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SCHEME OF WORK FOR NUMBERS FOR TOP CLASS TERM I

LEARNING AREA: <u>DEVELOPING AND USING MATHEMATICAL CONCEPTS IN MY DAY TODAY EXPERIENCES</u>

WK	PD	LEARNING	COMPETENCIES	CONTENT / SUGGESTED	METHODS	ACTIVITIES	NSTRUCTION	REF	RM
		OUTCOME		DEVELOPMENT ACTIVITIES			AL MATERIALS		
1	1 to 5	Recognizing describing and representing numbers and their relationships and solving mathematical problems with	I can recognize numerals 1 - 10	 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		
		competence and confidence		S					
2		Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence	I can recognize numerals 1 - 20	- More introduction of number - count and write - Identifying numbers 0 – 10 - write numbers in order 0 – 20 - Counting objects and writing numbers 0 – 20. = 3 = 3	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		Draw pictures for the numbers		Circling		
	competence and		4 =		Underline		
	confidence				Ring	b	
			6 =		Cross	TO '	
4	Recognizing	I can perform activites	Arraging numbers in order	Demonstration	Counting	Cards	
	describing and	involving adding.	0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Discussion	numbers	Real objects	
	representing		3, 0, 1, 2 =	Explanation	Writing numbers	Exercise books	
	numbers and their		3, 2, 1, 0 =	Question and	Filling in the	Chart	
	relationships and		1, 4, 2, 3 =	answer	missing	Pencils	
	solving		Filling in the missing numbers	0	Arranging	BB	
	mathematical		15		numbers in order		
	problems with		6 810	00			
	competence and		0 2 4				
	confidence		Write the number after				
			2 =				
			4 =				
			7 =				
5	Recognizing	I can add using objects up	- Introduction of plus sign and equal		Counting objects	Flash cards	
	describing and	to 10.	sign.		and writing	Real objects	
	representing		- Addition of objects		numbers	Counters e.g.	
	numbers and their				Drawing pictures	sticks and bottle	
	relationships and				Adding pictures	tops	
	solving		7+7		.		
	mathematical		4 4 4 4				
	problems with						
	competence and						
	confidence		V V + V V V =				
			x x x + x =			B 1 1 1 1	
			Addition of objects 6 – 10		Oral work	Real objects	
					Counting following proper	Pencils	
			000+000=		sequence	Blackboard	
			C C C C + C C = 6		Adding pictures	Paper work	
					Drawing pictures	Exercise books	
6	Recognizing	I can add objects with	- Introducing addition of numbers using	Explanation	Oral work	Real objects	
	describing and	numbers up to 10	pictures.	Demonstration	Counting	Pencils	
	representing		$\Delta \Delta + \Delta \Delta = \Delta \Delta \Delta \Delta$	Discussion	following proper	BB illustrations	
	numbers and their	Y	2 + 2 = 4	Question and	sequence	Paper work	
_	 	<u>/</u>	<u> </u>	<u> </u>		<u> </u>	

		T	T	ı	T		
	relationships and		b b b + b b = b b b b b	answer	Adding of pictures	Exercise books	
	solving		3 + 2 = 5		Drawing pictures		
	mathematical		ΔΔ+Δ=		Count the	Δ	
	problems with		+=		pictures		
	competence and						
	confidence		Add these				
			d d + d = ddd		70		
			2 + 1 = 3				
			ccc+ =				
			3 + 0 =	0			
7	Recognizing	I can add things and	Addition of numbers with balls 0 – 10	Explanation	Oral work	Real objects	
	describing and	numbers up to 10.	2 + 3 =	Discussion	Counting	Pencils	
	representing	·	3 + 3 =	Question and	following proper	BB illustrations	
	numbers and their		1 + 1 =	answer	sequence	Paper work	
	relationships and		Addition of numbers		Adding picture	Exercise books	
	solving		2 4 1	`	Drawing pictures		
	mathematical			1			
	problems with		<u>+2</u> +1 +0				
	competence and						
	confidence						
8	Recognizing	I can show relations	Circle the greater number	Demonstration	Practical work	Printed paper	
	describing and	among things/numbers in a	Tick, ring, cross, underline	Explanation	using objects	work	
	representing	serial order.	4 2	Question and	Identify and show	Blackboard	
	numbers and their		Finding the less number	answer	the greater / less		
	relationships and		7 10		number		
	solving		\circ $>$				
	mathematical						
	problems with						
	competence and						
	confidence	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \					
9	Recognizing	I can perform a ctivities	Write the number before;	Explanation	Writing the	Number	
	describing and	involving adding and take	2	Discussion	number after	Chart	
	representing	away.	6	Demonstration	Writing the	Cards	
	numbers and their		3	Question and	number before	Counters	
	relationships and		1	answer	Identify the	Exercise books	
	solving		_		number	Pencils	
		Y					

						~'\	
10	mathematical problems with competence and confidence	I can recognize and add numbers.	Revision of after Write the number after 1 0 5 Write the number between 3 5 4 6 1 3 Add these 3 + 1 = 1 + 1 = 3	14506°C	Writing the number between	8179	
11	Surveying, knowing and distinguishing the attributes of objects.	I can collect objects according to stated features.	Read and match to the shape A rectangle A circle A star A square A triangle An oval	Demonstration Explanation	Matching Drawing Naming Identify the shapes Write names for the shapes		

SCHEME OF WORK FOR NUMBERS FOR TOP CLASS TERM II LEARNING AREA: DEVELOPING AND USING MATHEMATICAL CONCEPTS IN MY DAY TODAY EXPERIENCES

WK	 LEARNING	COMPETENCE	Content / suggested development al	METHODS	ACTIVITIES	INSTRUCTIONAL	REF	RM
	OUTCOME		activities			MATERIALS		
1	Surveying,	I can identify relationship	- Read and draw	Explanation	Reading	Real objects		
	knowing and	and differences between	A circle A square	Discussion	Drawing	Cut out of shapes		
	distinguishing	different objects and		Demonstration		Paper work		
	the attributes of	shapes		Question and		Exercise books		
	objects.		A star An oval	answer		and pencils		
					9,	Blackboard		
			Rectangle Triangle	200				
				V V				
			Zig zag Kite					
				7				
			Name the shapes	Explanation	Naming shapes	Real objects		
				Discussion	Identifying	Cut out of shapes		
				Demonstration	, 0	Paper work		
			Read and match	Question and		Exercise books		
			Circle	answer		and pencils		
			Star			Blackboard		
			Oval					
			Cone					
			Modeling the shapes					
			Pasting shapes with torn papers/ cereals					
			Painting / tearing the shape					
2	Surveying,	I can identify relationship	Find the missing letters of the shape	Explanation	Naming shapes	Real objects		
	knowing and	and differences between	names	Discussion		Cut outs of shapes		
	distinguishing	different objects and	sqre _cirle	Demonstration		Paper work		
	the attributes of	shapes	UIIIC	Question and		Exercise books		

					1	T		1	
		objects.		trainle	answer		and pencils		
				ovl	Ticking		Blackboard		
				retangle	Underlining				
				zi zag	Circling				
				Sar	Crossing	-			
				Making patterns using the shapes					
				Forming objects using the patterns e.g.		QV.			
				house, boat, girl, car					
3		Recognizing	I can recognize numbers	- Counting numbers 0 – 30 orally	Explanation	Counting	Flash cards		
		describing and	1-20	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14,	Discussion	numbers	Real objects		
		representing		15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25,	Demonstration /	Writing numbers	Books and pencils		
		numbers and		26, 27, 28, 29, 30	Question and	Subtract	Work cards		
		their		Copying numbers	answer	numbers	Blackboards		
		relationships		Find the missing number		Identifying the	Calendars		
		and solving		- Write numbers 0 – 30		numbers			
		mathematical		0, 1, 2,, 4,, 6,, 8, 9,11,		Arrange the			
		problems with		12,, 14, 15,20, 21, 22,	\	number			
		competence and		24, 26,28, 29,		Tidiliboi			
		confidence		Finding the next number using what					
		confidence		-					
				number comes just after					
				13,,					
				15,,					
				17,, etc					
				What number comes before					
				21					
				, 29					
4		Recognizing		Number rhyme / song involving	Explanation	Subtracting	Flash cards		
		describing and	_	subtraction	Discussion	objects	Real objects		
		representing		Take away using objects	Demonstration	Subtracting	Books and pencils		
		numbers and		ccc&d= 3	Question and	numbers	Work cards		
		their		= <i>d k k k</i> s	answer	Drawing objects	Blackboard		
		relationships		00000=		Counting			
		and solving		$\lambda\lambda\lambda$ =		correctly			
		mathematical		Take away involving numbers		Writing correctly			
		problems with	OY	ΔΔΔΔΔ		Count the			
		competence and		<u>5</u> – <u>1</u> = <u>4</u>		objects			
	<u> </u>)′		l .				

	confidence		0000		Draw objects		
			$\underline{4} - \underline{2} = \underline{2}$		Write the		
			VVV		number correctly		
			3 - 0 = 3				
			- Take away				
			00000=		0		
			- =				
			<u> </u>				
			_ =				
			3 000 200 5 /////				
			<u>-2</u> <u>-0</u> <u>-5</u>				
5	Recognizing	I can count, add and	Reciting a number rhyme involving	Explanation	Counting	Flash cards	
	describing and	takeaway things up to	addition Adding three addend numbers	Discussion	Adding numbers	Counters	
	representing	twenty	1 + 1 + 1 = 3	Demonstration	Drawing	Books	
	numbers and	twenty	4+2+4=	Question and	_	Charts	
	their		3+1+2=	k /	counters e.g.		
				answer		Real objects	
	relationships		6+3+1=		Arranging	Exercise books	
	and solving		4+1+2=		numbers	and pencils	
	mathematical		5+2+4=		Writing numbers	Blackboard	
	problems with		3+3+3=		correctly		
	competence and	I	Adding vertically				
	confidence		3 4				
			3 2 2				
			<u>+1 +6 +1</u>				

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6	Recognizing	I can show relations among	- Use of full, empty, half, more, less	Discussion	Reading words	Flash cards	
	describing and	things in cereal order		Demonstration	Drawing pictures	Counters	
	representing			Question and	Filling	Books	
	numbers and			answer	containers with	Charts	
	their		- Read and match		water _	Real objects	
	relationships		full		Matching	Exercise books	
	and solving				correctly	and pencils	
	mathematical				Identify tines	Blackboard	
	problems with		empty		Comparing		
	competence and				Writing words		
	confidence				Underline, circle,		
			half		ring, tick, cross		
			-				
			Less	274500			
			B A				
				D ,			
			Which tin has less water?				
			Tin has less water than tin				
			K F				
			Which tin has more milk?				
			Tin F has more milk than tin K.				
	Recognizing		Comparing the length of objects	Explanation	Finding length of	Real objects	
	describing and		New words:	Discussion	objects using	Flash cards	
	representing		Short, shorter, shortest	Question and	strings in group.	Black board	
	numbers and	_1 \		answer	Identifying	Illustration	
	their			Comparison	objects	Exercise books	
	relationships		Long, longer, lonaest		Draw objects	and pencils	
	and solving				Writing		
	mathematical				statements		
	problems with		N T □				
	competence and						
	confidence						
				<u> </u>	1	l	

	Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence		Pencil is shorter than pencil B	Demonstration Explanation Question and answer	Use of tall, taller and tallest Use of short, shorter and shortest Finding heights of objects using strings Drawing Comparing Identifying Writing Naming	BB illustration String 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	

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8	Recognizing	I can show one to one	- Introducing number words	Explanation	Reading words	Real objects	
	describing and	correspondence	Zero – ten	Discussion	Matching words	Flash cards	
	representing		Zero, one, two, three	Question and	to figures	Black board	
	numbers and		- Matching words to figures	answer	Drawing pictures	Illustration	
	their		Zero 8		for the number	Exercise books	
	relationships		One /7		words	and pencils	
	and solving		Two 6		Writing for	and ponone	
	mathematical		Three 5		numbers		
			Four / 0		Hullibers		
	problems with		Five / 1				
	competence and		Six	, (
	confidence		Seven/ 3		Count and write		
			Eight 4		in words		
			- Read and draw the beads				
			one / two /	374500			
				, ·			
			Read and draw pictures				
			one =				
			three cats				
			two balls =				
			four cups =				
			six stones =				
			five brooms =				
			eight chairs =				
			seven apples =				
9	Recognizing	I can show one to one	Count and write numbers in words	Explanation	Reading words	Real objects	
	describing and	correspondence	- hollio	Discussion	Counting objects	Flash cards	
	representing		=ballls	Question and	Drawing pictures	Exercise books	
	numbers and			answers	Identifying the	and pencils	
	their			Demonstration	words	Blackboard	
	relationships		=trees				
	and solving	Y					
	mathematical	Y					
	problems with		=sweets				
	competence and		5wooto				
	confidence						
	Connuence	<u> </u>					

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				=bo =baske			(8)30°	
1	0	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 bana equalsbananas	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: <u>DEVELOPING AND USING MATHEMATICAL CONCEPTS IN MY DAY TODAY EXPERIENCES</u>

1 1	PD 1 to 5	THEME LEARNING OUT COME Recognizing Describing and representing numbers and	I can count , add and take away things up to 10	SUGGESTED DEVELOPMENTAL ACTIVITIES Revision of addition of numbers both horizontally and vertically Addition of 3 addends 6 + 1 + 0 = 2 + 1 + 1 =	-Explanation -Illustration - Question and answer	- counting numbers - Writing numbers - Finding correct answers by adding	INSTRUCTIONAL MATERIALS Counters	REF	RM
		their relating and solving mathematical problems with competence and confidence		$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	Finding less	and subtracting Addition Subtracting	-Chalkboard - Books -Pencils - Charts -Flashcards		
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	Identifying the operation used to find the correct answer. Circle the greater numbers Ring the less numbers Finding the answer using balls 800000000 200 4 7 10 2 -Ring the less number 4 2 1 6	-Explanation -Discussion - discovery -Question and Answer	Writing numbers Finding the less numbers Ring the greater number Finding the answer Showing the operation used Counting Using ticking, circling, ringing, underlining, crossing	Objects Work cards Counters		

				3 9			00	
3		Recognizing , describing and representing numbers and their relating and solving mathematical problems with competence and confidence	I can show one to one correspondence	Introducing number words zero – ten 0 Zero, one, two, three Writing numbers for the words -Matching word to numbers Zero /2 One /3 Three 0 Two 1	-Explanation -Discussion -Questions and answers Demonstration	-Matching - Drawing -Circling Writing Ticking Underline Ringing Finding Identifying	-Flashcards -Charts -BB Paper work Exercise books and pencils	
		confidence		Zero = One = Four = Three = -Read and draw Two tins = Four cups = Three = Th	0103145			
				-Count and write in words = three balls = four sticks = two chairs				
4	1 to 5	Recognizing describing and representing numbers and	I can show one to one correspondence	reading word statements with addition 0.0 Three plus two equals five 0 0 One plus one equals two	Explanation Discussion Discovery Practical method	Reading and understanding the statements Understanding the operation used	Counters Real objects Blackboard Books and pencils	

	their relating		00 0		Writing the		
	and solving		Two plus one equals three		statements		
	mathematical		Plus means add		Counting the		
	problems with		Equals means all		drawn balls		
	competence		Put together		Finding the		
	and				answers		
	confidence				1		
5	Recognizing	I can represent	Identifyign figures for words	Discussion	Reading and	Counters	
	describing	numbers for number	Drawing balls	Explanation	comprehending	Real objects	
	and	words	Counting balls	Question and answer	the statements	Chalk board	
	representing		Writing words for the numbers	Interpretation	Adding and finding		
	numbers and		Finding the answers		the answers		
	their relating		Three plus one equals four		Drawing balls for		
	and solving		3+1=4		the number words		
	mathematical		One plus one equals two				
	problems with		1 + 1 = 2				
	competence		Zero plus one equals one				
	and		0 + 1 = 1				
	confidence			0,			
6	Recognizing	I can show one to one	Reading and understanding of new	Explanation	Finding sums	Real objects	
	describing	correspondence	words	Question and answer	using the number	Counters	
	and	'	Plus Altogether	Discussion	words	Blackboard	
	representing		Colected Joined	Interpreting statements	Adding numbers	Books and pencils	
	numbers and		Put together	Illustrating the context	Counting		
	their relating		How many?	read with pictorial work	Identifying		
	and solving		Reading and interpreting the	Toda man protonan nom	Drawing		
	mathematical		statements correctly		2.69		
	problems with		Writing the words correctly				
	competence		Counting and adding numbers to				
	and		find the answer				
	confidence		Daddy has a hen				
	Confidence		Mum has three hens				
			How many hens do they have				
			altogether?				
			1 + 3 = 4				
			They have four hens				

To Recognizing Can tell more and less Identifying the less number e.g. Circle' cross' tick / underline the less number c.g. Circle' cross' tick / underline Discovery Practical Discovery Discovery Practical Discovery Practical Discovery Practical Discovery Di			1				T		
the less number 7 7 3 The practical problems with competence and confidence 1 to Recognizing unbers and their relating and solving mathematical problems with competence and confidence 1 to Recognizing unbers and their relating and solving mathematical problems with competence and confidence 1 to Recognizing unbers and their relating and solving unbers and their relating and solving mathematical problems with competence and confidence 1 to Recognizing unbers and their relating and solving mathematical problems with competence and confidence 1 to Recognizing unbers and their relating and solving mathematical problems with competence and confidence 1 to Recognizing unbers and their relating and solving mathematical problems with competence and confidence 1 to Recognizing unbers and their relating and solving mathematical problems with competence and confidence 1 to Recognizing unbers and their relating and solving mathematical problems with competence and confidence 1 to Recognizing unbers and their relating and solving mathematical problems with competence and confidence 1 to an countracid and take away things up to 10 to 2 to	7	1	Recognizing	I can tell more and less	Identifying the less number	Explanation	Writing numbers	Chalk board	
representing numbers and their relating and solving and solving and solving mathematical problems with competence and confidence 8 110 Recognizing and representing and solving mathematical problems with competence and confidence 8 110 Recognizing and solving and representing and solving and solving and solving and solving mathematical problems with competence and confidence 8 110 Recognizing and representing and representing numbers and their relating and solving mathematical problems with competence and confidence 8 110 Recognizing and representing numbers and their relating and solving mathematical problems with competence and confidence 9 110 Recognizing and representing numbers and their relating and solving mathematical problems with competence and confidence 1 1 10 Recognizing and solving and solving and solving mathematical problems with competence and confidence 1 1 10 Recognizing and solving and solving and solving and solving mathematical problems with competence and confidence 1 1 10 Recognizing and solving and solv			•	quantities	0		•		
numbers and their relating and solving and confidence 8 1 to Recognizing and solving and		5	and			•			
their relating and solving mathematical problems with competence and confidence 8 1 to Recognizing and solving mumbers and their relating and solving mathematical problems with competence and confidence 8 1 to Recognizing and solving mathematical problems with competence and confidence 1 can count add and confidence 8 1 to Recognizing and solving mathematical problems with competence and confidence 1 can count add and take away them and their relating and confidence 1 can count add and take away things up to bit horizontally and vertically between the great and subtraction of numbers and take away things up to bit horizontally and vertically between the great and subtracting the less number to both horizontally and vertically biscussion bits considerable. Crossing balls for the less number from the greater number to be put in the box sumber with competence and confidence 1 can count add and take away them in broken, fell down, flew, away, left, how many? Read and interpret the short storty story telling the short story story the less number to short the less number and their relating and solving mathematical problems with competence and confidence 1 can count add and take away them in broken, fell down, flew, away, left, how many? Read and interpret the short story story the less number and cross the less number and confidence 1 can count add and take away them and provided and take away them in the presenting the correspondence and confidence 1 can count add and take away them and provided and take away them and their and and provided and take away them and their and and provided and take away them and their and and provided and take away them and their short and and provided and their provided and take away them and			representing			Practical	Circle the less	Number work cards	
and solving mathematical problems with competence and confidence 1 to Recognizing describing and representing and solving mathematical problems with competence and confidence 1 to Recognizing describing and solving mathematical problems with competence and confidence 1 to Recognizing and solving mathematical problems with competence and confidence 1 to Recognizing and solving mathematical problems with competence and confidence 1 to Recognizing and solving mathematical problems with competence and confidence 1 to Recognizing and solving mathematical problems with competence and confidence 1 to Recognizing and solving mathematical problems with competence and confidence 1 to Recognizing and solving mathematical problems with competence and confidence 1 to Recognizing and solving mathematical problems with competence and confidence 1 to Recognizing and solving mathematical problems with competence and confidence 2 to Reading new words to represent (-) Take away, remain broken, fell down, file way, then wany? Counters has not stories. Drawing balls and interpret the short stories. Drawing balls and cross the less number from the greater number problems with competence and confidence 2 to Story telling 2 to retail down, file			numbers and				numbers etc		
mathematical problems with completence and confidence 1 to Recognizing and sescribing and representing numbers and their relating and solving mathematical problems with completence and confidence 1 to Recognizing and solving mathematical problems with completence and confidence 1 to Recognizing and solving mathematical problems with completence and confidence 1 to Recognizing and solving mathematical problems with completence and confidence 1 to an account add and take away' things up to 10 to			their relating		6 2		, Q		
problems with competence and confidence 8 1 to Recognizing and solving mumbers and their relating and solving mathematical problems with competence and confidence 8 1 to Recognizing and solving mathematical problems with competence and confidence 1 can count add and take away things up to 10 to 1			and solving	I can show one to one	Reading new words to represent (-)	Question and answer	Reading stories)	
Competence and confidence Read and interpret the short stories. Draw balls and cross the less number lidentify numbers for words Musa had 3 cows He gave 2 cows to Ali. How many cows remained? 3 - 2 = 1 One cow remained. I can subtract and tell the difference between numbers and their relating and solving mathematical problems with competence and confidence I can count edd and take away things up to I can count edd and take away things up to I can count edd and take away things up to I can count edd and take away things up to I can subtracting the less number from the greater number I can count edd and take away things up to I can count edd and take away things up to I can count edd and take away things up to I can count edd and take away things up to I can count edd I can count			mathematical	correspondence	Take away, remain broken, fell	Story telling	Drawing balls	Blackboard	
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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. 1 to 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 I can count			competence		Read and interpret the short		for the less	Counters	
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			_	3			37	
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 particual rcriteria big / small tall / short hard/ soft half/ full rough / smooth loud/ soft long/ short wide/ narrow heavy / light etc Arranging several thhings in order along some dimensions and dscribing relationship e.g. long – longer – longest big – bigger – biggest Small – smaller – smallest Note: You can include any revision of concept that seemed difficult for the pupils	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	
10	1 to 5	Understandin g and using the concept of time	I can describe sequence of events by telling the time	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. Telling the use of time, bands of clock face (long and short hand)	Explanation Discussion Question and answer Illustration Demonstration Role play	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	A clock face Chalkboard Exercise books Pencils	

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11	1 to 5	Have many revision exercises for this week	Play many number games e.g dominoes, jigsaws, lotto etc Inlcude singing of number songs, reciting of rhymes, constructing , modelling , drawing Shapes				

Tearing, cutting, threading, building, measuring shouldn't be	
be neglected	
Following direction to move or	
place self within class room e.g. at the back between at the front	
	1

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