use) ☐ In groups or in pairs, individual learners match and pair objects according to likeness, sameness or use ☐ Learners relate objects to their use in the environment. ☐ Learners sing	Realia	.Observation 2.Oral questions Written questions	

								songs or recite poems on relationship or use of objects from the environment. ☐ Learners to match and pair objects according to one attribute using ICT devices			
4	1-5		**Matching and Pairing**	By the end of the sub-strand, the learner should be able to: a) identify similarities among objects in the environment b) identify differences among objects in the environment c) match similar objects in the environment d) pair objects according to specific criteria e) appreciate the use of different objects in the environment	Which objects look alike? 2. What makes them look alike? 3. How do we use these objects? 4. How can we care for these objects?	Communication and collaboration Critical thinking and problem solving Self-efficacy Imaginative and creative	Love Responsibility	Learners collect and talk about similar different objects from the environment ☐ Teacher demonstrates matching and pairing objects according to one attribute (sameness, likeness or use) ☐ Few learners demonstrate matching and pairing according to one attribute (sameness, likeness or use) ☐ In groups or in pairs, individual learners match and pair objects according to likeness, sameness or use ☐ Learners relate objects to their use in the environment. ☐ Learners sing	Realia charts	.Observation 2.Oral questions Written questions	

								songs or recite poems on relationship or use of objects from the environment. ☐ Learners to match and pair objects according to one attribute using ICT devices			
5	1-5		**Orderin g**	By the end of the sub-strand, the learner should be able to: a) collect and identify different objects in their environment for exploration and enjoyment b) differentiate objects of different sizes in the environment c) use appropriate vocabulary related to ordering for effective communication d) arrange objects according to size in ascending order up to 3 objects for making comparison of objects of different sizes e) arrange objects according to size in descending order	1. Which objects are (shorter, taller, smaller, bigger)? 2. Which among these two objects is longer? 3. Which among these two objects is shorter	Communicat ion and collaboration Critical thinking and problem solving Self efficacy Imaginative and creative	Patience Responsibility	☐ Learners talk about different objects in the environment. ☐ Learners to demonstrate ordering objects according to size or height up to 3 objects. ☐ A few learners demonstrate ordering objects according to size or height. ☐ Learners in small groups/pairs, individually arrange objects according to size or height up to 3. ☐ In groups learners compare objects of different sizes up to three. ☐ Learners to draw big and small objects using ICT devices	**Realia charts**	Observation Written question	

				up to 3 objects for making comparison							
6	1-5		**Orderin g** patterns	By the end of the sub-strand, the learner should be able to: a) organize different objects in the environment b) appreciate different objects or materials in the environment c) observe objects in the environment and identify existing patterns d) identify similarities in patterns in the environmen	Which of these objects look alike? 2. Which objects comes next in the series? 3. How can you arrange these objects to form a pattern? 4. How else can you make a pattern? 5. Which part of the pattern repeats itself	Critical thinking and problem solving Communicat ion and collaboration Imaginative and creative Self efficacy	Patience Responsibility	☐ Learners collect and talk about different shapes in the environment. ☐ Learners to demonstrate arranging objects to make a pattern. ☐ A few learners demonstrate arranging objects to make a pattern ☐ In small groups/pairs, individually, learners arrange objects to make a pattern ☐ Learners arrange objects in an alternating manner to make a pattern ☐ Learners fill in the missing objects in a series to make a pattern ☐ Learners talk about patterns and shapes on their clothes, foot prints, buildings, flower gardens etc ☐ Learners discuss patterns made of same shape with two different colours	**Realia charts**	**.Observati on 2.Oral questions**	

							☐ In small groups or pairs make patterns with objects of same type with two different colours. ☐ Learners to draw different shapes using ICT devices to make patterns ☐ Learners to make patterns using ICT devices		
7	1-5		**Patterns** **Patterns**	By the end of the sub-strand, the learner should be able to: a) observe objects in the environment and identify existing patterns b) identify similarities in patterns in the environment c) identify different patterns in the environment d) identify the repeated shapes which form a pattern e) arrange similar objects to make a pattern		Communication and collaboration Critical thinking and problem solving Self efficacy Digital literacy Imaginative and creative	Responsibility	Learners collect and talk about different shapes in the environment. ☐ Learners to demonstrate arranging objects to make a pattern. ☐ A few learners demonstrate arranging objects to make a pattern ☐ In small groups/pairs, individually, learners arrange objects to make a pattern ☐ Learners arrange objects in an	**Realia charts**	**.Observation 2.Oral questions**	

				Specific Learning Outcomes	Key Inquiry Questions	Core Competencies	Values	Learning Experiences	Learning Resources	Assessment Methods	
				f) arrange 2 different objects in an alternating manner to make patterns g) appreciate the different types of objects in the environment h) enjoy making different patterns with objects found in the environment				alternating manner to make a pattern ◻ Learners fill in the missing objects in a series to make a pattern ◻ Learners talk about patterns and shapes on their clothes, foot prints, buildings, flower gardens etc ◻ Learners discuss patterns made of same shape with two different colours ◻ In small groups or pairs make patterns with objects of same type with two different colours. ◻ Learners to draw different shapes using ICT devices to make patterns ◻ Learners to make patterns using ICT device			
8	1-5	**NUMBE RS**	Rote counting	By the end of the sub-strand, the learner should be able to: a) rote count numbers 1-10 for developing numeracy skills b) rote count numbers 1-10 using actions for	How can you count as you jump, walk, clap, nod, tap, hop or stamp	Critical thinking and problem solving Imaginative and creative Communicat ion and collaboration	Love Respect Patience Responsibility	Guide learners to rote count numbers 1-10 ◻ Listen to and recite different numbers ◻ Learners sing songs as they rote count ◻ In groups or	**Realia**	.Observati on 2.Oral questions	

				development of numeracy skills c) enjoy rote counting in daily life		Self efficacy		pairs Learners perform singing games or rhymes related to rote counting. ☐ Learners to listen to radio and television educational programmes on rote counting. ☐ Learners to watch video clips on rote counting with actions - *walk, clap, nod, tap, hop or stamp.*			
9	1-5		**Number recogniti on**	By the end of the sub-strand, the learner should be able to: a) identify numerals 1-9 for development of numeracy skills and symbolic representation of number b) appreciate use of numbers in day to day life experiences	1. Which number is shown on the flashcard? 2. Which number have you modelled? 3. Who can show me two numbers on the number chart that look alike?	Communicat ion and collaboration Imaginative and creative Self efficacy	Respect Responsibility	☐ Learners to talk about numbers on number flash cards or number charts ☐ Guide learners to identify and talk about numbers found on objects in their environment ☐ A few learners to identify numbers on flash cards or charts ☐ Learners sing songs related to numbers 1- 9 ☐ Learners model numbers 1- 9 ☐ In pairs or small groups learners to play number recognition games (fishing game)	**Realia counters**	.Observati on 2.Oral questions	

								□ Learners to form numbers			
1 0	1-5		**Number recogniti on**	By the end of the sub-strand, the learner should be able to: a) identify numerals 1-9 for development of numeracy skills and symbolic representation of number b) appreciate use of numbers in day to day life experiences	1. Which number is shown on the flashcard? 2. Which number have you modelled? 3. Who can show me two numbers on the number chart that look alike?	Communicat ion and collaboration Imaginative and creative Self efficacy	Respect Responsibility	□ Learners to talk about numbers on number flash cards or number charts □ Guide learners to identify and talk about numbers found on objects in their environment □ A few learners to identify numbers on flash cards or charts □ Learners sing songs related to numbers 1- 9 □ Learners model numbers 1- 9 □ In pairs or small groups learners to play number recognition games (fishing game) □ Learners to form numbers	Realia	.Observati on 2.Oral questions	
1 1	1-5		**Countin g concrete object**	By the end of the sub-strand, the learner should be able to: a) count concrete objects 1-9 for development of numeracy skills and associating a group of objects with a number symbol	1. How many objects are these? 2. How many learners are in your group? 3. How many boys or girls are in your group?	Communicat ion and collaboration	Love Respect Unity Peace Patience	□ Learners demonstrate counting objects 1-9 □ Learners count objects for numbers 1-9 (body parts, colours of the national flag, different types of food, objects in the	Realia	.Observati on 2.Oral questions	

				b) demonstrate one to one correspondence while counting concrete objects c) enjoy counting concrete objects within their environment d) appreciate the use of one to one correspondence in real life situations				class) ☐ Learners play counting games involving counting objects 1-9 ☐ Learners match numerals with concrete objects for numbers 1-9 ☐ In groups or pairs, individually, learners count people or objects in their class up to 9. ☐ Learners to count concrete objects from 1-20 using ICT devices. ☐ Learners to play video games on counting.			
12	1-5		**Counting concrete object**	By the end of the sub-strand, the learner should be able to: a) count concrete objects 1-9 for development of numeracy skills and associating a group of objects with a number symbol b) demonstrate one to one correspondence while counting concrete objects c) enjoy counting concrete objects within their	1. How many objects are these? 2. How many learners are in your group? 3. How many boys or girls are in your group?	Communication and collaboration	Love Respect Unity Peace Patience Responsibility	☐ Learners demonstrate counting objects 1-9 ☐ Learners count objects for numbers 1-9 (body parts, colours of the national flag, different types of food, objects in the class) ☐ Learners play counting games involving counting objects 1-9 ☐ Learners match numerals with concrete objects for	Realia	.Observation 2.Oral questions 3.written questions	

			environment d) appreciate the use of one to one correspondence in real life situations				numbers 1-9 □ In groups or pairs, individually, learners count people or objects in their class up to 9. □ Learners to count concrete objects from 1-20 using ICT devices. □ Learners to play video games on counting.			
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