

SCHEMES OF WORK MATHEMATICS GRADE 1 TERM 1 2020

WE EK	LESS ON	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	<ul style="list-style-type: none"> How can we sort and group items? 	<ul style="list-style-type: none"> Learners in pairs to sort and group items with same attributes together 	<ul style="list-style-type: none"> Realia Crayons Cut outs 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> How can we group and pair items? 	<ul style="list-style-type: none"> Learners to pair and ,attach items with same attributes together 	<ul style="list-style-type: none"> Cut outs Crayons 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> How can we group and pair items? 	<ul style="list-style-type: none"> Learners to pair and match items with the same attributes together 	<ul style="list-style-type: none"> Cut outs Crayons 	<ul style="list-style-type: none"> Written exercise Observation 	
	2	NUMBERS	Number concept	The learners should appreciate sorting, grouping, pairing and matching items in day to day activities(CAT)	<ul style="list-style-type: none"> How can we group items? 	<ul style="list-style-type: none"> Learners to sort, group, pair and match items with same attributes together 		<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> How can we find out which group has more objects then others? 	<ul style="list-style-type: none"> Learners in pairs to order objects from smallest to biggest 	<ul style="list-style-type: none"> Bottle tops Stones 	<ul style="list-style-type: none"> Observation Oral questions Written exercises 	
3	1-4	NUMBERS	Number concept	The learner should be able to identify: Which is smaller	<ul style="list-style-type: none"> How can we find out which group is more objects 	<ul style="list-style-type: none"> Learners to order objects according to 	<ul style="list-style-type: none"> Stones Bottle tops 	<ul style="list-style-type: none"> Written exercises Observation 	

				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 • Observati on	
	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	• Observati on • Oral questions • Written exercise(fil l 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	• Observati on • 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	<ul style="list-style-type: none"> How many ways can we count from 1-100 	<ul style="list-style-type: none"> Learners to take turns to count in 2's, 5's ,10's up to 100 	<ul style="list-style-type: none"> Straws Coloured pencils 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> How many ways can we count 1-50? 	<ul style="list-style-type: none"> Learners in groups to play games that involve representing numbers 1-50 using concrete objects 	<ul style="list-style-type: none"> Stones Sticks Straws 	<ul style="list-style-type: none"> Observation Written exercises Oral questions 	
		NUMBERS	Whole number	The learner should be able to appreciate use of numbers in day to day activities(CAT)	<ul style="list-style-type: none"> How many ways can we count 1-50 	<ul style="list-style-type: none"> Learners to answer questions on number recognition 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> How do we identify tens and ones 	<ul style="list-style-type: none"> Learners to identify place value o ones and tens 	<ul style="list-style-type: none"> Straws colored pencils Stones 	<ul style="list-style-type: none"> Observation Oral questions 	
		NUMBERS	Whole number	The learners should be able to read and write numbers 1-50 in symbols correctly	<ul style="list-style-type: none"> How many ways can we count 1-50 	<ul style="list-style-type: none"> Learners in pairs to recite and write numbers 1-50 	<ul style="list-style-type: none"> Flash cards Chats 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> How do we spell numbers name? 	<ul style="list-style-type: none"> Learners to answer questions on number symbols and words 	<ul style="list-style-type: none"> Flash CARDS Charts 	<ul style="list-style-type: none"> Written exercises Recognition 	
		NUMBERS	Whole numbers	The learner should appreciate the value of numbers in day to	<ul style="list-style-type: none"> How do we identify number 	<ul style="list-style-type: none"> Learners to answer 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Written exercises 	

				day activities	values?	questions on number symbol and words		• Observati on	
		NUMBERS	Whole numbers	The learners should be able to identify the missing numbers in number patterns(1-20) correctly.(forward and backward)	<ul style="list-style-type: none"> • How many ways do we count 1-20?`` 	<ul style="list-style-type: none"> • Learners to identify missing numbers in number patterns 1-2 	<ul style="list-style-type: none"> • Flesh cards • Charts 	<ul style="list-style-type: none"> • Written exercises • Oral questions 	
1		NUMBERS	Addition	The learner should be able to model addition and recognize it as putting things together correctly	<ul style="list-style-type: none"> • What is addition? • How do we add? 	<ul style="list-style-type: none"> • Learners to model in pairs the sign ``+`` then put things together and count the total 	<ul style="list-style-type: none"> • Plasticine • Real objects • Flash cards • Showing terms used in addition 	<ul style="list-style-type: none"> • Oral questions • Written exercise 	
2		NUMBERS	Addition	The learners should be able to use the signs'+` and '=` in writing addition sentences correctly	<ul style="list-style-type: none"> • How do we use the signs'+` and '=`? 	<ul style="list-style-type: none"> • Learners to use '+` and '=` to write addition sentences 	<ul style="list-style-type: none"> • Counters • Real objects 	<ul style="list-style-type: none"> • 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`	<ul style="list-style-type: none"> • How do we add 1 digit to 1 digit number 	<ul style="list-style-type: none"> • Learners to add 2 single digit numbers vertically and horizontally 	<ul style="list-style-type: none"> • Counters • Real objects 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • How do we add 3 digit numbers? 	<ul style="list-style-type: none"> • Learners to add 3 digit numbers vertically and horizontally 	<ul style="list-style-type: none"> • Counters • Real objects 	<ul style="list-style-type: none"> • Written exercise 	
2-4		NUMBERS	Addition	The learner should be able to add 2 digit number vertically and horizontally(not exceeding 100)	<ul style="list-style-type: none"> • How do we add 2digi 2 numbers? 	<ul style="list-style-type: none"> • Learners is to add 2 digit numbers vertically and horizontally 	<ul style="list-style-type: none"> • Counters • Straws 	<ul style="list-style-type: none"> • Written exercise • Observati on 	
5		NUMBERS	Addition	The learners should be able to add multiple of ten up to 100	<ul style="list-style-type: none"> • How do we add multiples of ten? 	<ul style="list-style-type: none"> • Learners to add multiple 	<ul style="list-style-type: none"> • Counters • Bundles of 	<ul style="list-style-type: none"> • Written exercise 	

				vertically		to 100	ten		
13	1-5	NUMBERS	Addition	<p>The learner should be able to read and solve word problems:</p> <p>One word with number symbol</p> <p>One word with number names</p> <p>Sentences with number symbols</p> <p>Sentences with number names</p> <p>Mixed exercise</p>	<ul style="list-style-type: none"> • How do we work out word problems? 	<ul style="list-style-type: none"> • Learners to read, understand and work out word problems 	<ul style="list-style-type: none"> • Counters 	<ul style="list-style-type: none"> • Oral questions • Written exercise 	
14	1-5	NUMBERS	Addition	<p>The learners should be able to work out missing numbers in patterns involving addition of whole numbers up to 100 correctly:</p> <p>Forward 1-20</p> <p>Forward 20-40</p> <p>Backward 40-60</p> <p>Backward 60-80</p> <p>Backward 80-100</p>	<ul style="list-style-type: none"> • How do we work out missing numbers in number patterns 	<ul style="list-style-type: none"> • Learners to work out missing numbers in number patterns 	<ul style="list-style-type: none"> • Counters • Flash cards 	<ul style="list-style-type: none"> • Observation • Written exercise 	