**Mathematics Act. Pupils Bk. 1 ACT. GRADE One**

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| **School** | **Teacher’s Name** | **Term** | **Year** |
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| **WE**  **EK** | | **LESS**  **ON** | **STRAND THEME** | **S-STRAND** | **SPECIAL**  **LEARNING**  **OUTCOMES** | **KEY**  **INQUIRY**  **QUESTIONS** | **LEARNING EXPERIENCE** | **LEARNING RESOURCES** | **ASSESMENT METHOD** | **REF** |
| **1** | | **1** | **NUMBERS** | **Sorting and grouping** | By the end of the sub-strand, the learner should be able to:   1. sort and group objects according to colour 2. appreciate the use of sorting and grouping items in day to day activities. | How do you sort and group objects? | Learners in pairs/groups to sort objects with same  attribute and group them together. | Books, crayons, flowers, pictures, Maths act. Pupils bk. 1 pg. 65 | oral questions, written exercise, observation. |  |
|  | | **2** |  | **Pairing and matching** | By the end of the sub-strand, the learner should be able to:   1. pair and match objects according to shape 2. appreciate pairing and matching in daily activities | How do you pair and match objects? | Learners in pairs/groups to pair and match objectsto establish “equal to”, “more than” and “less than.” | Paper cut-outs of triangles, circles and rectangles  Maths act. Pupils bk. 1 pg. 66 | oral questions, written exercise, observation. |  |
|  | | **3** |  | **Pairing and matching** | By the end of the sub-strand, the learner should be able to:   1. pair and match objects according to colour 2. appreciate pairing and matching in daily activities | How do you pair and match objects? | Learners in pairs/groups to pair and match objectsto establish “equal to”, “more than” and “less than.” | Beads, bottles, pieces of cloth, books  Maths act. Pupils bk. 1 pg. 67 | oral questions, written exercise, observation. |  |
|  | | **4** |  | **Ordering** | By the end of the sub-strand, the learner should be able to:   1. order and sequence objects in ascending order, 2. appreciate ordering in real life situations | How do you order and sequence objects? | Learners to order objects according to size from smallest to biggest and vice versa. | Paper cut outs, bottles  Maths act. Pupils bk. 1 pg. 68 | oral questions, written exercise, observation. |  |
|  | | **5** |  | **Making patterns** | By the end of the sub-strand, the learner should be able to:   1. make patterns using objects of different shapes 2. complete various patterns In their books | how do you make patterns using objects? | Learners to make patterns using real objects | Paper cut outs of triangles and circles  Maths act. Pupils bk. 1 pg. 69 | oral questions, written exercise, observation. |  |
| **2** | | **1** |  | **Number names** | By the end of the sub-strand, the learner should be able to:   1. recite number names in order up to 40 2. write numbers up to 40 | How do you recite number names in order? | Learners to recite number names up to 40. | Videos, audios  Maths act. Pupils bk. 1 pg. 70 | oral questions, written exercise, observation. |  |
|  | | **2** |  | **Number**  **using objects** | By the end of the sub-strand, the learner should be able to:   1. represent numbers 1up to 20 using objects 2. appreciate use of numbers in daily activities | How do you represent numbers using objects? | Learners to represent numbers 1-30 using concrete objects as well as their body parts. | Books, pencils, bottles, spoons, pencils, buttons, beads.  Maths act. Pupils bk. 1 pg. 71 | oral questions, written exercise, observation. |  |
|  | | **3** |  | **counting** | By the end of the sub-strand, the learner should be able to:   1. demonstrate through counting that a group in all situations has only one count 2. count various objects in the immediate environment | How do you demonstrate that a group in all situations has only one count? | Learners to demonstrate that any given group has only one count. | Books, pencils, paper cut-outs  Maths act. Pupils bk. 1 pg. 72-73 | oral questions, written exercise, observation. |  |
|  | | **4** | **WHOLE NUMBERS** | **Counting** | By the end of the sub-strand, the learner should be able to:   1. count in 5’s up to 25 forward and backward 2. count various objects in the immediate environment | How do you count numbers forward and backward? | Learners to demonstrate that any given group has only one count. | Counters  Maths act. Pupils bk. 1 pg. 74 | oral questions, written exercise, observation. |  |
|  | | **5** |  | **Counting** | By the end of the sub-strand, the learner should be able to:   1. count in 5’s up to 50 forward and backward 2. count various objects in the immediate environment 3. Appreciate counting in real life situation | How do you count numbers forward and backward? | Learners to demonstrate that any given group has only one count. | Counters  Maths act. Pupils bk. 1 pg. 75 | oral questions, written exercise, observation. |  |
| **3** | | **1** |  | **Numbers using objects** | By the end of the sub-strand, the learner should be able to:   1. represent numbers up to 40 using objects 2. appreciate use of numbers in real life situations | How do you represent numbers using objects? | Learners to represent numbers 1-30 using concrete objects as well as their body parts. | Bottles, stones, straws, number cards  Maths act. Pupils bk. 1 pg. 76 | oral questions, written exercise, observation. |  |
|  | | **2** |  | **Tens and Ones** | By the end of the sub-strand, the learner should be able to:   1. identify place value of digits in numbers up to tens 2. appreciate place value In real life situation 3. work out examples in their books | How do you identify the place if a digit in a number? | Learners to identify place value of ones and tens. | Number tins, sticks, straws  Maths act. Pupils bk. 1 pg. 77-78 | oral questions, written exercise, observation. |  |
|  | | **3** |  | **Reading and Writing numbers** | By the end of the sub-strand, the learner should be able to:   1. read and write number symbols up to 40 2. work out examples in their books | How do you read and write number symbols? | Learners in pairs to recite and write numbers 1-  50 in symbols. | Number chart, number cards, video clips  Maths act. Pupils bk. 1 pg. 79 | oral questions, written exercise, observation. |  |
|  | | **4** |  | **Numbers in words** | By the end of the sub-strand, the learner should be able to:   1. Write numbers up to 5 in words 2. Appreciate writing numbers in words in real life situation | How many ways can we count from 1-20? | Learners to practice writing numbers 1-10 in words. | Number card with numerals  Maths act. Pupils bk. 1 pg. 80 | oral questions, written exercise, observation. |  |
|  | | **5** |  | **Numbers in patterns** | By the end of the sub-strand, the learner should be able to:   1. Work out missing numbers in patterns up to 10 2. Identify missing patterns | How do you work out missing numbers in patterns up to 10? | Learners to identify missing numbers in number patterns up to 20. | Number card with numerals  Maths act. Pupils bk. 1 pg. 81 | oral questions, written exercise, observation. |  |
| **4** | | **1** |  | **Number patterns** | By the end of the sub-strand, the learner should be able to:   1. Create and extend number patterns up to 20 2. Identify a pattern to extend | How do you create and extend number patterns? | Learners to identify missing numbers in number patterns up to 20. | Number card with numerals  Maths act. Pupils bk. 1 pg. 82 | oral questions, written exercise, observation. |  |
|  | | **2** |  | **Add** | By the end of the sub-strand, the learner should be able to:   1. add 3- single digit numbers up to a sum of 10 horizontally 2. Work out addition examples in their books 3. Appreciate addition of numbers in real life situation | How can you add 3-single digit numbers? | Learners to add 3- single digit numbers using a number line. • Learners to add 3- single digit numbers by counting on. • Learners to add 3- single digit numbers using the family of 10 | Counters  Maths act. Pupils bk. 1 pg. 83 | oral questions, written exercise, observation. |  |
|  | | **3** |  | **Add** | By the end of the sub-strand, the learner should be able to:   1. add 3- single digit numbers up to a sum of 10 vertically 2. Work out addition examples in their books 3. Appreciate addition of numbers in real life situation | How do you add 3-single digit numbers? | Learners to add 3- single digit numbers using a number line. • Learners to add 3- single digit numbers by counting on. • Learners to add 3- single digit numbers using the family of 10 | Counters  Maths act. Pupils bk. 1 pg. 84 | oral questions, written exercise, observation. |  |
|  | | **4** |  | **Add** | By the end of the sub-strand, the learner should be able to:   1. add a 2- digit number to a 1- digit number up to a sum of 20 horizontally 2. Work out addition examples in their books 3. Appreciate addition of numbers in real life situation | How do you add a 2-digit number to a 1-digit number? | Learners to use ' + ' and ' = ' signs inwriting addition sentences. • Learners to add 2- single digit-numbers by skipping on a number line. • Learners to add 2- single digit numbers using the family of 10 | Counters, number cards, number line  Maths act. Pupils bk. 1 pg. 85 | oral questions, written exercise, observation. |  |
|  | | **5** |  | **Add** | By the end of the sub-strand, the learner should be able to:   1. add a 2- digit number to a 1- digit number up to a sum of 20 horizontally 2. Work out addition examples in their books 3. Appreciate addition of numbers in real life situation | How do you add a 2-digit number to a 1-digit number? | Learners to use ' + ' and ' = ' signs inwriting addition sentences. • Learners to add 2- single digit-numbers by skipping on a number line. • Learners to add 2- single digit numbers using the family of 10 | Counters, number cards  Maths act. Pupils bk. 1 pg. 86 | oral questions, written exercise, observation. |  |
| **5** | | **1** |  | **Add** | By the end of the sub-strand, the learner should be able to:   1. add a 2- digit number to a 1- digit number up to a sum of 50 horizontally 2. Work out addition examples in their books 3. Appreciate addition of numbers in real life situation | How do you add a 2-digit number to a 1-digit number? | Learners to use ' + ' and ' = ' signs inwriting addition sentences. • Learners to add 2- single digit-numbers by skipping on a number line. • Learners to add 2- single digit numbers using the family of 10 | Counters, number cards  Maths act. Pupils bk. 1 pg. 87 | oral questions, written exercise, observation. |  |
|  | | **2** |  | **Add** | By the end of the sub-strand, the learner should be able to:   1. add a 2- digit number to a 1- digit number up to a sum of 50 vertically. 2. Work out addition examples in their books 3. Appreciate addition of numbers in real life situation | How can you add a 2- digit number to a  1- digit number? | Learners to use ' + ' and ' = ' signs inwriting addition sentences. • Learners to add 2- single digit-numbers by skipping on a number line. • Learners to add 2- single digit numbers using the family of 10. | Counters, number cards, number line  Maths act. Pupils bk. 1 pg. 88 | oral questions, written exercise, observation. |  |
|  | | **3** |  | **Add** | By the end of the sub-strand, the learner should be able to:   1. add multiples of 10 up to 50 horizontally 2. Work out addition examples in their books 3. Appreciate addition of numbers in real life situation | How do you add multiples of ten? | Learners to add multiples of 10 up to a 100 vertically. • Learners to play digital games involving addition. | Bundles of sticks or straws, tens frame?  Maths act. Pupils bk. 1 pg. 89 | oral questions, written exercise, observation. |  |
|  | | **4** |  | **Number patterns** | By the end of the sub-strand, the learner should be able to:   1. How do you work out missing numbers in patterns involving addition up to 50. 2. Appreciate addition of numbers in real life situation | How do you work out missing numbers in number patterns? | Learners to make  patterns involving addition with numbers up to 100. | Counters, number cards, number line  Maths act. Pupils bk. 1 pg. 90 | oral questions, written exercise, observation. |  |
|  | | **5** |  | **Subtract** | By the end of the sub-strand, the learner should be able to:   1. subtract 2-single digit numbers vertically 2. work out sample addition in their books 3. Appreciate the importance of subtraction in real life situation | How do you subtract 2  single digit numbers? | Learners to solve routine and non routine problems involving subtraction of a 1-digit number from a 2- digit  number based on basic addition facts. | Counters  Maths act. Pupils bk. 1 pg. 91 | written exercise, observation, oral questions. |  |
| **6** | | **1** |  | **Subtract** | By the end of the sub-strand, the learner should be able to:   1. Subtract single digit numbers from 10 2. work out sample addition in their books 3. Appreciate the importance of subtraction in real life situation | How do you subtract numbers from 10? | Learners to solve routine and non routine problems involving subtraction of a 1-digit  number from a 2- digit number based on basic addition facts. | Counters  Maths act. Pupils bk. 1 pg. 92 | written exercise, observation, oral questions. |  |
|  | | **2** |  | **Subtract** | By the end of the sub-strand, the learner should be able to:   1. subtract a 1- digit number from a 2- digit number horizontally using basic addition facts 2. work out sample addition in their books 3. Appreciate the importance of subtraction in real life situation | How do you subtract a 1-digit number from a 2-digit number? | Learners to solve routine and non routine problems involving subtraction of a 1-digit  number from a 2- digit  number based on basic addition facts. | Counters, basic addition tables  Maths act. Pupils bk. 1 pg. 93 | written exercise, observation, oral questions. |  |
|  | | **3** |  | **Subtract** | By the end of the sub-strand, the learner should be able to:   1. subtract a 1- digit number from a 2- digit number vertically using basic addition facts 2. work out sample addition in their books 3. Appreciate the importance of subtraction in real life situation | How do you subtract a 1-digit number from a 2-digit number? | Learners to solve routine and non routine problems involving subtraction of a 1-digit number from a 2- digit number based on basic addition facts. | Counters, basic addition tables  Maths act. Pupils bk. 1 pg. 94 | written exercise, observation, oral questions. |  |
|  | | **4** |  | **Subtract and add** | By the end of the sub-strand, the learner should be able to:   1. Write subtraction sentences from a given addition sentences up to 10 2. work out sample addition in their books 3. Appreciate the importance of subtraction in real life situation | What is the relationship between addition and subtraction? | Learners to create subtraction sentences related to basic addition facts. | Counters, basic addition tables  Maths act. Pupils bk. 1 pg. 95 | written exercise, observation, oral questions. |  |
|  | | **5** |  | **Subtract** | By the end of the sub-strand, the learner should be able to:   1. subtract multiples of 10 up to 90 2. work out sample addition in their books 3. Appreciate the importance of subtraction in real life situation | How do you subtract tens? | Learners to use tablets to workout subtraction of multiples of 10 up to 90. | Bundles of sticks, tens frame  Maths act. Pupils bk. 1 pg. 96 | written exercise, observation, oral questions. |  |
| **7** | | **1** |  | **Subtract** | By the end of the sub-strand, the learner should be able to:   1. subtract multiples of 10 up to 90 2. work out sample addition in their books 3. Appreciate the importance of subtraction in real life situation | How do you subtract tens? | Learners to use tablets to workout subtraction of multiples of 10 up to 90. | Bundles of sticks, tens frame  Maths act. Pupils bk. 1 pg. 97 | written exercise, observation, oral questions. |  |
|  | | **2** |  | **Number patterns** | By the end of the sub-strand, the learner should be able to:   1. work out missing numbers in patterns involving subtraction up to 50. | How do you subtract a single digit  number from a 2-digit  number? | Learners in pairs /groups to create patterns involving subtraction. | Counters, number cards  Maths act. Pupils bk. 1 pg. 98 | written exercise, observation, oral questions. |  |
|  | | **3** | **MEASUREMENT** | **Length** | By the end of the sub-strand, the learner should be able to:   1. compare length of objects directly 2. appreciate use of length in real life situation | How do you compare length of two objects? | Learners to place objects of equal length in different orientations and describe them using words such as longer than, shorter than and same as | Biro pens, pencils, textbooks, sticks, rulers  Maths act. Pupils bk. 1 pg. 99 | written exercise, observation, oral questions |  |
|  | | **4** |  | **Length** | By the end of the sub-strand, the learner should be able to:   1. Conserve length through manipulation 2. appreciate use of length in real life situation | What happened to the length of an object when it lies at an angle? | Learners to place objects of equal length in different orientations and describe them using words such as longer than, shorter than and same as | Biro pens, pencils, textbooks, sticks, rulers  Maths act. Pupils bk. 1 pg. 100 | written exercise, observation, oral questions |  |
|  | | **5** | **MEASUREMENT** | **Measuring length** | By the end of the sub-strand, the learner should be able to:   1. Measure length using arbitrary units 2. appreciate use of length in real life situation | How can you measure the length of the teachers table? | Learners to place objects of equal length in different orientations and describe them  using words such as longer than, shorter than and same as | Books, pencils, sticks, bottles, rulers  and others  Maths act. Pupils bk. 1 pg. 101 | written exercise, observation, oral questions |  |
| **8** | | **1** |  | **Mass** | By the end of the sub-strand, the learner should be able to:   1. compare mass of objects directly 2. appreciate use mass in real life situation | How do you compare the mass of two different objects directly? | Learners in pairs/groups to use an identified mass to compare the mass  of other objects using the words heavier than, lighter than or  same as. | Chairs, balls, bottle tops, pencils  Maths act. Pupils bk. 1 pg. 102 | written exercise, observation, oral questions |  |
|  | | **2** |  | **Mass** | By the end of the sub-strand, the learner should be able to:   1. Conserve mass through manipulation 2. Appreciate use mass in real life situation | What happens to the mass of an object when it’s form changes? | Learners in pairs/groups to use an identified mass to compare the mass  of other objects using the words heavier than,  lighter than or  same as. | Sticks, beam balance, plastic bottles  Maths act. Pupils bk. 1 pg. 103 | written exercise, observation, oral questions |  |
|  | | **3** |  | **Measuring mass** | By the end of the sub-strand, the learner should be able to:   1. Measure mass using arbitrary units 2. Appreciate use mass in real life situation | How do you find mass of an objects? | Learners in pairs/groups to use an identified mass to compare the mass  of other objects using the words heavier than,  lighter than or  same as. | Bottle tops, pebbles, pencils, duster, beam balance  Maths act. Pupils bk. 1 pg. 104 | written exercise, observation, oral questions |  |
|  | | **4** |  | **Measuring mass** | By the end of the sub-strand, the learner should be able to:   1. Measure mass using arbitrary units 2. Appreciate use mass in real life situation | How do you find mass of an objects? | Learners in pairs/groups to use an  identified mass to compare the  mass of other objects using the words heavier than, lighter than or  same as. | Bottle tops, pebbles, pencils, duster, beam balance  Maths act. Pupils bk. 1 pg. 104 | written exercise, observation, oral questions |  |
|  | | **5** |  | **Capacity** | By the end of the sub-strand, the learner should be able to:   1. compare capacity in containers by direct comparison 2. demonstrate use of capacity in real life situation 3. Appreciate capacity in real life situations | How do you compare capacity of two containers? | Learners to identify and compare containers which holds more, less  or same as. | Containers of different sizes, water, sand, soil and others  Maths act. Pupils bk. 1 pg. 105-106 | written exercises, observation, oral. questions |  |
| **9** | | **1** |  | **Capacity** | By the end of the sub-strand, the learner should be able to:   1. Conserve capacity through manipulation. 2. demonstrate use of capacity in real life situation 3. Appreciate capacity in real life situations | What happens to the amount of water in a container if it is poured into a larger container? | Learners to identify and compare containers which holds more, less  or same as. | Containers of different sizes, water, sand, soil and others  Maths act. Pupils bk. 1 pg. 107 | written exercises, observation, oral. questions |  |
|  | | **2** |  | **Measuring capacity** | By the end of the sub-strand, the learner should be able to:   1. Measure the capacity of given containers using arbitrary units 2. demonstrate use of capacity in real life situation 3. Appreciate capacity in real life situations | How can you measure the amount of water a given container can hold? | Learners to identify and compare containers which holds more, less  or same as. | Containers of different sizes, water, sand, soil and others  Maths act. Pupils bk. 1 pg. 108 | written exercises, observation, oral. questions |  |
|  | | **3** |  | **Measuring capacity** | By the end of the sub-strand, the learner should be able to:   1. Measure capacity of containers using arbitrary units 2. demonstrate use of capacity in real life situation 3. Appreciate capacity in real life situations | How can you measure the amount of water a given container can hold? | Learners to identify and compare containers which holds more, less  or same as. | Containers of different sizes, water, sand, soil and others  Maths act. Pupils bk. 1 pg. 109 | written exercises, observation, oral. questions |  |
|  | | **4** |  | **Activities at**  **home** | By the end of the sub-strand, the learner should be able to:   1. relate daily activities at home to time 2. Appreciate the importance of activities at home in daily life | What do you do at different times of the day at home? | Learners in pairs/groups to identify activities they do in the morning, afternoon and evening both at home and school | Picture of a homestead  Maths act. Pupils bk. 1 pg. 110 | oral questions**,** written exercises, observation |  |
|  | | **5** |  | **Activities at school** | By the end of the sub-strand, the learner should be able to:   1. Relate daily activities at school to time 2. Appreciate the importance of activities at school in daily life | What do you do at different times of the day at school? | Learners in pairs/groups to identify activities they do in the morning, afternoon and evening both | Timetable, school routine  Maths act. Pupils bk. 1 pg. 111 | oral questions**,** written exercises, observation |  |
| **10** | | **1** |  | **Days of the week** | By the end of the sub-strand, the learner should be able to:   1. Identify the days of the week 2. Appreciate the importance of activities at home and school in daily life | How do you identify the days of the week? | Learners in pairs/groups to identify activities they do in the morning, afternoon and evening both at home and school | Calendar, digital devices, flash cards  Maths act. Pupils bk. 1 pg. 112 | oral questions**,** written exercises, observation |  |
|  | | **2** |  | **Notes and coins** | By the end of the sub-strand, the learner should be able to:   1. Identify and sort Kenya currency coins and notes by value up to sh. 100 2. Appreciate the importance of money in daily life | How do you identify Kenyan currency? | Learners in pairs/groups to sort out different Kenyan currency coins and notes according to their value up to sh.100. | One shilling coins (copper, silver, small and big coins) sh.10, sh.20, sh.40 coins, sh.50 notes and classroom shop  Maths act. Pupils bk. 1 pg. 113 | oral questions**,** written exercises, observation |  |
|  | | **3** |  | **Buying and selling** | By the end of the sub-strand, the learner should be able to:   1. Carry out shopping activities involving up to sh. 100 2. Demonstrate the importance of buying and selling in real life situation | What do you consider when shopping? | Learners to role play buying and selling from the classroom shop | One shilling coins (copper, silver, small and big coins) sh.10, sh.20, sh.40 coins, sh.50 notes and classroom shop  Maths act. Pupils bk. 1 pg. 114 | oral questions**,** written exercises, observation |  |
|  | | **4** |  | **Needs and wants** | By the end of the sub-strand, the learner should be able to:   1. Should be able to differentiate needs and wants 2. Demonstrate the importance of needs and wants in real life | How do you choose between what to buy and what not to? | Learners in pairs/groups to identify needs and wants. • Learners to play digital games involving needs and wants. | Pictures of toys, bicycle, loaf of bread, sweets, biscuits  Maths act. Pupils bk. 1 pg. 115 | oral questions**,** written exercises, observation |  |
|  | | **5** | **GEOMETRY** | **Straight lines** | By the end of the sub-strand, the learner should be able to:   1. Model straight lines 2. Appreciate the importance of straight line | How can you model straight lines? | Learners to practice drawing straight lines on the ground and in their books. | Sticks, strings, plasticine, chalk, crayons, chalk  Maths act. Pupils bk. 1 pg. 116 | written exercises, oral questions, observation |  |
| **11** | | **1** |  | **Straight line** | By the end of the sub-strand, the learner should be able to:   1. draw straight lines 2. Appreciate the importance of straight line | How can you draw straight lines? | Learners to practice drawing straight lines on the ground and in their books. | Sticks, strings, plasticine, chalk, crayons, chalk  Maths act. Pupils bk. 1 pg. 117 | written exercises, oral questions, observation |  |
| **11** | | **1** |  | **curved line** | By the end of the sub-strand, the learner should be able to:   1. Model curved lines 2. Appreciate the importance of straight line | How can you model curved lines? | Learners to practice drawing straight lines on the ground and in their books. | Sticks, strings, plasticine, chalk, crayons, chalk  Maths act. Pupils bk. 1 pg. 118 | written exercises, oral questions, observation |  |
|  | | **2** |  | **Curved lines** | By the end of the sub-strand, the learner should be able to:   1. draw curved lines 2. Appreciate the importance of straight line | How can you draw curved lines? | Learners to practice drawing curved lines on the ground and in their books. | Sticks, strings, plasticine, chalk, crayons, chalk  Maths act. Pupils bk. 1 pg. 119 | written exercises, oral questions, observation |  |
|  | | **3** |  | **Circles in the environment** | By the end of the sub-strand, the learner should be able to:   1. Identify circles within the environment 2. Appreciate shapes in the immediate environment | How do circles look like? | Learners to practice drawing curved lines on the ground and in their books. | Circular cut-outs, circular objects within the environment  Maths act. Pupils bk. 1 pg. 119 | written exercises, oral questions, observation |  |
|  | | **4** |  | **Circle** | By the end of the sub-strand, the learner should be able to:   1. identify rectangles, circles and triangles in the environment, 2. Appreciate shapes in the immediate environment | What types of  lines are there? | Learners in pairs /groups discuss the types of lines that make rectangles,  circles, triangles  and name them. | Cut- outs of rectangles, circles, and triangles of different sizes  Maths act. Pupils bk. 1 pg. 120 | written exercises, oral questions, observation |  |
|  | | **5** |  | **Making patterns** | By the end of the sub-strand, the learner should be able to:   1. make patterns using two shapes from rectangles, triangles and circles 2. Appreciate patterns in real life situations 3. Complete various pattern | How do you make a pattern using a two shape? | Learners in groups make patterns, colour them and share with other groups. | Cut- outs of rectangles, circles, and triangles of different sizes  Maths act. Pupils bk. 1 pg. 121 | written exercises, oral questions, observation |  |
|  | I CAN DO TERM 2/END TERM 2 EXAMS | | | | | | | | | |