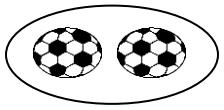
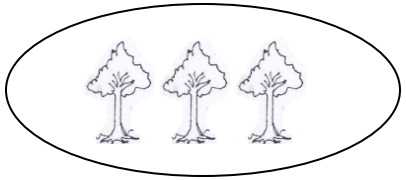
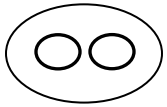
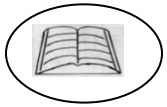
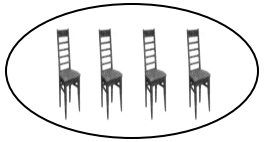
P.1 MATHS SCHEME OF WORK FOR TERM 1 2018

WK	PD	TOPIC	S.TOPIC	COMPETENCE	CONTENT	METHODS	T/AIDS	ACTIVITIES	LIFE SKILLS	REF
1	1	SETS	NAMING SETS	The learner, 1) Defines a set 2) Names the sets 3) Identifies the sets	**Sets** A set is a collection of things. **Naming the sets**  A set of 2 balls  A set of 3 trees	• Explanation • Question and answer • Guided discovery • Discussion	Real objects like • books • balls • pencils • pens	• Defining a set • Naming sets • Identifying sets	• Critical thinking • Problem solving • Creative thinking • Effective communication	MK Primary MTC bk 1 pg 1
	2		FORMING SETS	The learner, 1) Forms the sets 2) Draws the sets	**Forming sets. (Practical)**  A set of 2 eggs.  A set of 1 book.			• Forming the sets • Drawing the sets		
	3		DRAWING SETS	The learner, 1) Reads the statements 2) Draws sets for the statements	**Drawing sets** A set of 4 chairs. 			• Reading the statement • Drawing sets for the statements		

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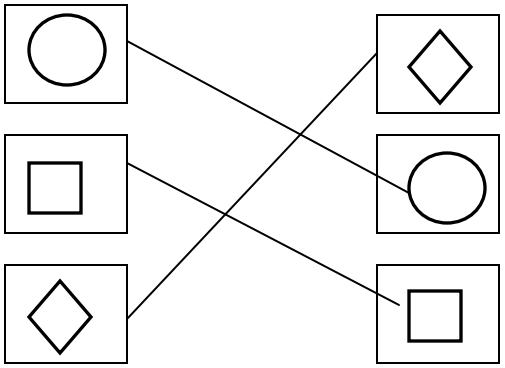
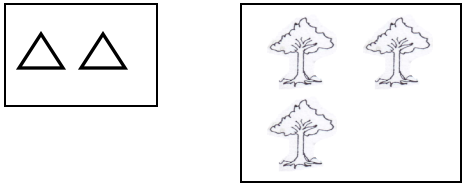
1	4	SETS	MATCHING SETS	The learner, 1) Draws sets 2) Identifies the objects 3) Matches the sets	**Matching sets** 	• Explanation • Question and answer • Guided discovery • Discussion	Real objects like • books • balls • pencils • pens	• Drawing sets • Identifying the objects • Matching the sets	• Critical thinking • Effective communication • Sharing • Appreciation	MK Primary MTC bk 1 pg 4
	5		COMPARING SETS	The learner, 1) Identifies the sets 2) Counts the members in the set correctly. 3) Compares sets correctly.	**Compare these sets** Set A Set B  Set A has 2 members Set B has 3 members Set A has less members than Set B. Set B has more members than Set A.			• Identifying the sets • Counting the members in the set • Comparing the sets		
2	1		EMPTY SET	The learner, 1) Defines an empty set 2) Identifies the symbol of an empty set 3) Writes empty or not empty	**Empty set** An empty set is a set with no members. Symbol is { } or Ø **Examples are:** A cow with 2 heads. A cat with 4 ears.			• Defining an empty set • Identifying the symbols • Writing empty or not empty		MK Primary MTC bk 3 pg 11

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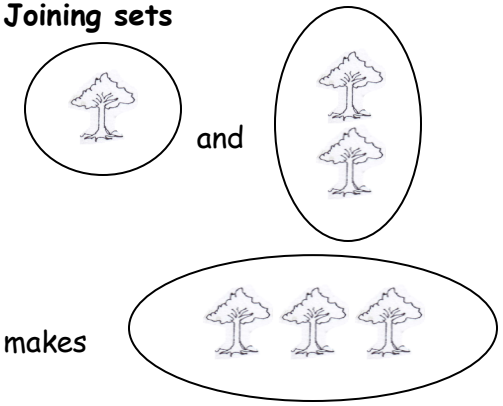
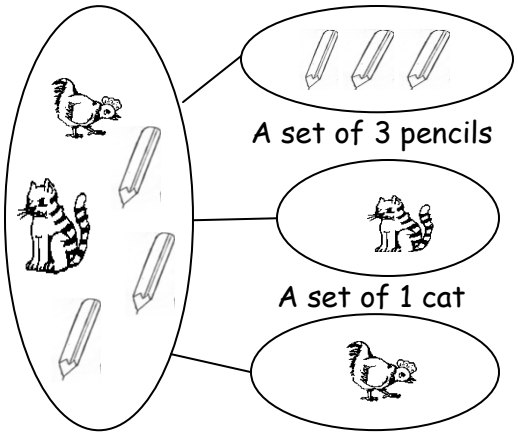
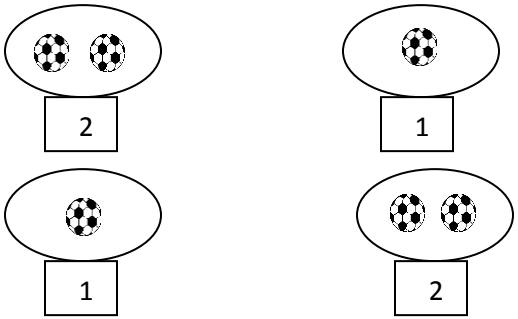
2	2	SETS	JOINING SETS	The learner, 1) Identifies the sets 2) Draws the sets 3) Joins sets to make a big set	**Joining sets**  	• Explanation • Question and answer • Guided discovery • Discussion	Real objects like • books • balls • pencils • pens	• Identifying • Drawing • Joining the sets	• Decision making • Self esteem • Critical thinking • Effective communication • Sharing	The Prime pupils wk bk pg 3-12
	3		SEPARATING/FORMING NEW SETS	The learner, 1) Identifies the sets 2) Counts the members in the set. 3) Forms new sets from a big set.	**Forming new sets**  			• Identifying the sets • Forming new sets from a big set.		
	4		ARRANGING SETS IN ASCENDING ORDER	The learner, 1) Identifies the sets. 2) Ordering sets in ascending order.	**Order these sets starting from the smallest.**  			• Identifying the sets • Ordering the sets in ascending order		

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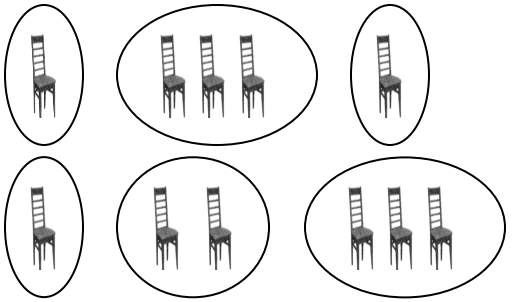
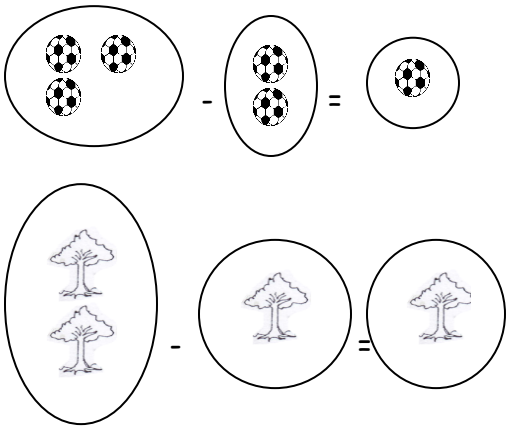
2	5	SETS	ORDERING SETS FROM THE BIGGEST TO THE SMALLEST	The learner, 1) Identifying sets 2) Ordering sets starting with the biggest.	**Order the sets starting with the biggest.** 	• Discussion • Explanation • Question and answer • Guided discovery	Real objects like; • Balls • Oranges • Counters	• Identifying the sets • Ordering the sets in descending order.	• Critical thinking • Self awareness • Effective communication • Creative thinking	The Thematic Curr bk 1 pg 13-18
3	1		SUBTRACTING THE SETS.	The learner, 1) Identifying the sets 2) Subtracting the sets.	**Subtracts these sets.** 			• Identifying the sets • Subtracting the sets.		
	2	OPERATION OF NUMBERS(NUMERACY)	COUNTING NUMBERS 1 - 20	The learner, 1) Counts the numbers in groups, pairs and individually 2) Writing numbers 1 - 20	**Counting numbers** **1 -20** 1, 2, 3, 4, 5, 6, 7, 8, 9……20			• Counting the numbers • Writing numbers		

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3	3	OPERATION OF NUMBERS(NUMERACY)	WRITING NUMBER SYMBOLS AND THEIR NAMES (1-20)	The learner, 1) Reads the numbers 2) Writes names correctly. 3) Writes symbols correctly.	**Writing number names from 1 – 20** 1 – one 2 – two 3 – three ……twenty	• Discussion • Explanation • Question and answer • Guided discovery	• A chart showing numbers and their names	• Reading the numbers • Writing the symbols and their names	• Problem solving • Critical thinking • Creative thinking • Sharing	MK Primary MTC bk 1 pg 13
	4		NUMBER BEFORE	The learner, 1) Identifies the numbers 2) Writes the numbers which come before	**Writing numbers before** Examples a) ___, 3 b) ___, 9 c) ___, 40 d) ___, 62 e.t.c.		• A chart showing number before, after	• Identifying the numbers • Writing the numbers which comes before.		
	5		NUMBER AFTER	The learner, 1) Identifies the number which comes after the given numbers 2) Writes the number after.	**Writing numbers which comes after.** a) 2, ___ b) 10, ___ c) 7, ___ d) 19, ___			• Identifying the number after • Writing the number after.		
4	1		NUMBER BETWEEN	The learner, 1) Identifies the numbers correctly. 2) Writes the number between	**Writing the number between.** a) 1, ___, 3 b) 8, ___, 10 c) 13, ___, 15 d) 30, ___, 32 e.t.c.		Real objects like • books • balls • pencils • pens	• Identifying the number • Writing the number between	• Effective communication • Sharing • Critical thinking • Creative thinking	

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4	2	OPERATION OF NUMBERS(NUMERACY)	CIRCLING THE SMALLER NUMBER	The learner, 1) Identifies the numbers 2) Circles the smaller number	**Circle the smaller number** a) (2) or 4 b) 3 or (1)	• Discussion • Explanation • Question and answer • Guided discovery	Real objects like • books • balls • pencils pens	• Identifying the numbers • Circling the smaller number	• Effective communication • Sharing • Critical thinking • Creative thinking • Appreciation	MK Primary MTC bk 1 pg 13
	3		UNDERLINING THE BIGGER NUMBER	The learner, 1) Identifies the bigger number 2) Underlines the bigger number	**Underline the bigger number.** a) 5 or 2 b) 1 or 4 e.t.c.					
	4		COUNTING AND DRAWING FOR THE NUMBER	The learner, 1) Recognises the number given. 2) Draws for the number given correctly.	**Drawing for the numbers.** Example; 3 = △ △ △ 2 = ○ ○	• Explanation • Question and answer • Guided discussion • Observation	• Class room environment	• Recognising the numbers • Drawing for the numbers given.		MK Primary MTC bk 1 pg 13
	5		ARRANGING NUMBERS IN ASCENDING ORDER	The learner, 1) Identifies the numbers correctly. 2) Arranges the numbers starting from the smallest	**Ascending order.** Ascending order means to arrange numbers from the smallest to the biggest. e.g. a) 5, 4, 3, 2, 1 – 1, 2, 3, 4, 5 b) 3, 9, 6, 1 – 1, 3, 6, 9 c) 6, 8, 2, 4 - _____			• Arranging the numbers starting from the smallest		

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5	1	OPERATION OF NUMBERS(NUMERACY)	DESCENDING ORDER	The learner, 1) Identifies the numbers 2) Arranges the number starting from the biggest	**Descending order.** Descending order means arranging numbers from the biggest to the smallest. e.g. a) 1, 2, 3, 4 – 4, 3, 2, 1 b) 6, 7, 5, 4 – 7, 6, 5, 4	• Explanation • Guided discussion • Question and answer • Guided discovery	• Class room environment	• Identifying the numbers • Arranging the numbers starting from the biggest	• Effective communication • Sharing • Creative thinking • Appreciation	MK Primary MTC bk 1 pg 42
	2		MATCHING FIGURES TO THEIR NAMES.(NUMBER NAMES(1 -20)	The learner, 1) Identifies numbers and their names 2) Matches numbers to their names 3) Reads the number names.	**Matching figures to their names.** 1 five 2 three 3 one 4 two 5 four		• A chart showing number names	• Identifying number names • Matching numbers to their names • Reading number names		
	3		ORDINALS (DAYS OF WEEK)	The learner, 1) Recites the days of the week. 2) Arranges the days of the week. 3) Writes the days which come after, between and before	**Days of the week.** There are 7 days in a week. Sunday – 1st Monday – 2nd Tuesday – 3rd Wednesday – 4th Thursday – 5th Friday – 6th Saturday – 7th		• Flash cards bearing days of the week	• Reciting days of the week. • Arranging the days of the week. • Writing the days of the week.	• Critical thinking • Creative thinking • Effective communication • Sharing • Love • Appreciation	MK Primary MTC bk 1 pg 26
	4	ADDITION	ADDING NUMBERS 1 TO 1 DIGIT HORIZONTALLY	The learner, 1) Identifies the numbers 2) Counts numbers correctly	**Adding horizontally 1 digit 1** Examples a) 5 + 3 = 8 b) 3 + 4 = ___ **Word problems** Six plus one equals _____		• Counters	• Identifying the numbers • Counting the numbers • Adding the numbers horizontally		

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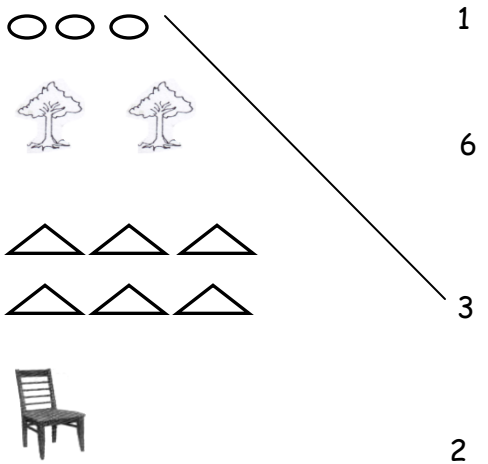
				3) Adds the numbers horizontally		•	•	•	•	
5	5	ADDITION	ADDING USING A NUMBER LINE	The learner, 1) Draws the number lines 2) Reads the figures on the number lines 3) Adds correctly.	**Add using a number line** 2 + 3 = 5 	• Guided discussion • Explanation • Question and answer • Guided discovery	• Chalk board illustration	• Drawing the number line • Adding on the number line	• Effective communication • Sharing • Creative thinking • Appreciation	The Prime pupils bk 1 pg 30 - 32
6	1		COUNTING NUMBERS 20 - 30	The learner, 1) Counts the numbers 20 -30 in groups 2) Writes the numbers 20 - 30	**Counting numbers 20 – 30** 20, 21, 22, 23, 24, 25, ……30			• Counting numbers • Writing the numbers 20 - 30		
	2		MATCHING PICTURES TO NUMBER SYMBOLS	The learner, 1) Identifies the pictures 2) Matches the pictures to number symbols.	**Match those pictures to number symbols**  			• Identifying the pictures to number symbols		

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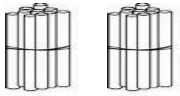
6	3	ADDITION	COMPARING HEIGHT USING TALLER OR SHORTER	The learner, 1) Identifies pictures 2) Measures the height of objects 3) Compares objects using taller of shorter	**Compare using shorter/taller** A B Tree A is shorter than tree B Tree B is taller than tree A. e.t.c.	• Explanation • Question and answer • Guided discovery • Guided discussion	• Chalk board illustration	• Identifying the pictures • Measuring height using taller or shorter	• Critical thinking • Effective communication • Self awareness • Appreciation	The Prime pupils workbook bk 1 pg 33 - 34
	4	PLACE VALUES	DRAWING ONES	The learner, 1) Identifies ones 2) Reads and writes ones 3) Draws ones correctly.	**Drawing ones** / 1 ones // 2 ones /// 3 ones //// 4 ones e.t.c.		• Counters	• Identifying ones • Drawing ones		MK Primary MTC bk 1 pg 41 and 44
	5		DRAWING TENS	The learner, 1) Draws tens/bundles 2) Counts in tens	**Drawing bundles** = 10  = 20 Count in tens 1 ten = 10 3 tens = 30 e.t.c.			• Drawing tens • Counting in tens		

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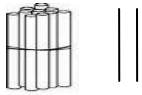
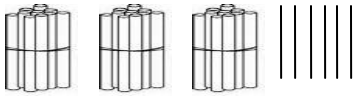
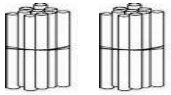
7	1	PLACE VALUES	DRAWING BUNDLES FOR THE NUMBER	The learner, 1) Identifies the given number 2) Identifies the place values of the given number. 3) Draws bundles for the number.	**Draw bundles for the number.** 12 =  36 =  20 = 	• Explanation • Question and answer • Discussion • Discovery	• Counters	• Identifying the place values • Drawing bundles for the number	• Effective communication • Identity • Respect • Interpersonal relationship • Critical thinking	MK Primary MTC bk 1 pg 44 and 50
	2		FILLING IN TENS AND ONES	The learner, 1) Identifies the place values. 2) Fills in tens and ones correctly.	**Fill in tens and ones** 10 = 1 tens 0 ones 32 = ___ tens ___ones ___ tens _____ ones = 91 ___ tens _____ ones = 8			• Identifying the place values • Filling in tens and ones		
	3		COUNTING IN TENS AND ONES	The learner, 1) Counts in tens and ones 2) Writes tens and ones correctly.	**Counting in tens and ones** 10 + 3 = 13 10 + 10 = 20 10 + 7 = 17 10 + 10 + 10 + 3 = ☐			• Counting in tens and ones • Writing tens and ones.		

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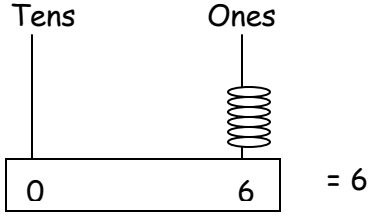
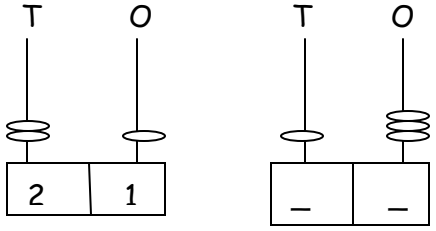
7	4	PLACE VALUES	READING TENS AND ONES	The learner, 1) Reads in tens 2) Writes in tens	**Writing in tens for the given number** 2 tens = 20 4 tens = 40 3 tens = 30 e.t.c.	• Explanation • Guided discussion • Question and answer	• Chalk board illustration	• Reading in tens • Writing in tens	• Effective communication • Sharing • Problem solving • Critical thinking	MK Primary MTC bk 1 pg 55
	5		ABACUS	The learner, 1) Identifies tens and ones 2) Draws tens and ones on the abacus 3) Draws the beads.	**Drawing tens and ones on the abacus.**  = 6		• An abacus	• Identifying tens and ones • Drawing tens and ones on the abacus		
8	1		COUNTING ON THE ABACUS	The learner, 1) Counts the beads on the abacus 2) Writes the number under each place value correctly.	**Count the beads.** 			• Counting the beads • Writing the numbers in their place values		
	2	OPERATION OF NUMBERS	ADDITION	The learner, 1) Identifies the place values of the number 2) Arranges the numbers correctly 3) Adds correctly.	**Addition of 2 to 1 digit.** TO O 33 + 2 = 35 T O 3 3 + 2 3 5 e.t.c.		• Counters	• Identifying the place values • Arranging and adding the numbers correctly.		Understanding MTC Pri 1 pg 54

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8	3	OPERATION OF NUMBERS	WORD PROBLEMS	The learner, 1) Reads and comprehends the statement 2) Arranges number to their place values 3) Adds correctly.	**Word problems** Musa has 25 books, Rose has 3 books. How many books do they have altogether? TO 25 books + 3 books = T O 2 5 books + 3 books 2 8 books	• Discussion • Question and answer • Guided discovery • Explanation	• Counters	• Reading and comprehending the statement • Arranging numbers in their place values • Adding the numbers	• Effective communication • Creative thinking • Appreciation • Sharing	MK Primary MTC bk 1 pg 30
	4		SUBTRACTION	The learner, 1) Identifies the numbers 2) Subtracts the numbers correctly. 3) Comprehends the statement	**Subtraction of 1 to 1 digit** Examples a) 9 – 6 = 3 b) 7 – 2 = ___ Word problems 4 hens – 2 hens equals _____.	• Explanation • Guided discussion • Question and answer • Guided discovery		• Identifying the numbers • Subtracting the numbers • Comprehending the statement		Understanding MTC Primary 1 pg 51
	5		SUBTRACTING 2 TO 1 DIGIT	The learner, 1) Identifies the place values of the numbers 2) Arranges and subtracts the numbers correctly.	**Subtraction of 2 to 1 digit** Examples a) TO O 17 - 5 = 12 T O 1 7 - 5 1 2 b) 14 - 3 = ___ e.t.c.		• Chalk board illustration	• Identifying the place values of the numbers • Arranging and subtracting the numbers.		MK Primary MTC bk 1 pg 73

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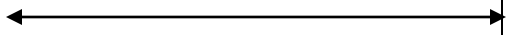
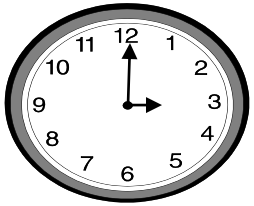
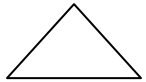
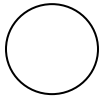
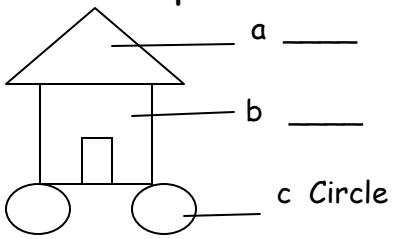
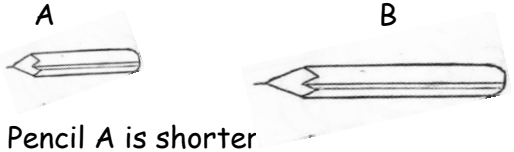
9	1	OPERATION OF NUMBERS	WORD PROBLEMS	The learner, 1) Reads the questions 2) Arranges numbers to their place values 3) Subtracts correctly.	**Read and subtract** Okello had 37 eggs. He gave his brother 4 eggs. How many eggs did he remain with? 37 eggs – 4 eggs T O 3 7 eggs - 4 eggs 3 3 eggs	• Explanation • Question and answer • Guided discovery	• Counters	• Reading the question • Arranging numbers to their place values • Subtracting correctly.	• Problem solving • Creative thinking • Sharing • Appreciation • Love	MK Primary MTC bk 1 pg 73
	2		SUBTRACTING 2 TO 2 DIGITS VERTICALLY	The learner, 1) Identifies the numbers 2) Subtracts numbers 2 from 2 digits vertically	**Subtracting 2 from 2 digits vertically.** Examples a) 44 – 11 = 3 T O 4 4 - 1 1 3 3		• Chalk board illustration	• Identifying the numbers • Subtracting numbers 2 from 2 digits vertically.		
	3		WORD PROBLEMS	The learner, 1) Reads the questions 2) Arranges numbers to their place values. 3) Subtracting correctly.	**Read and subtract** Peter bought 25 apples. he sold 13. How many apples were left? T O 2 5 apples - 1 3 apples 1 2 apples		• Counters	• Reading the questions • Arranging numbers to their place values • Subtracting the numbers		
	4		SUBTRACTING USING NUMBER LINE	The learner, 1) Draws the number line 2) Subtracts the given number on the number line.	**Subtracting using a number line.** 6 – 3 = 3 		• Chalk board illustration	• Drawing the number line • Subtracting on the number line		

WK	PD	TOPIC	S.TOPIC	COMPETENCE	CONTENT	METHODS	T/AIDS	ACTIVITIES	LIFE SKILLS	REF
9	5	OPERATION OF NUMBERS	TELLING TIME	The learner, 1) Identifies the hands in a clock face 2) Tells time on the clock face.	**Tell the time.**  It is 3 o'clock	• Explanation • Question and answer • Guided discovery • Discussion	• Clock faces	• Identifying the hands on the clock faces • Telling the time on the clock faces.	• Effective communication • Sharing • Critical thinking • Appreciation • Problem solving	The Prime pupils bk pg 36 - 37
10	1	MEASURES (CAPACITY)	COMPARING CAPACITY USING MORE/LESS	The learner, 1) Defines capacity 2) Identifies things used to measure capacity 3) Compares using less or more	**Capacity** Is how much a conatiner holds or produces. Compare using less or more A cup holds less water than a pot A pot holds more water than a cup		Real objects like • Pots • Cups • Bucket	• Defining capacity • Identifying things used to measure capacity • Comparing using less or more		MK Primary MTC bk 1 pg 89
	2	GEOMETRY	SHAPES	The learner, 1) Identifies the shapes 2) Draws the shapes 3) Names the shapes	**Drawing the shapes**  Triangle  Circle Oval			• Identifying the shapes • Drawing the shapes • Naming the shapes		

WK	PD	TOPIC	S.TOPIC	COMPETENCE	CONTENT	METHODS	T/AIDS	ACTIVITIES	LIFE SKILLS	REF
10	3	GEOMETRY	SHAPES (NAMING SHAPES)	The learner, 1) Draws the shapes 2) Names the shapes	**Name these shapes**  	• Explanation • Question and answer • Guided discovery	• Shapes • Real objects • (practical lesson)	• Drawing the shapes • Naming the shapes	• Effective communication • Critical thinking • Creative thinking • Sharing • Love	MK Primary MTC bk 1 pg 99
	4	MEASURES	MEASURING LENGTH USING NON-STANDARD UNITS. (LENGTH)	The learner, 1) Defines length 2) Measures length using non standard units	**Length** Length is the distance between two points. **Non standard units of measuring length.** Hand span Foot steps Fathoms e.t.c.			• Defining length • Measuring length using non standard units		
	5		COMPARING LENGTH USING LONGER OR SHORTER	The learner, 1) Identifies the pictures 2) Compares using longer or shorter	**Compare using longer/shorter** A B  Pencil A is shorter Pencil B is longer			• Identifying the pictures • Comparing using longer or shorter		

WK	PD	TOPIC	S.TOPIC	COMPETENCE	CONTENT	METHODS	T/AIDS	ACTIVITIES	LIFE SKILLS	REF
11	1	GRAPHS	PICTO-GRAPHS	The learner, 1) Identifies the pictures. 2) Interpreting the pictures 3) Answering questions correctly.	**Picture graph .** Study the graph and answer the questions Halima ⚽ ⚽ Opolot ⚽ Hussein ⚽ ⚽ ⚽ Wasswa ⚽ Questions	• Explanation • Question and answer • Guided discovery	• Shapes • Real objects • (practical lesson)	• Identifying pictures • Interpreting the pictures • Answering questions correctly.	• Effective communication • Critical thinking • Creative thinking • Sharing • Love	MK Primary MTC bk 1 pg 99