GRADE THREE MATHEMATICS SCHEME OF WORK TERM THREE

WEEK	LESSON	STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUARY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFLECTION
1	1	**Numbers**	Number Concept	By the end of the lesson, the learner should be able to: use ordinal numbers to identify position from 1-10.	How can we find the number of objects in a group	Learners to identify the position of an object from a reference point using first, second up to 20th	Realia charts	Observation Oral questions	
	2		Number Concept	By the end of the lesson, the learner should be able to: use ordinal numbers to identify position from 10-20.	How can we find the number of objects in a group	Learners to identify the position of an object from a reference point using first, second up to 20th	Realia charts	Observation Oral questions	
	3		Whole Numbers	By the end of the lesson, the learner should be able to read numbers 1-1000 in symbols	How do we get the next number in a pattern	Learners in pairs to read numbers 1-1000 in symbols.	Realia charts	Observation Oral questions	
	4		Whole Numbers	By the end of the lesson, the learner should be able to read and write numbers 1-100 in words	How do we get the next number in a pattern	. Learners to read and write numbers 1-100 in words	**Realia charts**	Observation Oral questions	
	5		Whole Numbers	By the end of the lesson, the learner should be able to identify missing numbers in number	How do we get the next number in a pattern	Learners in pairs/groups to make number patterns and share with other groups.	Realia charts	Observation Oral questions	

				patterns up to 1000				
2	1		Fractions	By the end of the lesson, the learner should be able to identify 1/2, 1/4 and 1/8 as part of a whole.	What fraction do you get when you fold a circular paper cut- out into 4 equal parts?	Learners in pairs to make rectangular paper cut – outs and fold them into two equal parts to get a half of a whole written as 1/2. ,1/4 and1/8	Realia charts	Observation Oral questions	
	2		Fractions	By the end of the lesson, the learner should be able to identify 1/2, 1/4 and 1/8 as part of a group	What fraction do you get when you fold a circular paper cut- out into 4 equal parts?	Learners in pairs to fold circular paper cut – outs to get 4 equal parts and identify one of the parts as a 1/4 of a whole	Realia charts	Observation Oral questions	
	3		Fractions	By the end of the lesson, the learner should be able to divide a number of objects into 2 equal groups and identify each of the small groups as 12 of the whole group.	What fraction do you get when you fold a circular paper cut- out into 4 equal parts?	Learners in pairs groups to divide a number of objects into 2 equal groups and identify each of the small groups as 12 of the whole group	Realia charts	Observation Oral questions	
	4		Addition	By the end of the lesson, the learner should be able to create number patterns involving addition up to 1000.	How do you arrange numbers when adding vertically	Learners to create and work out missing numbers in patterns involving addition up to 1000	Realia charts	Observation Oral questions	

	5			Addition	By the end of the lesson, the learner should be able to add two 3- digit numbers with single regrouping with sum not exceeding 1000,	How do you arrange numbers when adding vertically	Learners to add up to two 3- digit numbers without and with regrouping with sum not exceeding 1000	Realia charts	Observation Oral questions	
3	1			Addition	By the end of the lesson, the learner should be able to work out missing numbers in patterns involving addition up to 1000	How do you arrange numbers when adding vertically	Learners to create and work out missing numbers in patterns involving addition up to 1000.	Realia charts	**Common accidents and Basic First aid**	
	2			Addition	By the end of the lesson, the learner should be able to create number patterns involving addition up to 1000.	How do you arrange numbers when adding vertically	Learners in pairs /groups to subtract single digit numbers by comparing groups of objects	Realia charts	Observation Oral questions	
	3			Subtraction	By the end of the lesson, the learner should be able to subtract up to 3- digit numbers without regrouping	When do you regroup during subtraction?	Learners to work out subtraction of up to 3-digit numbers without regrouping in real life situations	Realia charts	Observation Oral questions	

	4		Subtraction	By the end of the lesson, the learner should be able to subtract up to 3- digit numbers involving missing numbers with single regrouping	When do you regroup during subtraction?	Learners to work out missing numbers in subtraction of up to 3- digit numbers with single regrouping using a variety of strategies such as number families.	Realia charts	Observation Oral questions	
	5		**Subtraction**	By the end of the lesson, the learner should be able to work out missing numbers in number patterns involving subtraction up to 1000.	When do you regroup during subtraction?	Learners to discusshow to work out missing numbers in patterns involving subtraction up to 1000.	**Realia charts**	**Observation Oral questions**	
4	1		Multiplication	By the end of the lesson, the learner should be able to multiply single digit numbers by numbers 1-10 in different contexts	How do you represent multiplication as repeated addition	Learners in pairs/groups to use counters to represent multiplication as repeated addition	Realia charts	Observation Oral questions	
	2		Multiplication	By the end of the lesson, the learner should be able to multiply single digit numbers by numbers 1-10 in different contexts	How do you represent multiplication as repeated addition	Learners to use '×' sign in writing repeated addition sentences as multiplication. Learners to multiply single digit numbers by 1, 2, 3, 4, 5 and 10.	Realia charts	Observation Oral questions	
	3		Multiplicati	By the end of the	How do you	Learners could visit	Realia	Observation	

			on	lesson, the learner should be able to multiply single digit numbers by numbers 1-10 in different contexts	represent multiplication as repeated addition	the local market to see how fruits are arranged in groups of 3's, 4's ,5's or 10's a certain number of times	charts	Oral questions	
	4		Division	By the end of the lesson, the learner should be able to represent division as repeated subtraction up to 5 times	How can you share a given number of objects equally	Learners to represent division as repeated subtraction up to 5 times	Realia charts	Observation Oral questions	
	5		Division	By the end of the lesson, the learner should be able to represent division as repeated subtraction up to 5 times	How can you share a given number of objects equally	Learners to represent division as repeated subtraction up to 5 times	Realia charts	Observation Oral questions	
5	1		Division	By the end of the lesson, the learner should be able to show relationship between multiplication and division using mathematical sentences up to $9\times10 = 90$.	How can you share a given number of objects equally	Learners in pairs/ groups to practice how to divide numbers related to multiplication of up to $9 \times 10 = 90$.	Realia charts	Observation Oral questions	
	2	Measurement	Length	By the end of the lesson, the learner should be able to estimate length up to 20 metres	What can you use to measure different lengths	Learners in pairs/groups to estimate distances around the school up to 20 metres and	Realia charts	Observation Oral questions	

						measure to confirm			
	3		Length	By the end of the lesson, the learner should be able to measure length in metres,	What can you use to measure different lengths	Learners to work out questions involving addition and subtraction of length in metres based on real life situations	Realia charts	Observation Oral questions	
	4		Length	By the end of the lesson, the learner should be able to add and subtract length in metres,	What can you use to measure different lengths	Learners to work out questions involving addition and subtraction of length in metres based on real life situations	Realia charts	Observation Oral questions	
	5		Mass	By the end of the lesson, the learner should be able to measure mass in kilogram	What can we use to measure mass	Learners in pairs/groups to use items of same mass and a beam balance to measure different masses record and discuss the results.	Realia charts	Observation Oral questions	
6	1		Mass	By the end of the lesson, the learner should be able to add and subtract mass in kilograms	What can we use to measure mass	Learners to add and subtract mass in kilograms in real life situations	Realia charts	Observation Oral questions	
	2		Mass	By the end of the lesson, the learner should be able to estimate mass up to 5 kilograms	What can we use to measure mass	Learners to estimate mass up to 5kg and measure to confirm.	Realia charts	Observation Oral questions	

	3		Capacity	By the end of the lesson, the learner should be able to add and subtract capacity in litres	What can you use to measure capacity of different containers	Learners to add and subtract capacity in litres in real life situations	Realia charts	Observation Oral questions	
	4		Capacity	By the end of the lesson, the learner should be able to estimate capacity up to 5 litres.	What can you use to measure capacity of different containers	Learners to estimate capacity up to 5 litres and measure to confirm	Realia charts	Observation Oral questions	
	5		Time	By the end of the lesson, the learner should be able to write time using 'past' and 'to' the hour,	In which month do you celebrate your birth day	Learners in pairs/groups to read, tell and write time using 'past' and 'to' the hour			
7	1		Time	By the end of the lesson, the learner should be able to estimate time in hours	In which month do you celebrate your birth day	Learners in pairs/groups to estimate time in hours	Realia charts	Observation Oral questions	
	2		Time	By the end of the lesson, the learner should be able to add and subtract time involving hours and minutes without conversion in real life situations.	In which month do you celebrate your birth day	Learners in pairs/groups to add and subtract time involving hours and minutes without conversion in real life situations	Realia charts	Observation Oral questions	
	3		Money	By the end of the lesson, the learner	How can you identify different	Learners in pairs/groups to	Realia charts	Observation Oral questions	

				should be able to relate money to goods and services up to sh.1000,	Kenyan currencies?	practice giving change and balance using imitation money up to sh.1000 in shopping activities			
	4		Money	By the end of the lesson, the learner should be able to differentiate between needs and wants	How can you identify different Kenyan currencies?	Learners in pairs/groups to classify needs and wants. Learners to play digital games involving money	Realia charts	Observation Oral questions	
	5		Money	By the end of the lesson, the learner should be able to appreciate spending and saving of money in real life situations	How can you identify different Kenyan currencies?	Learners in pairs/groups to classify needs and wants. Learners to play digital games involving money	Realia charts	Observation Oral questions	
8	1	**Geometry**	Position and Direction	By the end of the lesson, the learner should be able to turn to the right from a point	What do you do when you get to a road junction	Learners in pairs/groups to move straight along the outside of their classroom and then turn to the right or left.	Realia charts	Observation Oral questions	
	2		Position and Direction	By the end of the lesson, the learner should be able to turn to the left from a point.	What do you do when you get to a road junction	Learners in pairs practice moving along a straight line and turning left or right	Realia charts	Observation Oral questions	

	3		Shapes	By the end of the lesson, the learner should be able to make patterns involving rectangles, circles, triangles, ovals and squares	What do you do when you get to a road junction	Learners to sort and group items of different shapes. Learners in pairs /groups to discuss the types of lines making various shapes	Realia charts	Observation Oral questions	
	4		Shapes	By the end of the lesson, the learner should be able to make patterns involving rectangles, circles, triangles, ovals and squares	What do you do when you get to a road junction	Learners to sort and group items of different shapes. Learners in pairs /groups to discuss the types of lines making various shapes	Realia charts	Observation Oral questions	
	5		Shapes	By the end of the lesson, the learner should be able to appreciate making patterns involving rectangles, circles, triangles, ovals and squares.	What do you do when you get to a road junction	Learners in groups to make patterns, colour them and share with other groups.	Realia charts	Observation Oral questions	
9& 10	CAT	CAT	CAT	CAT	CAT	CAT	CAT	CAT	CAT