


















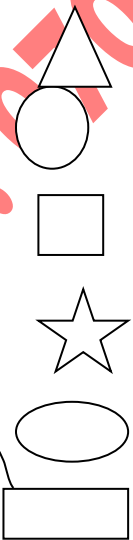
SCHEME OF WORK FOR NUMBERS FOR TOP CLASS TERM I 2022

LEARNING AREA: **DEVELOPING AND USING MATHEMATICAL CONCEPTS IN MY DAY TODAY EXPERIENCES**

| WK | PD | LEARNING OUTCOME | COMPETENCIES | CONTENT / SUGGESTED DEVELOPMENT ACTIVITIES | METHODS | ACTIVITIES | INSTRUCTIONAL MATERIALS | REF | RM |
|----|--------|--|---|--|---|---|--|-----|----|
| 1 | 1 to 5 | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can recognize numerals 1 - 10 | <ul style="list-style-type: none"> - Oral counting of objects and pictures 1 up to 10. - Singing number songs - Reciting rhymes - Number games e.g one crocodile....., One yellow duck....., 1, 2, 3 its time to tea etc Write number 0 – 10 in order | Demonstration Explanation Question and answer | Counting objects Writing numbers Matching numbers to pictures | Flash card Chart Real objects Paper work Exercise books BB illustration | | |
| 2 | | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can recognize numerals 1 - 20 | <ul style="list-style-type: none"> - More introduction of number - count and write  <ul style="list-style-type: none"> - Identifying numbers 0 – 10 - write numbers in order 0 – 20 - Counting objects and writing numbers 0 – 20.  = 3  = 2  = | Discussion Explanation Question and answer | Oral counting Counting objects and circle Writing numbers Count the pictures Write numbers 0 – 20 | Cards Objects Pictures Printed work Charts Exercise books | | |
| 3 | | Recognizing describing and representing numbers and their relationships and solving mathematical problems with | I can recognize numerals and enumerate them | Application of quantitative e.g. Make 4s 4 2 3 =  = 2 3 4 =  Make 2s 0 2 1 =  Draw pictures for the numbers 4 = | | Counting objects Writing numbers Matching numbers Drawing objects of the given numbers Ticking Circling Underline | Flash cards Real objects Paper work Exercise books Pencils BB | | |





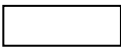








| | | | | | | | | | |
|---|--|--|--|--|---|---|---|--|--|
| | | competence and confidence | | 6 = | | Ring Cross | | | |
| 4 | | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can perform activities involving adding. | Arranging numbers in order 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 3, 0, 1, 2 = 3, 2, 1, 0 = 1, 4, 2, 3 = Filling in the missing numbers 1 ____ 3 ____ 5 6 ____ 8 ____ 10 0 ____ 2 ____ 4 Write the number after 2 = ____ 4 = ____ 7 = ____ | Demonstration Discussion Explanation Question and answer | Counting numbers Writing numbers Filling in the missing Arranging numbers in order | Cards Real objects Exercise books Chart Pencils BB | | |
| 5 | | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can add using objects up to 10. | - Introduction of plus sign and equal sign. - Addition of objects  +  =   +  =  +  = √ √ + √ √ √ = × × × + × = | | Counting objects and writing numbers Drawing pictures Adding pictures | Flash cards Real objects Counters e.g. sticks and bottle tops | | |
| | | | | Addition of objects 6 – 10  +  =  O O O + O O O = C C C C + C C = 6 | | Oral work Counting following proper sequence Adding pictures Drawing pictures | Real objects Pencils Blackboard Paper work Exercise books | | |
| 6 | | Recognizing describing and representing numbers and their relationships and solving | I can add objects with numbers up to 10 | - Introducing addition of numbers using pictures. $\Delta \Delta + \Delta \Delta = \Delta \Delta \Delta \Delta$ $2 + 2 = 4$ $b b b + b b = b b b b b$ $3 + 2 = 5$ | Explanation Demonstration Discussion Question and answer | Oral work Counting following proper sequence Adding of pictures Drawing pictures | Real objects Pencils BB illustrations Paper work Exercise books | | |

| | | | | | | | | |
|---|--|--|--|---|---|--|---|--|
| | | mathematical problems with competence and confidence | | $\Delta \Delta + \Delta = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ Add these $d d + d = ddd$ $2 + 1 = 3$ $c c c + =$ $3 + 0 =$ | | Count the pictures | | |
| 7 | | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can add things and numbers up to 10. | Addition of numbers with balls 0 – 10 $2 + 3 =$ $3 + 3 =$ $1 + 1 =$ Addition of numbers $\begin{array}{r} 2 \quad 4 \quad 1 \\ +2 \quad +1 \quad +0 \\ \hline \end{array}$ | Explanation Discussion Question and answer | Oral work Counting following proper sequence Adding picture Drawing pictures | Real objects Pencils BB illustrations Paper work Exercise books | |
| 8 | | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can show relations among things/numbers in a serial order. | Circle the greater number Tick, ring, cross, underline $4 \quad 2$ Finding the less number $7 \quad 10$ | Demonstration Explanation Question and answer | Practical work using objects Identify and show the greater / less number | Printed paper work Blackboard | |
| 9 | | Recognizing describing and representing numbers and their relationships and solving mathematical problems with | I can perform activities involving adding and take away. | Write the number before; $\underline{\quad} 2$ $\underline{\quad} 6$ $\underline{\quad} 3$ $\underline{\quad} 1$ Revision of after | Explanation Discussion Demonstration Question and answer | Writing the number after Writing the number before Identify the number Writing the number between | Number Chart Cards Counters Exercise books Pencils | |





| | | | | | | | | |
|----|--|--|---|------------------------------|---|--|--|--|
| 10 | | competence and confidence | <p>I can recognize and add numbers.</p> <p>Write the number after 1 ____ 0 ____ 5 ____</p> <p>Write the number between 3 ____ 5 4 ____ 6 1 ____ 3</p> <p>Add these $3 + 1 =$ $1 + 1 =$ $\begin{array}{r} 3 \quad 4 \quad 0 \\ +3 \quad +1 \quad +0 \\ \hline \end{array}$</p> | | | | | |
| 11 | | Surveying, knowing and distinguishing the attributes of objects. | <p>I can collect objects according to stated features.</p> <p>Read and match to the shape</p> <p>A rectangle</p> <p>A circle</p> <p>A star</p> <p>A square</p> <p>A triangle</p> <p>An oval</p>  | Demonstration Explanation | <p>Matching Drawing Naming Identify the shapes Write names for the shapes</p> | | | |

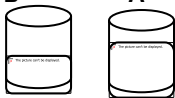

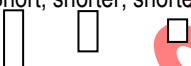


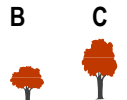
SCHEME OF WORK FOR NUMBERS FOR TOP CLASS TERM II 2022



LEARNING AREA: **DEVELOPING AND USING MATHEMATICAL CONCEPTS IN MY DAY TODAY EXPERIENCES**

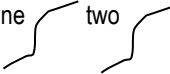





| WK | PD | LEARNING OUTCOME | COMPETENCE | Content / suggested development al activities | METHODS | ACTIVITIES | INSTRUCTIONAL MATERIALS | REF | RM |
|----|----|--|--|--|---|---|---|-----|----|
| 1 | | Surveying, knowing and distinguishing the attributes of objects. | I can identify relationship and differences between different objects and shapes | <p>- Read and draw</p> <p>A circle  A square </p> <p>A star  An oval </p> <p>Rectangle  Triangle </p> <p>Kite </p> <p>Name the shapes</p> <p> </p> <p>Read and match</p> <p>Circle  Star </p> <p>Oval  Cone </p> <p>Modeling the shapes</p> <p>Pasting shapes with torn papers/ cereals</p> <p>Painting / tearing the shape</p> | <p>Explanation</p> <p>Discussion</p> <p>Demonstration</p> <p>Question and answer</p> <p>Explanation</p> <p>Discussion</p> <p>Demonstration</p> <p>Question and answer</p> | <p>Reading</p> <p>Drawing</p> <p>Naming shapes</p> <p>Identifying</p> | <p>Real objects</p> <p>Cut out of shapes</p> <p>Paper work</p> <p>Exercise books and pencils</p> <p>Blackboard</p> <p>Real objects</p> <p>Cut out of shapes</p> <p>Paper work</p> <p>Exercise books and pencils</p> <p>Blackboard</p> | | |
| 2 | | Surveying, knowing and distinguishing | I can identify relationship and differences between different objects and shapes | Find the missing letters of the shape names sq__re cir__le | <p>Explanation</p> <p>Discussion</p> <p>Demonstration</p> | Naming shapes | <p>Real objects</p> <p>Cut outs of shapes</p> <p>Paper work</p> | | |

| | | | | | | | | | |
|---|--|--|------------------------------|--|---|---|--|--|--|
| | | the attributes of objects. | | train___le ov___l re___tangle s___ar Making patterns using the shapes Forming objects using the patterns e.g. house, boat, girl, car | Question and answer Ticking Underlining Circling Crossing | | Exercise books and pencils Blackboard | | |
| 3 | | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can recognize numbers 1-20 | - Counting numbers 0 – 30 orally 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 Copying numbers Find the missing number - Write numbers 0 – 30 0, 1, 2,, 4,, 6,, 8, 9,, 11, 12,, 14, 15,20, 21, 22, ... 24..., 26,28, 29, Finding the next number using what number comes just after 13, ____, 15, ____, 17, ____, etc What number comes before ____ 21 ____, 29 ____ 14 | Explanation Discussion Demonstration Question and answer | Counting numbers Writing numbers Subtract numbers Identifying the numbers Arrange the number | Flash cards Real objects Books and pencils Work cards Blackboards Calendars | | |
| 4 | | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | | Number rhyme / song involving subtraction Take away using objects $c c c \ominus a = 3$ $a \Delta \Delta \Delta a =$ $o o o o o =$ $\Delta \Delta \Delta =$ Take away involving numbers $\Delta \Delta \Delta \Delta \Delta$ $\underline{5} - \underline{1} = \underline{4}$ $o o \ominus o$ | Explanation Discussion Demonstration Question and answer | Subtracting objects Subtracting numbers Drawing objects Counting correctly Writing correctly Count the objects Draw objects | Flash cards Real objects Books and pencils Work cards Blackboard | | |

| | | | | | | | | | |
|---|--|--|---|--|---|--|--|--|--|
| | | | | $\begin{array}{r} 4 - 2 = 2 \\ \text{V V V} \\ 3 - 0 = 3 \\ \text{- Take away} \\ \text{O O O O} = \\ \text{---} - \text{---} = \\ \text{ } \text{ } \text{ } = \\ \text{---} - \text{---} = \\ 3 \text{ OOO} \quad 200 \quad 5 \text{ ////} \\ -2 \quad -0 \quad -5 \\ \text{---} \quad \text{---} \quad \text{---} \end{array}$ | | Write the number correctly | | | |
| 5 | | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can count, add and takeaway things up to twenty | Reciting a number rhyme involving addition Adding three addend numbers $1 + 1 + 1 = 3$ $4 + 2 + 4 =$ $3 + 1 + 2 =$ $6 + 3 + 1 =$ $4 + 1 + 2 =$ $5 + 2 + 4 =$ $3 + 3 + 3 =$ Adding vertically $\begin{array}{r} 3 \quad 5 \quad 4 \\ 3 \quad 2 \quad 2 \\ +1 \quad +6 \quad +1 \\ \hline \end{array}$ | Explanation Discussion Demonstration Question and answer | Counting Adding numbers Drawing counters e.g. balls Arranging numbers Writing numbers correctly | Flash cards Counters Books Charts Real objects Exercise books and pencils Blackboard | | |
| 6 | | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can show relations among things in cereal order | - Use of full, empty, half, more, less  - Read and match  full  empty  half | Discussion Demonstration Question and answer | Reading words Drawing pictures Filling containers with water Matching correctly Identify tines Comparing Writing words | Flash cards Counters Books Charts Real objects Exercise books and pencils Blackboard | | |

| | | | | | | | | |
|--|--|--|---|--|--|--|--|--|
| | | | | <p>-</p> <p>Less</p> <p>B A</p>  <p>Which tin has less water? Tin ____ has less water than tin ____.</p> <p>K F</p>  <p>Which tin has more milk? Tin F has more milk than tin K.</p> | | Underline, circle, ring, tick, cross | | |
| | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | | <p>Comparing the length of objects</p> <p>New words: Short, shorter, shortest</p>  <p>Long, longer, longest</p>  <p>N T</p>  <p>Pencil ____ is shorter than pencil ____.</p> <p>B C</p>  <p>Tree ____ is longer than tree ____.</p> | Explanation Discussion Question and answer Comparison | Finding length of objects using strings in group. Identifying objects Draw objects Writing statements | Real objects Flash cards Black board Illustration Exercise books and pencils | | |
| | Recognizing describing and | | - Comparing of heights using different objects . | Demonstration Explanation | Use of tall, taller and tallest | BB illustration String | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------|---|--|---------------------------------------|--|---|--|--|---|-----|---|-------|---|------|---|------|---|-----|---|-------|---|-------|---|--|--|--|--|--|
| | | representing numbers and their relationships and solving mathematical problems with competence and confidence | | Use of tall, taller, tallest Mary Sarah  Tall taller tallest _____ is taller than _____. - Use of short, shorter, shortest Z B  Tree _____ is shorter than tree _____. | Question and answer | Use of short, shorter and shortest Finding heights of objects using strings Drawing Comparing Identifying Writing Naming | Paper work Pictures Meter rulers Exercise books and pencils | | | | | | | | | | | | | | | | | | | | |
| 7 | | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can tell more equal less quantities | Finding the greater number 8, 3, 4, 7 10, 2, 3, 1 Finding the less number 4, 2, 1, 6 3, 7, 6, 5 | Explanation Demonstration Question and answer | Finding the greater number Finding the less number | Cutout of numbers Exercise books and pencils blackboard | | | | | | | | | | | | | | | | | | | | |
| 8 | | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can show one to one correspondence | - Introducing number words Zero – ten Zero, one, two, three - Matching words to figures <table><tr><td>Zero</td><td>8</td></tr><tr><td>One</td><td>7</td></tr><tr><td>Two</td><td>6</td></tr><tr><td>Three</td><td>5</td></tr><tr><td>Four</td><td>0</td></tr><tr><td>Five</td><td>1</td></tr><tr><td>Six</td><td>2</td></tr><tr><td>Seven</td><td>3</td></tr><tr><td>Eight</td><td>4</td></tr></table> - Read and draw the beads | Zero | 8 | One | 7 | Two | 6 | Three | 5 | Four | 0 | Five | 1 | Six | 2 | Seven | 3 | Eight | 4 | Explanation Discussion Question and answer | Reading words Matching words to figures Drawing pictures for the number words Writing for numbers Count and write in words | Real objects Flash cards Black board Illustration Exercise books and pencils | | |
| Zero | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| One | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Two | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Three | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Four | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Five | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Six | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Seven | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Eight | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | |




| | | | | | | | | | |
|----|--|--|--------------------------------------|---|--|--|---|--|--|
| | | | | <p>one two</p>  <p>Read and draw pictures</p> <p>one = three cats two balls = four cups = six stones = five brooms = eight chairs = seven apples =</p> | | | | | |
| 9 | | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can show one to one correspondence | <p>Count and write numbers in words</p> <p> =balls</p> <p> =trees</p> <p> =sweets</p> <p> =book</p> <p> =baskets</p> | <p>Explanation Discussion Question and answers Demonstration</p> | <p>Reading words Counting objects Drawing pictures Identifying the words</p> | <p>Real objects Flash cards Exercise books and pencils Blackboard</p> | | |
| 10 | | Recognizing describing and representing numbers and their relationships and solving mathematical problems with | I can show one to one correspondence | <p>Addition of number words</p> <p>Three and two is five $3 + 2 = 5$ Six and four is Five and one is Three and nine is Two and two gives Five plus two equals...</p> | <p>Explanation Discussion Question and answers</p> | <p>Reading words Counting objects</p> | <p>Real objects Flash cards Exercise books and pencils Blackboard</p> | | |



| | | | | | | | | | |
|--|--|---------------------------|--|--|--|--|--|--|--|
| | | competence and confidence | | Two bananas plus one banana equals.....bananas | | | | | |
|--|--|---------------------------|--|--|--|--|--|--|--|

SCHEME OF WORK FOR NUMBERS FOR TOP CLASS TERM III 2022

LEARNING AREA: DEVELOPING AND USING MATHEMATICAL CONCEPTS IN MY DAY TODAY EXPERIENCES

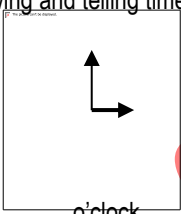

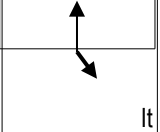
| WK | PD | THEME LEARNING OUT COME | COMPETENCE | SUGGESTED DEVELOPMENTAL ACTIVITIES | METHODS | ACTIVITIES | INSTRUCTIONAL MATERIALS | REF | RM |
|----|--------|--|---|--|--|--|---|-----|----|
| 1 | 1 to 5 | Recognizing Describing and representing numbers and their relating and solving mathematical problems with competence and confidence | I can count , add and take away things up to 10 | Revision of addition of numbers both horizontally and vertically Addition of 3 addends 6 + 1 + 0 = 2 + 1 + 1 = 4 + 0 + 2 = 4 6 2 1 1 1 <u>+2</u> <u>+0</u> <u>+1</u> _____ Revision of subtraction of numbers both horizontally and vertically 4 - 1 = 3 - 0 = 7 - 4 = 5 4 6 <u>-2</u> <u>- 0</u> <u>- 2</u> _____ _____ | -Explanation -Illustration - Question and answer Finding less | - counting numbers - Writing numbers - Finding correct answers by adding and subtracting - Addition Subtracting | Counters -Chalkboard - Books -Pencils - Charts -Flashcards | | |
| 2 | | Recognizing , describing and representing | I can tell more, equal and less quantities | Identifying the operation used to find the correct answer. Circle the greater numbers Ring the less numbers Finding the answer using balls | -Explanation -Discussion - discovery -Question and Answer | Writing numbers Finding the less numbers | Objects Work cards Counters | | |

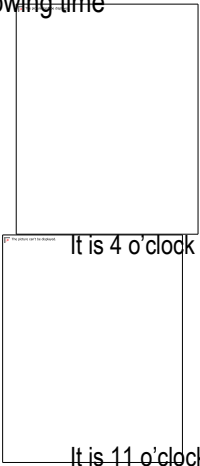
| | | | | | | | | | |
|---|--|---|--------------------------------------|---|---|---|--|--|--|
| | | numbers and their relating and solving mathematical problems with competence and confidence | | <p>800000000 200</p> <p>4 7</p> <p>10 2</p> <p>-Ring the less number</p> <p>4 (2)</p> <p>(1) 6</p> <p>(3) 9</p> | | <p>Ring the greater number</p> <p>Finding the answer</p> <p>Showing the operation used</p> <p>Counting</p> <p>Using ticking, circling, ringing, underlining, crossing</p> | | | |
| 3 | | Recognizing , describing and representing numbers and their relating and solving mathematical problems with competence and confidence | I can show one to one correspondence | <p>Introducing number words zero – ten 0</p> <p>Zero, one, two, three</p> <p>Writing numbers for the words</p> <p>-Matching word to numbers</p> <p>Zero 2</p> <p>One 3</p> <p>Three 0</p> <p>Two 1</p> <p>-Read and draw beads</p> <p>Zero = One =</p> <p>Four = Three =</p> <p>-Read and draw</p> <p>Two tins = </p> <p>Four cups = </p> <p>Three cats = </p> <p>-Count and write in words</p> <p>= <u>three</u> balls</p> | <p>-Explanation</p> <p>-Discussion</p> <p>-Questions and answers</p> <p>Demonstration</p> | <p>-Matching</p> <p>- Drawing</p> <p>-Circling</p> <p>Writing</p> <p>Ticking</p> <p>Underline</p> <p>Ringing</p> <p>Finding</p> <p>Identifying</p> | <p>-Flashcards</p> <p>-Charts</p> <p>-BB</p> <p>Paper work</p> <p>Exercise books and pencils</p> | | |

| | | | | | | | | | |
|---|--------|---|--|--|---|---|---|--|--|
| | | | |  = <u>four</u> sticks  = <u>two</u> chairs | | | | | |
| 4 | 1 to 5 | Recognizing describing and representing numbers and their relating and solving mathematical problems with competence and confidence | I can show one to one correspondence | reading word statements with addition Three plus two equals <u>five</u> $0 \quad 0$ One plus one equals <u>two</u> $00 \quad 0$ Two plus one equals <u>three</u> Plus means add Equals means all Put together | Explanation Discussion Discovery Practical method | Reading and understanding the statements Understanding the operation used Writing the statements Counting the drawn balls Finding the answers | Counters Real objects Blackboard Books and pencils | | |
| 5 | | Recognizing describing and representing numbers and their relating and solving mathematical problems with competence and confidence | I can represent numbers for number words | Identifying figures for words Drawing balls Counting balls Writing words for the numbers Finding the answers Three plus one equals four $3 + 1 = 4$ One plus one equals two $1 + 1 = 2$ Zero plus one equals one $0 + 1 = 1$ | Discussion Explanation Question and answer Interpretation | Reading and comprehending the statements Adding and finding the answers Drawing balls for the number words | Counters Real objects Chalk board | | |
| 6 | | Recognizing describing and representing numbers and their relating and solving mathematical | I can show one to one correspondence | Reading and understanding of new words Plus Altogether Collected Joined Put together How many? Reading and interpreting the statements correctly | Explanation Question and answer Discussion Interpreting statements Illustrating the context read with pictorial work | Finding sums using the number words Adding numbers Counting Identifying Drawing | Real objects Counters Blackboard Books and pencils | | |

| | | | | | | | | | |
|---|--------|---|--|--|--|---|--|--|--|
| | | problems with competence and confidence | | <p>Writing the words correctly</p> <p>Counting and adding numbers to find the answer</p> <p>Daddy has a hen</p> <p>Mum has three hens</p> <p>How many hens do they have altogether?</p> $1 + 3 = 4$ <p>They have four hens</p> | | | | | |
| 7 | 1 To 5 | Recognizing describing and representing numbers and their relating and solving mathematical problems with competence and confidence | <p>I can tell more and less quantities</p> <p>I can show one to one correspondence</p> | <p>Identifying the less number</p> <p>e.g. Circle/ cross/ tick/ underline the less number</p> <p>7 3</p> <p>1 9</p> <p>6 2</p> <p>Reading new words to represent (-)</p> <p>Take away, remain broken, fell down, flew, away, left, how many?</p> <p>Read and interpret the short stories.</p> <p>Draw balls and cross the less number</p> <p>Identify numbers for words</p> <p>Musa had 3 cows</p> <p>He gave 2 cows to Ali. How many cows remained?</p> $3 - 2 = 1$ <p>One cow remained.</p> | <p>Explanation</p> <p>Discussion</p> <p>Discovery</p> <p>Practical</p> <p>Question and answer</p> <p>Story telling</p> | <p>Writing numbers</p> <p>Drawing balls for the numbers</p> <p>Circle the less numbers etc</p> <p>Reading stories</p> <p>Drawing balls</p> <p>Crossing the balls for the less numbers</p> <p>Interpreting the story</p> | <p>Chalk board</p> <p>Counters</p> <p>Books and pencils</p> <p>Number work cards</p> <p>Blackboard</p> <p>Books and pencils</p> <p>Counters</p> <p>Number work cards</p> | | |

| | | | | | | | | | |
|---|--------|---|--|---|--|--|--|--|--|
| 8 | 1 to 5 | Recognizing describing and representing numbers and their relating and solving mathematical problems with competence and confidence | I can subtract and tell the difference between numbers | identifying the answers identifying the less number subtracting the less number from the greater number Find the answer $3 + \square = 7$ $7 - 3 = 4$ | Explanation Illustration Discussion Discovery Questions and answer | Identifying the greater and less numbers Subtracting the less number from the greater number Drawing balls Crossing balls for the less number Finding the answer to be put in the box | Counters Blackboard Plain papers Pencils Books and pencils Number work cards | | |
| | | | I can count add and take away things up to 10 | Revision of subtraction of numbers both horizontally and vertically $7 - 3$ $\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$ | Explanation Illustration Discussion Discovery Questions and answer | Drawing balls Crossing balls for less number Finding the answers | Books and pencils Blackboard Number work cards | | |
| 9 | | Comparing and ordering things according to different attributes | I can show relations among things in serial order | Comparing and sorting objects into two groups basing on a particular criteria big / small tall / short hard/ soft half/ full rough / smooth loud/ soft long/ short wide/ narrow heavy / light etc Arranging several things in order along some dimensions and describing relationship e.g. long – longer – longest big – bigger – biggest Small – smaller – smallest | Group work Discovery Explanation Illustration Question and answer Practical method Demonstration | Comparing objects in the environment Drawing pictures Filling containers Measuring using different dimensions Sorting Matching Arranging things in order Describing the relations | Use of class and environment Containers Ropes and strings Books pencils Papers etc Rulers | | |

| | | | | | | | | | |
|----|--------|---|---|--|---|---|--|--|--|
| | | | | Note: You can include any revision of concept that seemed difficult for the pupils | | | | | |
| 10 | 1 to 5 | Understanding and using the concept of time | I can describe sequence of events by telling the time | <p>Telling the daily routine activities</p> <p>Role playing of daily routine activities</p> <p>Describing things I do before and after an action</p> <p>Reciting rhymes about time</p> <p>Naming days of the week</p> <p>Naming months of the year</p> <p>Observing and talking about the clock face</p> <p>Telling the use of the clock face</p> <p>Telling the use of time, hands of clock face (long and short hand)</p> <p>Showing and telling time on a clock face</p> <p>e.g.</p>  <p>it is ___ o'clock</p>  <p>it is ___ o'clock</p>  <p>It is ___ o'clock</p> | <p>Explanation</p> <p>Discussion</p> <p>Question and answer</p> <p>Illustration</p> <p>Demonstration</p> <p>Role play</p> | <p>Reciting rhymes</p> <p>Discussion of proper sequence of activities done for each day, month, year</p> <p>Naming days of the week</p> <p>Naming months of the year</p> <p>Talking about the clock faces</p> <p>Identifying the use of the two hands</p> <p>Showing time of drawn clock faces</p> <p>Writing the time shown on clock faces</p> | <p>A clock face</p> <p>Chalkboard</p> <p>Exercise books</p> <p>Pencils</p> | | |

| | | | | | | | | | |
|----|--------|--|--|---|--|--|--|--|--|
| | | | | <p>drawing clock faces play – lets about time showing time</p>  | | | | | |
| 11 | 1 to 5 | | Have many revision exercises for this week | <p>Play many number games e.g dominoes, jigsaws, lotto etc Include singing of number songs, reciting of rhymes, constructing , modelling , drawing Shapes Tearing, cutting, threading, building, measuring shouldn't be neglected Following direction to move or place self within class room e.g. at the back between at the front</p> | | | | | |

Call/Whatsapp: 0702012703 for more