**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 sortingand grouping items in day today 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 objectstoestablish “equal to”, “more than” and “less than.” | Paper cut-outs of triangles, circles and rectanglesMaths 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 objectstoestablish “equal to”, “more than” and “less than.” | Beads, bottles, pieces of cloth, booksMaths 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, bottlesMaths 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 circlesMaths 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, audiosMaths 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-outsMaths 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.  | CountersMaths 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.  | CountersMaths 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 cardsMaths 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, strawsMaths 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 clipsMaths 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 numeralsMaths 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 numeralsMaths 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 numeralsMaths 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 numberline.• Learners to add 3- single digit numbers by counting on.• Learners to add 3- single digit numbers using the familyof 10 | CountersMaths 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 numberline.• Learners to add 3- single digit numbers by counting on.• Learners to add 3- single digit numbers using the familyof 10 | CountersMaths 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 additionsentences.• Learners to add 2- single digit-numbers by skipping ona number line.• Learners to add 2- single digit numbers using thefamily of 10 | Counters, number cards, number lineMaths 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 additionsentences.• Learners to add 2- single digit-numbers by skipping ona number line.• Learners to add 2- single digit numbers using thefamily of 10 | Counters, number cardsMaths 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 additionsentences.• Learners to add 2- single digit-numbers by skipping ona number line.• Learners to add 2- single digit numbers using thefamily of 10 | Counters, number cardsMaths 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 additionsentences.• Learners to add 2- single digit-numbers by skipping ona number line.• Learners to add 2- single digit numbers using thefamily of 10. | Counters, number cards, number lineMaths 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 lineMaths 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.  | CountersMaths 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.  | CountersMaths 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 tablesMaths 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 tablesMaths 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 tablesMaths 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 frameMaths 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 frameMaths 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 cardsMaths 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, rulersMaths 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, rulersMaths 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, pencilsMaths 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 bottlesMaths 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 balanceMaths 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 balanceMaths 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 homesteadMaths 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 routineMaths 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 cardsMaths 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 Kenyancurrency coins and notes according to their value up tosh.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 theclassroom 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, biscuitsMaths 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, chalkMaths 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, chalkMaths 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, chalkMaths 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, chalkMaths 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 environmentMaths 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  |