SCHEMES OF WORK MATHEMATICS ACTIVITIES GRADE 1 2018

WEEK	LESSON	`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	• How can we sort and group items?	• Learners in pairs to sort and group items with same attributes together	• Realia • Crayons • Cut outs	• Observation • 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	• How can we group and pair items?	• Learners to pair and ,attach items with same attributes together	• Cut outs • Crayons	• Oral questions • Observation	
2	1	NUMBERS	Number concept	The learner should be able to pair and match objects according to colour,size and shape correctly	• How can we group and pair items?	• Learners to pair and match items with the same attributes together	• Cut outs • Crayons	• Written exercise • Observation	
`	2	NUMBERS	Number concept	The learners should appreciate sorting, grouping, pairing and matching items in day to day activities(CAT)	• How can we group items?	• Learners to sort, group, pair and match items with same attributes together	•	• Written exercises • Observation	
	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	• How can we find out which group has more objects then others?	• Learners in pairs to order objects from smallest to biggest	• Bottle tops • Stones	• Observation • Oral questions • Written exercises	
3	1-4	NUMBERS	Number concept	The learner should be able to identify: Which is smaller	• How can we find out which group is more objects	• Learners to order objects according to	• Stones • Bottle tops	• Written exercises • Observati	

Week	Lesson	Strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment	Reflection
				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)	• How do we order and sequence objects considering their number?	• Learners to practice ordering and sequencing items in day to add activities	•	• Written exercises	
4	1	NUMBERS	Number concept	The learner should be able to make patterns using concrete objects	• How do we make patterns	• Learners to make patterns using real objects	• Realia • Cut outs	• Written exercises • Observation	
	2	NUMBER	Number concept	The learner should be able to recite number names in order 1-50 correctly	• How many ways can we count from 1-50	• Learners to recite numbers names up to 50	• Flash card • Counters • Chart	• 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)	• How many ways can we count 1-30?	• Learners to represent numbers 1-30 using concrete objects	• Straws • Flash cards • Stones	• Written exercises	
	5	NUMBERS	Number concept	The learner should be able to appreciate the value of numbers min day to day activities correctly	• How can we count 1-50?	• Learners to answer questions on number work	•	• 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	• How many ways can we count numbers 1-100?	• Learners to count in 1`s and 2`s up to 20 • Count forward • Count backward	• Flash cards • Coloured pencils • Straws	• 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	• Observation • 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	• Observation • 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	•	• Observation • 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 o ones and tens	• Straws colored pencils • Stones	• Observation • 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 • Chats	• 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 • Recognition	
		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		• Observation	
		NUMBERS	Whole numbers	The learners should be able to identify the missing numbers in number patterns(1-20) correctly.(forward and backward)	• How many ways do we count 1-20?``	• Learners to identify missing numbers in number patterns 1-2	• Flesh cards • Charts	• Written exercises • Oral questions	
1		NUMBERS	Addition	The learner should be able to model addition and recognize it as putting things together correctly	• What is addition? • How do we add?	• Learners to model in pairs the sign "+`` then put things together and count the total	• Plasticine • Real objects • Flash cards • Showing terms used in addition	• Oral questions • Written exercise	
2		NUMBERS	Addition	The learners should be able to use the sins'+` and'=` in writing addition sentences correctly	• How do we use the signs'+` and'=`?	• Learners to use '+` and '=` to write addition sentences	• Counters • Real objects	• 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`	• How do we add 1 digit to 1 digit number	• Learners toad 2 single digit numbers vertically and horizontally	• Counters • Real objects	• Written exercises	
5-1		NUMBERS	Addition	The learner should be able to add 3single digit horizontally and vertically up to a sum of 10 correctly	• How do we add 3 digit numbers?	• Learners to add 3 digit numbers vertically and horizontally	• Counters • Real objects	• Written exercise	
2-4		NUMBERS	Addition	The learner should be able to add 2 digit number vertically and horizontally(not exceeding 100)	• How do we add 2digi 2 numbers?	• Learners is to add 2 digit numbers vertically and horizontally	• Counters • Straws	• Written exercise • Observation	
5		NUMBERS	Addition	The learners should be able to add multiple of ten up to 100	• How do we add multiples of ten?	• Learners to add multiple	• Counters • Bundles of	• Written exercise	

				vertically		to 100	ten		
13	1-5	NUMBERS	Addition	The learner should be able to read and solve word problems: One word with number symbol One word with number names Sentences with number symbols Sentences with number names Mixed exercise	• How do we work out word problems?	• Learners to read, understand and work out word problems	• Counters	• Oral questions • Written exercise	
14	1-5	NUMBERS	Addition	The learners should be able to work out missing numbers in patterns involving additional of whole numbers up to 100 correctly: Forward 1-20 Forward 20-40 Backward 40-60 Backward 60-80 Backward 80-100	• How do we work out missing numbers in number patterns	• Learners to work out missing numbers in number patterns	• Counters • Flash cards	• Observation • Written exercise	