

P.1 MATHEMATICS SCHEME OF WORK FOR TERM ONE

Learning outcomes: The learner is able to

- -know, communicate with and relate to other people harmoniously.
- -know and relate to people, identify things in the home, appreciate and participate in home activities.
- -know, communicate with and relate with other people harmoniously and identify important places in the community identify, protect, know and care for his/her body for health.

W K		THE ME	SUB- THEME	CONTENT	COMPETENC ES	METHODS/ TECHNIQUE S	ACTIVITI ES	INDICATO RS OF LIFE SKILLS AND VALUES	INSTRUCTI ONAL MATERIALS	REF	R E M
1	1	Our scho ol	People in our school	Counting objects e.g. steps, pencils, books, chairs, tables, desks	The learner - counts objects -identifies the given objects		Counting Sorting	Fluency Critical thinking	Real objects e.g books	MK themati c book 1	



2	Counting numbers 1-20	The learner - counts and writes numbers 1 to 20 correctly	Explanation Observation Question and answer	Counting Reciting Writing	Logical thinking Fluency	Flash cards Counters chart showing numbers	MK themati c book 1
3	Counting numbers from 20 -50	The learner	Explanation	Counting	Logical thinking	Counters	MK themati
		-counts and writes given numbers correctly	Observation Demonstrati on	Reciting Writing	Creative thinking		c book 1



4	Matching numbers with objects 4 -counting objects and writing numbers \(\frac{1}{\times} \) \(\frac{1}{\times} = 2 \(\frac{1}{\times} \) \(\frac{1}{\times} = 3	Matches members with objects correctly - counts and writes numbers	Demonstration -explanation -observation	Drawing Counting Writing	Logical thinking Problem solving	Chalk board illustration Real objects Flash cards	MK themati c book 1 page 2
5	Filling in missing numbers 2,, 4, 5, 8,, 10,, 12 16,, 18,, 20	The learner: - fills the missing numbers - writes the numbers correctly	-explanation -observation -guided discovery - demonstrati on	-filling and writing the missing numbers	-critical thinking - problem solving	Chalk board illustration	MK themati c book 1 page 2
2 1	Writing the number after 3, 4, 7,	The learner: - recognizes numbers that come after correctly	-explanation -discussion	-writing -adding - discussin g -counting	-critical thinking - problem solving	Chalk board illustration Flash cards	MK themati c book 1 page 2

	Note: number after we add one (1) to the given number e.g 5, 5+1=6	-writes the number						
2	Writing the number before	The learner - recognizes numbers that come before - writes the number	-discussion -explanation	-writing - subtracti ng -counting	-critical thinking - problem solving	Chalk board illustration Flash cards	MK themati c book 1 page 2	
3	Writing the number between 4,, 6 8,, 10 Note: either add (1) or subtract (1)	The learner: -finds the number -writes the number in between correctly	-explanation -discussion - demonstrati on	-writing numbers between -writing -counting	-problem solving - critical thinking	Chalk board illustration	Unders tanding Mathe matics	



4	Things in our school	Finding the smaller number i)3 and 30 ii)- and 10 find the bigger number	The learner: - circles the smallest number -identifies bigger number	-explanation - demonstrati on -discussion	-circling -reading -writing	-problem solving Critical thinking	Chalk board illustration	Unders tanding Mathe matics	
		i) 17 and 7 ii) 04 and 40 iii) 1 and 3							
5		Arranging numbers from the smallest to the biggest. (ascending order) a. 4, 3, 5, 2, b. 0, 5, 8, 3, 1	The learner; arranges numbers from the smallest to biggest -writes numbers from the smallest	-explanation - demonstrati on -guided discovery	- arranging and writing - ordering numbers	-critical thinking - problem solving	Chalk board illustration	Improv e your mathe matics book 1 page 16	



3	1		nur big (de: i) 3,	8, 4, 0, 9, 8 =	The learner - arranges numbers from biggest to smallest - identifies the numbers	-explanation - demonstrati on -discussion	-ordering numbers -writing - arranging	-logical thinking	Chalk board illustration	Improv e your mathe matics book 1 page 16	
	2	Activis in o	nur nur ol sma big is th (lea 6 is	mparing mbers using allest and gest 4, 6, 2 2 he smallest ast) s the biggest (eastest)	The learner - identifies biggest and smallest numbers -writes numbers correctly	-discovery - demonstrati on -guided discovery	- comparin g -writing	-critical thinking - logical thinking	Chalk board illustration	Improv e your mathe matics book 1 page 16	
	3		one cou	riting number ords. Zero, two, e, four, five, eight - unting and writing mber words	The learner - writes the words for the given figure - counts objects and writes words	-explanation -discussion - demonstrati on	- comparin g -reading -writing -drawing - matching	-logical thinking - critical thinking	Chalk board illustration	Improv e your mathe matics book 1 page 16	



	4			Matches objects to number words one two	The learner -reads the number words -matches the objects with numbers correctly	-explanation -observation	- matching -drawing -writing	-problem solving -logical thinking	Chalk board illustration	MK MTC book 1	
	5	Our hom e	People in our home	Drawing shapes and naming them	The learner: -draws and names the shapes -matches correctly -filling the missing letters	-explanation - demonstrati on -observation	-drawing -spelling - matching -filling in missing letters -writing	-problem solving -critical thinking	Chalk board illustration	MK MTC book 1	
4	1			Name the shapes of the given structure	The learner -draws and names the given shapes	-explanation -observation -question and answer	-drawing -naming -writing	Problem solving -accuracy	Real objects -chalk board illustration	Mk Bk 1 page 1	
	2		Activitie s in our home	Sets (definition) A set is DOWNLOGAD M of well defined objects -Naming sets	The learner OREMES SECTION -names the given sets correctly	-explanation S. b. Ser Vation -question and answer	Defining NECOINEBO -drawing	Accuracy OKSBOM solving	-real objects -chalk board illustration	Mk Bk 1 page 1	



		An empty set						
3		Drawing sets 1. A set of 4 flowers 2. A set of 2 girls	The learner - draws the given sets - counts members in the set	-explanation - demonstrati on -observation	-reading -drawing -counting	-logical thinking - accuracy	-real objects -chalk board illustration	Mk Bk 1 page 1
4	People in our commu nity	Matching related objects	The learner - matches related sets - draws and identifies related sets	-explanation -discussion - demonstration	Matching Drawing	Problem solving -critical thinking	-chalk board illustration	Mk Bk 1 page 5
5		Forming new sets (subsets) from a big set	The learner -forms new sets -draws the small sets	-discovery - forming new sets - grouping -drawing	-sorting - forming new sets - grouping -drawing	-logical thinking	-chalk board illustration - real objects	Mk Mtc Bk 1 page 6

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(B)				-	-	

		and the big set					
5 1	<u>Ioining sets</u>	The learner - identifies the sets -joins the sets	-explanation -discovery - demonstrati on	identifyin g -counting -drawing	-logical thinking - critical thinking	-chalk board illustration - real objects	Mk Mtc Bk 1 page 6
	+ =	-draws the sets		-joining	-problem solving		
2	Comparing sets using "less or more" A	The learner - compares the sets correctly -draws the sets given	-explanation -observation -discovery	- comparin g -drawing -counting	-problem solving - critical thinking	-chalk board illustration - real objects	Mk Mtc Bk 1 page 6

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		c. Ser A and B has members							
3	3	Adding numbers less than 20 horizontally 2 + 3 + 4 = 9 1+ 6 = 7	The learner -identifies the 2 and 3 digit numbers - adds the given numbers	-explanation - demonstrati on -discovery	-drawing -counting -adding -writing	-accuracy - problem solving	-concrete objects - chalk board illustration	Unders tanding MTC bk 1 page 36	
4	ł.	Adding numbers less than 20 vertically 1 4 3 +2 +2 0 +5	The learner - identifies the given numbers - adds the numbers vertically	demonstrati on -discovery -explanation	-drawing -adding -writing	-accuracy - problem solving	-chalk board illustration	Unders tanding MTC bk 1 page 36	

	1		1	1	1	1	1
5	Word problems involving addition	The learner reads and	-explanation	-drawing -counting	-accuracy - problem	Real objects	Mk Mtc Bk 1
	3 dogs plus 1 dog	interprets			solving	Chalk board	page 68
	gives dogd	correctly				illustration	
	2. three books and two books gives books.	-counts and subtracts correctly	- demonstrati on	- subtracti ng			
6 1	Subtracting objects	The learner - identifies given numbers horizontally and vertically	-explanation Demonstrati on	Counting Subtracti ng Drawing	Accuracy Logical thinking	Real objects Chalk board illustration	Mk Mtc Bk 1 page 68
2	Subtracting numbers less than 20 horizontally 8 - 2 = 6 4-0 = 4 Vertically 3 5 9 -1 -2 -0	The learner - identifies given numbers horizontally and vertically	-explanation - demonstrati on	Counting Logical thinking	Accuracy Logical thinking	Real objects Chalk board illustration	Mk Mtc Bk 1 page 68



3		Word problem that involve subtraction i) 4 takeaway 3 equals ii) Three minus two equals iii) Subtract 6 from 9	The learner - reads and interprets correctly -subtracts correctly	-explanation - demonstrati on	-reading interpreti ng - subtracti ng -drawing	-accuracy - creative thinking -problem solving	Chalk board illustration	Mk Mtc Bk 1 page 68
4		Number line Adding numbers using a number line practically 1. 2 + 3 = 5	The learner - adds correctly using a number line	-guided discovery - explanation	Adding - drawing	Problem solving - accuracy	Chalk board illustration	Teache r collecti on
		012345678910	-draws the number line	- demonstrati on				
5	Importa nt places in our commu nity	More of adding on the number line 1. 4 + 0 = 4 0 1 2 3 4 5 6 7 8 9 10	The learner - adds correctly using a number line - draws the number line	-guided discovery - explanation	-adding -drawing	-problem solving - accuracy	Chalk board illustration	Teache r collecti on



7 1	Subtracting numbers using a number line 1.5 -= 3 partically 0 1 2 3 4 5 6 7 8 9 10	The learner - subtracts using a number line practically	Guided discovery -explanation	- subtracti ng -drawing	-problem solving - accuracy	Compound	Themat ic curr
2	More of subtracting using a number line 7 -7 = 0 0 1 2 3 4 5 6 7 8 9 10	The learner - subtracts using a number line	-guided discovery - explanation	- subtracti ng -drawing	-problem solving - accuracy	Compounds	Themat ic curr
3	Place values -counting in tens 1 ten = 10 2 tens = 20 3 tens = 30	The learner - counts and makes groups of tens - writes the values of groups counted	-explanation - demonstrati on -observation	-counting -drawing -writing	-critical thinking - problem solving	-chalk board illustration	MK MTC Bk 1 page 34



	4	Counitng in tens and onestens onestens onestens ones Drawing tens and ones 12= 15= 7 = 03 =	The learner -draws tens and ones -counts tens and ones correctly	-explanation - demonstrati on	-drawing -counting -writing	-problem solving -critical thinking	-counters -chalk board illustration	MK MTC BK1 page 35
	5	Filling in tens and ones using illustrations 30 = tens ones tens ones = 91 4 tens ones = 47 6 tens 2 ones = 5 tens + 3 ones =	The learner -fills in the tens and ones -writes tens and ones correctly	Discussion Question and answer Discovery	Writing Counting Filling	-Problem solving -critical thinking	-Counters -Chalk board illustration	MK MTC BK1 page 35
8	1	Filling in tens and ones 3 tens 4 ones =tens ones = 6 4 tens ones = 45	The learner -fills in tens and ones -writes tens and ones correctly	-question and answer -explanation	-filling in -writing	-creative thinking - discussion	-counters -chalk board illustration	MK MTC BK1 page 36
	2	Counting in tens and ones on the abacus OWNLOAD M T	The learner -counts tens ORFARESOURCE correctly	-discovery S <u>LIKE THIS O</u> demonstrati on	-drawing N-ECOL:EBC -writing	-logical thinking OOKS.COM Critical thinking	-chalk board illustration	MK MTC BK1 page 54



		5 3	_		-writes tens and ones correctly						
3	External parts of the body and their uses	showi	ng and ng numb abacus	0 0	The learner - draws tens and ones correctly - identifies and shows the given number	-discussion -discovery -explanation	-drawing -counting -writing	-problem solving - creative thinking	Chalk board illustration	MK Bk 1 page 55	
4		Adding ones T 0 1 2 +4 2	3	d 0 4 5	The learner; - identifies tens and ones - adds the given numbers on the abacus correctly	demonstrati	-counting -adding -writing	-logical thinking -problem solving Accuracy	Counters Chalk board illustration	MK Bk 1 page 56	



5	Subtracting tens and ones on the abacus T 0 T 0 4 3 <u>1 0</u> +4 2 + <u>1 5</u>	The learner - identifies tens and ones - adds the given numbers on the abacus correctly	-	-counting -adding -writing	-logical thinking -problem solving	Counters Chalk board illustration	Mk Bk 1 MTC page 56	
91	Days of the week There are 7 days in a week 1. Sunday 2. Monday	The learner - writes the days of the week correctly	-observation -guided discovery	-spelling -reading -writing	-logical thinking Fluency	A chart showing days of the week	Mk MTC BK 1 page 133	
	3. Tuesday 4. Wednesday 5. Thursday 6. Friday 7. Saturday	-answers questions about the days of the week						



2	Persona l hygiene	Filling in the missing days and the letters in the days of the week. (before and after) Frida,, Sunday, Tuesday Wed_esday, Frday, Thrsaday, Sturday	The learner - writes the days of the week -spells the names of the days of the week correctly	Observation Guided discovery Discussion	Spelling Reading Writing	Logical thinking Critical thinking	Chalk board illustration	MK MTC 1 page 134	
3		Reading and writing monthd of the year - there are 12 monthd in a year January, February, march, april, may, June, July, August, September, October, November, December			Spelling Reciting Writing Reading	Confidence e Critical thinking Fluency	A chart showing months of the year	Mk Bk 1 MTC page 134	



4		Filling in the months before and after, February, April August,	The learner -fills in the months beforw and after	Question and answer -observation	-reading -spelling -reciting	-problem solving - confidence	Flash cards		
		November,		-discussion	-writing				
			-recites the months of the year correctly			-critical thinking			
5		Writing the months of the year in full Jan Feb	writes the months pf the year in full -	-question and answer Guided	-reading Speilling	-problem solving	Chalk board illustration	Mk Bk 1 MTC page 134	
		Oct Nov Dec	reads and spells words correctly	discovery	Writing	confidence -critical thinking			



1 1 0	Diseases	Time -Hour hand-short hand -minute hand – long hand Telling time orally It is 3 o'clock	The learner - tells time orally -identifies the hour hand and the minute hand	Demonstration Explanation Observation	Telling time Observati on	Problem solving Critical thinking	Real objects e.g clock face	The N.P.S curricul um for Uganda book 1 page 40	
2		Telling the time on the clock face It is o'clock	The learner - tells time in hours correctly -draws the clock faces correctly	- demonstrati on -observation -discovery	-telling time -drawing -writing	-problem solving -accuracy -critical thinking	-real objects e.g clock face Chalk board illustration	Themat ic curr	

	It is o'clock							
3	Showing the time on clock face It is 4 o'clock It is 12 o'clock	The learner - draws the clock faces - shows the time on the clock face	- demonstrati on -observation -discovery	-drawing -reading - showing time	-critical thinking - logical thinking	Ochalk biard illustration	Themat ic curr	

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4	<u>Capacity</u>	The learner -	-explanation	Measurin	-problem	Real objects	Mk Pri	
	Measuring capacity	measures the	-discussion	g liquids	solving	Glasses	MTC Bk	
	using more or less	capacity		using		Buckets	1 page	
	practically	practically	-	container	Accuracy		102	
		using	demonstrati			Bottles		
		different	on		Logical			
	\	containers -			thinking			
		finds the						
	A	container						
		that holds						
	Cantain an Albalda	less or more						
	Container A holds							
	more water than							
	container B							
	2. Container B holds							
	less water than A	ml l	0 1 1		C ''' 1	D 44	D :	
5	Measuring capacity	The learner -	Guided	Comparin	Critical	Bottle	Primar	
	glass bucket	measures	discovery	g capacity	thinking	Glass	y MTC	
	using "less or more"	capacity using	d:			Water	book 1	
		'less or more"	-discussion		-accuracy	Pots	page	
	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \				logigal	Jugs	102	
		correctly	- demonstrati		-logical			
	A glass holds				thinking			
	A glass holds		on					
	water							
	A bucket holds							
	water							

