

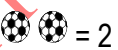













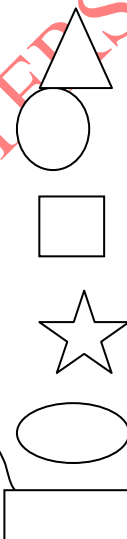
SCHEME OF WORK FOR NUMBERS FOR TOP CLASS TERM I

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"> <li>- Oral counting of objects and pictures 1 up to 10.</li> <li>- Singing number songs.</li> <li>- Reciting rhymes</li> <li>- Number games e.g. one crocodile....., One yellow duck....., 1, 2, 3 its time to tea etc</li> <li>Write number 0 – 10 in order</li> </ul>	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"> <li>- More introduction of number</li> <li>- count and write</li> </ul>  <ul style="list-style-type: none"> <li>- Identifying numbers 0 – 10</li> <li>- write numbers in order 0 – 20</li> <li>- Counting objects and writing numbers 0 – 20.</li> </ul>  = 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	I can recognize numerals and enumerate them	Application of quantitative e.g. Make 4s $4 \ 2 \ 3 =$  $2 \ 3 \ 4 =$  Make 2s $0 \ 2 \ 1 =$ 		Counting objects Writing numbers Matching numbers Drawing objects of the given numbers Ticking	Flash cards Real objects Paper work Exercise books Pencils BB		





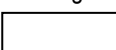









		problems with competence and confidence		Draw pictures for the numbers 4 =  6 =		Circling Underline Ring Cross			
4		Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence	I can perform activities involving adding.	Arranging 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  +  =   +  =  +  = v v + v v v v = x x x + x =		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	I can add objects with numbers up to 10	- Introducing addition of numbers using pictures. $\Delta + \Delta + \Delta = \Delta + \Delta + \Delta$ $2 + 2 = 4$	Explanation Demonstration Discussion Question and	Oral work Counting following proper sequence	Real objects Pencils BB illustrations Paper work		

		relationships and solving mathematical problems with competence and confidence		$b\ b\ b + b\ b = b\ b\ b\ b\ b$ $3 + 2 = 5$ $\Delta\ \Delta + \Delta = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$  <b>Add these</b> $d\ d + d = ddd$ $2 + 1 = 3$ $c\ c\ c + =$ $3 + 0 =$	answer	Adding of pictures Drawing pictures Count the pictures	Exercise books		
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	I can perform activities involving adding and take away.	Write the number before; $\underline{\quad} 2$ $\underline{\quad} 6$ $\underline{\quad} 3$ $\underline{\quad} 1$	Explanation Discussion Demonstration Question and answer	Writing the number after Writing the number before Identify the number	Number Chart Cards Counters Exercise books Pencils		

10	mathematical problems with competence and confidence	I can recognize and add numbers.	<p>Revision of after</p> <p>Write the number after</p> <p>1 _____</p> <p>0 _____</p> <p>5 _____</p> <p>Write the number between</p> <p>3 _____ 5</p> <p>4 _____ 6</p> <p>1 _____ 3</p> <p>Add these</p> <p>3 + 1 =</p> <p>1 + 1 =</p> <p>3     4     0</p> <p>+3   +1   +0</p> <p>—   —   —</p>		Writing the number between			
11	Surveying, knowing and distinguishing the attributes of objects.	I can collect objects according to stated features.	<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</p> <p>Drawing</p> <p>Naming</p> <p>Identify the shapes</p> <p>Write names for the shapes</p>			






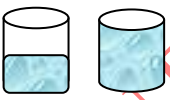
# SCHEME OF WORK FOR NUMBERS FOR TOP CLASS TERM II

## 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>Zig zag  Kite </p> <p>Name the shapes</p> <p> </p> <p>Read and match</p> <p>Circle </p> <p>Star </p> <p>Oval </p> <p>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 the attributes of	I can identify relationship and differences between different objects and shapes	<p>Find the missing letters of the shape names</p> <p>sq__re</p> <p>cir__le</p>	<p>Explanation</p> <p>Discussion</p> <p>Demonstration</p> <p>Question and</p>	Naming shapes	<p>Real objects</p> <p>Cut outs of shapes</p> <p>Paper work</p> <p>Exercise books</p>		



		confidence		$\begin{array}{r} 0000 \\ 4-2=2 \\ VVV \\ 3-0=3 \\ \text{- Take away} \\ 00000= \\ \underline{\quad} - \underline{\quad} = \\ \text{     } = \\ \underline{\quad} - \underline{\quad} = \\ 3000 \quad 200 \quad 5 \text{ ////} \\ -2 \quad -0 \quad -5 \\ \hline \end{array}$		Draw objects 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	<p>- Use of full, empty, half, more, less</p>  <p>- Read and match</p>  full  empty  half	Discussion Demonstration Question and answer	Reading words Drawing pictures Filling containers with water Matching correctly Identify lines Comparing Writing words Underline, circle, ring, tick, cross	Flash cards Counters Books Charts Real objects Exercise books and pencils Blackboard		
		Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence		<p>- Less</p> <p><b>B</b> <b>A</b></p>  <p>Which tin has less water? Tin ____ has less water than tin ____.</p> <p><b>K</b> <b>F</b></p>  <p>Which tin has more milk? Tin F has more milk than tin K.</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		
















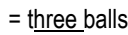


8		Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence	I can show one to one correspondence	<p>- Introducing number words Zero – ten Zero, one, two, three - Matching words to figures</p> <table><tr><td>Zero</td><td>8</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> <p>- Read and draw the beads</p> <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>	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																										
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>	Explanation Discussion Question and answers Demonstration	Reading words Counting objects Drawing pictures Identifying the words	Real objects Flash cards Exercise books and pencils Blackboard																				

				= .....book					
				= .....baskets					
10		Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence	I can show one to one correspondence	Addition of number words 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... Two bananas plus one banana equals.....bananas	Explanation Discussion Question and answers	Reading words Counting objects	Real objects Flash cards Exercise books and pencils Blackboard		

### SCHEME OF WORK FOR NUMBERS FOR TOP CLASS TERM III

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

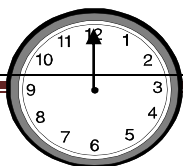
WK	PD	THEME LEARNING OUT COME	COMPETENCE	SUGGESTED DEVELOPMENTAL ACTIVITIES	METHODS	ACTIVITIES	INSTRUCTIONAL MATERIALS	REF	RM
1	1 to 5	Recognizing Describing and representing numbers and their relating and solving mathematical problems with competence and confidence	I can count , add and take away things up to 10	<p>Revision of addition of numbers both horizontally and vertically</p> <p>Addition of 3 addends</p> $\begin{array}{r} 6 + 1 + 0 = \\ 2 + 1 + 1 = \\ 4 + 0 + 2 = \end{array}$ $\begin{array}{r} 4 \quad 6 \quad 2 \\ 1 \quad 1 \quad 1 \\ +2 \quad +0 \quad +1 \\ \hline \end{array}$ <p>Revision of subtraction of numbers both horizontally and vertically</p> $\begin{array}{r} 4 - 1 = \\ 3 - 0 = \\ 7 - 4 = \end{array}$ $\begin{array}{r} 5 \quad 4 \quad 6 \\ -2 \quad -0 \quad -2 \\ \hline \end{array}$	<p>-Explanation</p> <p>-Illustration</p> <p>- Question and answer</p> <p>Finding less</p>	<p>- counting numbers</p> <p>- Writing numbers</p> <p>- Finding correct answers by adding and subtracting</p> <p>- Addition</p> <p>Subtracting</p>	<p>Counters</p> <p>-Chalkboard</p> <p>- Books</p> <p>-Pencils</p> <p>- Charts</p> <p>-Flashcards</p>		
2		Recognizing , describing and representing numbers and their relating and solving mathematical problems with competence and confidence	I can tell more, equal and less quantities	<p>Identifying the operation used to find the correct answer.</p> <p>Circle the greater numbers</p> <p>Ring the less numbers</p> <p>Finding the answer using balls</p> $\begin{array}{r} 800000000 \quad 200 \\ 4 \quad 7 \\ 10 \quad 2 \end{array}$ <p>-Ring the less number</p> $\begin{array}{r} 4 \quad (2) \\ (1) \quad 6 \end{array}$	<p>-Explanation</p> <p>-Discussion</p> <p>- discovery</p> <p>-Question and Answer</p>	<p>Writing numbers</p> <p>Finding the less numbers</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>	<p>Objects</p> <p>Work cards</p> <p>Counters</p>		

				③ 9					
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> = <u>four</u> sticks</p> <p> = <u>two</u> chairs</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>Ringin</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>		
4	1 to 5	Recognizing describing and representing numbers and	I can show one to one correspondence	<p>reading word statements with</p> <p>addition 0 0</p> <p>Three plus two equals <u>five</u></p> <p>0 0</p> <p>One plus one equals <u>two</u></p>	<p>Explanation</p> <p>Discussion</p> <p>Discovery</p> <p>Practical method</p>	<p>Reading and understanding the statements</p> <p>Understanding the operation used</p>	<p>Counters</p> <p>Real objects</p> <p>Blackboard</p> <p>Books and pencils</p>		


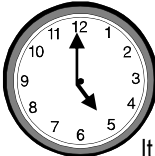
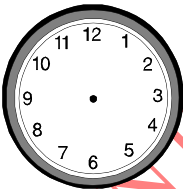
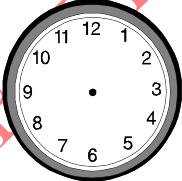
		their relating and solving mathematical problems with competence and confidence		00 0 Two plus one equals <u>three</u> Plus means add Equals means all Put together		Writing the statements Counting the drawn balls Finding the answers		
5		Recognizing describing and representing numbers and their relating and solving mathematical problems with competence and confidence	I can represent numbers for number words	Identifyign 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 problems with competence and confidence	I can show one to one correspondence	Reading and understanding of new words Plus Altogether Colected Joined Put together How many? Reading and interpreting the statements correctly Writing the words correctly Counting and adding numbers to find the answer Daddy has a hen Mum has three hens How many hens do they have altogether? $1 + 3 = 4$ They have four hens	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	

7	1 To 5	Recognizing describing and representing numbers and their relating and solving mathematical problems with competence and confidence	I can tell more and less quantities  I can show one to one correspondence	Identifying the less number e.g. Circle/ cross/ tick/ underline the less number 7    3 1    9 6    2  Reading new words to represent (-) Take away, remain broken, fell down, flew, away, left, how many? Read and interpret the short stories. Draw balls and cross the less number Identify numbers for words Musa had 3 cows He gave 2 cows to Ali. How many cows remained? $3 - 2 = 1$ One cow remained.	Explanation Discussion Discovery Practical  Question and answer Story telling	Writing numbers Drawing balls for the numbers Circle the less numbers etc  Reading stories Drawing balls Crossing the balls for the less numbers Interpreting the story	Chalk board Counters Books and pencils Number work cards  Blackboard Books and pencils Counters Number work cards		
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  I can count add and take away things up to 10	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		
				Revision of subtraction of numbers both horizontally and vertically $7 - 3$  7	Explanation Illustration Discussion Discovery Questions and answer	Drawing balls Crossing balls for less number Finding the answers	Books and pencils Blackboard Number work cards		

				- 3					
9		Comparing and ordering things according to different attributes	I can show relations among things in serial order	<p>Comparing and sorting objects into two groups basing on a particular criteria</p> <p>big / small tall / short hard/ soft half/ full rough / smooth loud/ soft long/ short wide/ narrow heavy / light etc</p> <p>Arranging several thhings in order along some dimensions and dscribing relationship e.g. long – longer – longest big – bigger – biggest Small – smaller – smallest</p> <p><b>Note:</b> You can include any revision of concept that seemed difficult for the pupils</p>	<p>Group work Discovery Explanation Illustration Question and answer Practical method Demonstration</p>	<p>Comparing objects in the environment Drawing pictures Filling containers Measuring using different dimensions Sorting Matching Arranging things in order Describing the relations</p>	<p>Use of class and environment Containers Ropes and strings Books pencils Papers etc Rulers</p>		
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 Role playing of daily routine activities Describing things I do before and after an action Reciting rhymes about time Naming days of the week Naming months of the year Observing and talking about the clock face Telling the use of the clock face Telling the use of time, hands of clock face (long and short hand) Showing and telling time on a clock face e.g.</p>	<p>Explanation Discussion Question and answer Illustration Demonstration Role play</p>	<p>Reciting rhymes Discussion of proper sequence of activities done for each day, month, year Naming days of the week Naming months of the year Talking about the clock faces Identifying the use of the two hands Showing time of</p>	<p>A clock face Chalkboard Exercise books Pencils</p>		





				<p>→</p> <p>it is ____ o'clock</p>  <p>it is ____ o'clock</p>  <p>It is ____ o'clock</p> <p>drawing clock faces play – lets about time showing time</p>  <p>It is 4 o'clock</p>  <p>It is 11 o'clock</p>	<p>drawn clock faces Writing the time shown on clock faces</p>				
11	1 to 5		Have many revision exercises for this week	<p>Play many number games e.g dominoes, jigsaws, lotto etc Inlcude singing of number songs, reciting of rhymes, constructing , modelling , drawing Shapes</p>					

				<p>Tearing, cutting, threading, building, measuring shouldn't be neglected</p> <p>Following direction to move or place self within class room e.g. at the back between at the front</p>					
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