**TERM THREE – 2020 PRIMARY THREE MATHEMATICS SCHEME OF WORK OF CORNERSTONE JUNIOR SCHOOL - MUKONO DISTRICT**

DISCOVER THE HIDDEN TREASURE

**P.3 MATHEMATICS SCHEME OF WORK FOR TERM III 2020**

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| **WK** | **PD** | **THEME** | **TOPIC** | **SUB – TOPIC** | **COMPETENCES** | | **CONTENT** | **MTDS** | **ACTIVITY** | **LIFE SKILLS & VALUES** | **T/ L AIDS** | **REF** |
| **LANGUAGE** | **SUBJECT** |
| **1** | **1** | **Culture and gender in our sub county** | **Measures**  **Time** | Days of week | * The learner states the days of the week correctly in their order. * Calculates the number of days in a week * Changes days of weeks * Identifies the days before and after * Reads and pronounces * Spells the days of the week * Focus on spellings of days of a week | | **Days of the week**  7 days make a week  1 week – 7 days  **Days of the week**  1st – Sunday ( sun)  2nd – Monday – (Mon)  3rd – Tuesday – (tue)  4th – Wednesday (wed)  5th - Thursday (Thur)  6th – Friday ( fri)  7th – Saturday (sat)  **Changing week’s to days**  **Example**  How many days are in 3 weeks.  1 week = 7 days  3 weeks = (3 x 7) days  21 days  **Examples 2**  **12 weeks**  **1 week = 7 days**  **12 weeks = 12 x 7 12**  **84 day x7**  **84** | Guided discussion  Question and answer techniques | Effective communication  ion  Critical thinking | Stating the days of the week  Converting weeks to days  Identifying the units | A chart showing days of the  week  A calendar | Mk bk 3 pg 126 |
| **2** |  | **Changing of days of weeks** | * The learner changes days of weeks * Reads the questions given * Divides the days given to get the week * Identifies that 1 day – 1 week * Solves the work application | | **Changing days to weeks**  Change 14 days to weeks  7 days = 1 week  14 days = 14 days  = 2 weeks | Guided discussion  Questions and answer techniques | Effective communication  Problem solving  Appreciation  Care | Identifying the days of the week  Solving the word application  Converting weeks to days | Chalk board  Illustration |  |
|  | **3** |  | **Completing table** | **The learner draws the table**  **Fills in the missing numbers** | * Reads the given questions * Interprets the given questions | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | WK | 1 | 2 | 3 | 4 | 5 | | DS | 7 | 14 | 21 | 28 | 35 |   1 WK = 7days  2 weeks = ( 2 x 7) days  = 14 days  3 x 7 = 21 days  4 x 7 = 28 days  5 x 7 = 35 days  **Examples**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | WK | 1 | 2 | 5 | 6 | 8 | | DS | 7 | 14 | 35 | 42 | 56 |   35 ÷ 7 = 5 weeks  42 ÷ 7 = 6 weeks  56 ÷ 7 = 8 weeks |  |  |  |  |  |
| **2** | **1** |  |  | **Adding days and weeks** | Reads the question given  Interprets the given questions  Adds the days and weeks | | * **Addition of days and weeks**   **Wks Days**  **2 3 3 + 2 = 5**  **+1 2 2 + 1 = 3**  **3 5**   * **Examples**   Tom spent 4 week and 2 days planting bean and 1 week and 3 days. Planting rice. Find the total number of days and week spent planting his crops  4 2 2 + 3 = 5  + 1 3 4+1 = 5  5 5 |  |  |  |  |  |
|  |  |  |  | **Subtraction of weeks and days** | Reads the weeks and days correctly  Subtracts the weeks and days correctly | | **Work out**  7  **Wks Days**  **5 4 4 - 1 = 3**  **-3 1 5 - 3 = 2**  **2 3**  Subtract  **Wks Days**  8  **9 3 7 + 3 = 5**  **-4 6 10 – 6 = 4**  **4 4**  **8 – 4 = 4** |  |  |  |  | A new Mk bk 4 page 181 – 82 |
|  | **2** |  |  | **Months of the year** | * Identifies that 1 year has 12 months * The learner reads, spells and pronounces the months of the year * Writes the months of the year * Converts years to months * Reads and interprets the question * Identifies the units for the questions * Solves the word application | | **Months of the year**  12 months = 1 year  January = 31 days  February = 28 / 29 days  March = 31 days  April = 30 days  May = 31 days  June = 30 days  July = 31 days  August = 31 days  September = 30 days  October = 31 days  November = 30 days  December = 31 days  **Conversation of years to months**  **Examples**  How many months are in 3 years  1 year = 12 months  3 years = (3 x 12) months  3 years = 36 months  Change 2 years to months  1 year = 12 months  2 years = ( 2 x 12) months  = 24 months | Guided discovery  Discussion  Explanation | Creative thinking  Effective communication  Logical reasoning  Appreciation | * Converting years to months * Reading and interpreting the word application | Chalk board  Illustration | Mk bk 3 pg 139 |
| **3** |  |  | **Converting month to years** | * Converts * Identifies the units * Solves the word application | | **Conversion of month to year**  **Examples**  Change the following to years  24 months  12 months = 1 year  24 months = 24 ÷ 12  = 2 years |  |  |  |  |  |
| **4** |  |  | **Completing the tables** | * Fills in the missing numbers * Solves to find the missing numbers * Reads and interprets the word application | | **Completing the table**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | year | 1 | 2 | 4 | 5 | 12 | | month | 12 | \_\_ | \_\_ | 60 | 14 |   **1 year = 12 months**  **2 year = 2 x 12**  **= 24 months**  **4 years = 4 x 12 1 2**  **= 48 month x 4**  **48**  **12 x 12 = 144 month**  **Example 2**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | year | 1 | 2 | 3 | 6 | | month | 12 | 24 | 36 | 72 |   **36 ÷12 = 3**  **72 ÷12 = 6** | Brain storming  Logical discovery | Creative thinking  Logical reasoning  Appreciation care | * Reading the word application * Interpret the word application * Solving the given table * Alling in the missing number | A chart showing year and months | Teachers resource bk |
| **5** |  |  | **Telling time** | * Differentiates the minutes hand and hour hand * Tells the time using minutes and hours * Identifies the given clock faces * Reads the time | | **Telling time**  **Use of real clock face**  It is 3 O’clock    It is 9 O’clock |  | Effective communication  Logical reasoning  Appreciation care |  | Real clock  Model clocks | Understanding bk 3 pg 84 |
| **3** | **1** |  |  | **Telling rime using half past** | Tells time using half past.  Identifies 1 hour = 60minutes  Identifies the minute and hour hand  Tells the time  Reads and pronounces time | | **Telling time using half past**  **Text bk teaching**  It is a half past 4    It is a half past 12 | Demonstration  Guided discovery | Effective communication  Appreciation  Logical reasoning | Reading the word application  Telling time using a half past  Interpreting the word application | Real clock face  Model clock  Text bk understanding mtc bk 3 pg 85 |  |
|  | **2** |  |  | **Showing time on the clock face** | The learner draws the clock face  Identifies the hour hand and minute hand  Tells the time  Reads the time  Shows time on clock face   * The learner identifies the minute hand and hour hand * Write the given time * Draws the clock face   Draws the clock face | | **Showing time on the clock face**  **Examples**  Showing time on the clock face below 8 O’clock  A half past 3      Oral questions   1. What time do you brush your teeth? Take breakfast , wake up? To go school, go to breakfast, lunch, eat supper, lunch | Brain storming  Guided discussion  Discussion | Creative thinking  Appreciation care  Effective communication | * Drawing clock face * Identify to minutes and hour hand * Writing the time using hours and minutes | Real clock face  Model clocks | Fountain bk pg 157 |
|  | **3** |  |  | **Telling time using quarter past** | * The learner draws the clock face * Identifies the minute hand and hour hand * Tells the time * Reads the time * Tells time using a quarter past | | Telling the time using quarter past or 15 minutes past  **Note** : when the minute hand points to 3. We say quarter past or 15 minutes past the hour.    It is a quarter past 7  It is 15 minutes past 7 | Guided discovery  Brain storming  Discussion | Effective communication  Critical thinking  Care  Love | * Telling the using a quarter * Reading the words application | Clock face | Understanding maths bk 3 pg 84 – 91 |
|  | **4** |  |  | Telling time using a quarter to | * The learner draws the clock faces * Draws the minute and hour hand using a quarter | | Telling the time using a quarter to  (out of class )  It is a quarter to 2  It is a quarter to 5 |  |  |  |  |  |
|  | **5** |  |  | **More about telling time** | * The learner identifies the minute hand and the hour hand * Reads the time * Tells using past | | **More about telling time ( Text bk lesson )**  Telling the time  5 minutes to 2 O'clock  35 minutes to 4 O’clock  **Showing time on clock faces** | Brain storming  Discussion  Demonstration | Effective communication  Critical thinking  Care  Love | * Telling time using past * Reading the word application * Identifying the minute and hour hand | Real clock faces  Model clock | Mk bk 3 pg 133  Understanding maths Bk 3 pg 89 |
| **Showing time on clock faces**  Show the time below on the clock face   1. 25 minutes to 5 2. 5’ O’clock 3. 6 O’clock |
| **4** | **1** | **Culture and gender** | **Measuring time** | **Telling time in digital form** | * The learner draws the clock face and tells time in digital form. * States the time in digital form | | **Telling time using digital form**  **Examples**    It is 20 minutes past 10  10: 20 | Guided discovery  Question and answer techniques | Problem solving  Effective communication | * Drawing cloak faces * Stating time in digital form | Real clock face | Mk bk 3 pg 136 |
|  | **2** |  |  | **Addition of hours and minutes** | **The learner adds time without regrouping**  **Solves word problem with addition**  **Reads, spells and pronounces words correctly.**  **Re grouping addition hours, minutes** | | **Addition of hours and minutes**  **Add: Hrs min**  **4 20**  **1 30**  **5 50**  I spent 2 hours 30 minutes doing a maths test and 1 hour 15 minutes doing R.E. How many hours did I so end altogether | * Guided discovery | Problem solving  Effective communication | Adding time without regrouping | * Chalk baord illustration | Fountain bk 4 pg 160 |
|  | **3** |  |  | **Addition of hours and minutes** | * The learner arranges the numbers vertically * Adds and regrouping correctly * Reads, spells pronounces words like hours, minutes, regrouping , addition correctly | | **Addition of time with regrouping**  **Examples**  **Add: Hrs Mins**  **1**  **3 45**   1. **15**   **5 00**  **60 ÷60**  **1 remo**  My father sent 5 hrs 35 minutes driving from the village to Kampala and 2 hrs 35 minutes from Kampala to Masaka. How long did my father drive?  **Hrs min**  **5 35**  **2 35**  **10**  **70 ÷60**  **1 rem 10** | * Guided discovery * Brain storming * Observation | Critical thinking  Problem solving  Effective communication | Arranging numbers vertically  Adding time in hours and minutes | * Chalk board illustrations | Fountain bk 4 pg 160 |
|  | **4** |  |  | Changing hours to minutes | * The learner changes hours to minutes * States the number od minutes in an hour | | **Changing hours to minutes**  Change 2 hours to minutes  1 hour = 60 minutes  2 hours = ( 2 x 60) minutes  =  **120 minutes** |  |  | Changing hours to minutes  Stating the number of minutes in an hour |  |  |
|  | **5** |  |  | **Changing minutes to hours** | * The learner changes minutes to hours * Reads, spells and pronounces words like minutes, hours correctly | | Changing minutes to hours  **Examples**   1. Change 120 minutes to hours   1 hour = 60 minutes  = 120 minutes  60 minutes  12 ÷ 6  2 hours | guided discovery  question and answer techniques | Changing minutes to hours | Chalk board illustrations | * Teachers collection |  |
| **5** | **1** |  |  | **Months of the years** | * The learner identifies the months of the year in their order * Reads, spells and writes the ordinal month of the year * Focus on pronunciation and spellings of all months | | **Months of the year**  **12 months make a year**  **1 year = 12 months**  January = 31 days  February = 28 / 29 days  March = 31 days  April = 30 days  May = 31 days  June = 30 days  July = 31 days  August = 31 days  September = 30 days  October = 31 days  November = 30 days  December = 31 days | Guided discovery | Problem solving | Stating the months of the year | * Real calendar and textbook | Mk bks pg 140  Understanding maths bk 3 pg 82 and 83 |
|  |  |  |  | **Finding duration** |  | | **The meeting started at 7:40am and ended at 8:50am. How long did the meeting last?**  **Duration = ending time**  **Starting time**  **Hrs min**  **8 50 50**  **- 7 40 -40**  **1 10 10**  **8 – 7 = 1**  **1 hour 10 minutes** | Explanation  Guided discovery  Question and answer |  |  | * Understanding maths Bk 3 page 92 |  |
|  | **2** |  |  | **The calendar** | The learner interprets the given problem  Identifies the age in the word application  Reads, spells and pronounces words correctly  Calendar  Years | | The calendar  Textbook teaching Mk Bk 3 pg 138 and 139  **Note: 4 weeks**  Make a month  12 months make a year  52 weeks make a year  365 days make a year.  **Finding age**  **Examples**  Mike was born in 1989. How old was he in 1997  The year is 1997  He was born in 1989  0008 | * Guided discovery | * Critical thinking * Problem solving | Identifying the age in the word application by subtracting | Real calendar and text bk | * Mk bk pg 140 |
|  |  |  |  | **Finding year of birth** | The learner,   * Reads and interprets the given statements. * Finds the year of birth correctly by subtraction | | Alice is 12 years old. In which year was she born?  2018  - 12  2006  She was in 2006 | * Explanation * Question and answer | * Critical thinking * Problem solving |  |  |  |
|  | **3** | **Health in our sub – county** | **Measurements** | **Identifying simple shapes** | * The learner identifies some simple shapes * States the number of sides of different shapes | | Measurements  Names of some simple shapes   1. Rectangle 2. Square 3. Pentagon 4. Kite 5. Trapezium 6. Triangle 7. Circle   **Features of a rectangle**  Has 4 sides  Has 4 right angles  Two opposite sides equal | Questions and answer techniques |  | Identifying some simple shapes | Cut outs of some shapes |  |
|  |  |  |  | **Parts of a cube or cuboid** | * Identifies some solid shapes * Draws and names solid shapes * Names the parts of a cuboid | | x  Y  Z  X – vertex  Y – face  Z – edge  Number of  Vertices = 8  Faces = 6  Edges = 12 | Explanation  Brian storming  Question and answer |  |  | MK Page 130 - 131 |  |
|  | **4** |  |  |  | * The learner differentiates the rectangle from other shapes * Finds the perimeter of a rectangle | | **Finding perimeter of a rectangle (practical lessons)**  Rectangle has the length (long side) width ( short side ) perimeter is the distance around the rectangle  **Example**   1. Find the perimeter of the rectangle below   4cm  7cm  Perimeter = Add all sides  L + W+ L + W  = ( 7+4+7+4)  Perimeter = 22 cm   1. Find the distance a round the rectangle below   6dm  4dm  Perimeter = L + W+ L+ W  = ( 6+ 4+ 6+ 4)  = 20 dm | Demonstration  Guided discovery | Problem solving  Critical thinking | Finding the perimeter of the rectangle  Differentiating rectangle from other shapes | Cut outs of a rectangle  Chalk board illustration | * Mk bk 4 pg 205 |
|  | **5** |  |  | **Finding area of a rectangle** | * The learner finds the area of a rectangle by counting, square units and by multiplying the length and width | | **Finding area of a rectangle**  Example ( out of class lessons   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | 6 | | 7 | 8 | 9 | 10 | 11 | 12 | | 13 | 14 | 15 | 16 | 17 | 18 |   18 square units  Find the area of the rectangle below  4cm  8cm  **Area = L X W**  **=(8 X 4) CM**  Area = 32 cm 2 | Guided discovery  Question and answer techniques | Evaluation  Problem solving  Effective communication  Critical thinking | Finding the area of a rectangle  Stating the area of a triangle in square units | Real cut outs of rectangle | * Mk bk 4 pg 209 |
| **6** | **1** |  |  | **Properties and perimeter of a square** | * The learner finds the perimeter of the square * States the properties of a square | | **A square**  Properties  Has all sides equal  Has 4 right angels  **Finding perimeter of a square**  Examples ( particular lessons)  Find the perimeter of the figure below  4 cm Perimeter = add all sides  (4+4+4+4)  16cm | Guided discovery |  |  | Solid shapes | * Mk bk pg 208 |
|  | **2** |  |  | **Finding area of a square** | * The learner finds the area of a square by multiplying the length and the width * Reads, spells and pronounces words like length, area, width, multiply correctly | | **Examples**  Find the area of the square below  A = s x s  5dm x 5 dm  A = 25 dm  Work out the area of the figure.  Area = s x s  = 6cm x 6 cm  36 cm2 | Guided discovery  Question and answer | Critical thinking  Problem solving  Effective communication | Finding the area of a square by multiplying the length and the width | Solid shapes | * Mk bk 4 pg 209 |
|  | **3** |  |  | **Finding the distance around shapes** | * The learner finds perimeter of different shapes by adding all the sides * States the formula for finding perimeter | | Find the distance around other shapes  **Examples**  Find the perimeter of the figure below  3cm  Perimeter = Add all sides  = ( 3+ 3+ 3+ 3+ 3v ) cm  = 15 cm  3cm 4 cm  5cm  Perimeter = add all sides  = 3cm + 4cm + 5 cm  = 12 cm |  |  | Finding the perimeter of different shapes |  |  |
|  | **4** |  | **Algebra** | **Finding missing number with addition** | * The learner finds the missing number with addition * Reads, spells and pronounces words like * Algebra * Missing numbers * Addition correctly | | Algebra  Example ( practical lessons  Addition  + 3 = 6 – 3  = 6 – 3  = 3  **Example 2**  **4 + = 8 – 4**  = 8 – 4  = 4  Kato had some hens. He was given 10 more hens. He now has 15 hens. How many hens had kato at first? |  |  |  |  |  |
|  | **5** |  |  | **Finding missing numbers with subtraction** | * The learner finds the missing number with subtraction * Reads, spells and pronounces words like subtraction * Algebra | | **Algebra with subtraction**  **Example** ( practical lessons)   * **5 = 3**   = 3 + 5  = 8  Y – 5 = 3  Y = 3+ 5  Y = 8  **Examples**  Whitney had some mangoes. She gave me 5 mangoes and remained with 7 mangoes. How many mangoes did she have at first?  If Whitney had mangoes then   * 5 = 7 * =7+ 5 * = 12   Y – 2 = 8  Y = 8 + 2  Y = 10 | Guided discovery  Demonstration | Problem solving  Critical thinking  Interpreting  Effective communication | Finding the missing number with subtraction | Real objects like cups, pencils | * Mk bk 3 pg 194 understanding maths bk 3 pg 64 |
| **7** | **1** |  |  | Find the missing number with multiplication | The learner interprets and finds the missing number with multiplication  Reads, spells and pronounces words correctly  Like multiplication  Division | | **Finding the un known missing number with multiplication**  **Examples ( practical lessons)**  **x 2 = 10**  **= 10 ÷ 2**  **= 5**  **8 x = 32**  **= 32 ÷8**  **= 4**  **Kimono sells 9 packets of milk a day. After some days he has sold 45 packets. How many days did he sell 45 packets**  **9 x = 45**  **=45 ÷9**  **= 5**  **9 x a = 45**  **a = 45 ÷9**  **a = 5**  **Namale had 12 bananas. She gave away some to children. Each child got 4. Find the number of children that were given bananas** | Guided discovery  Demonstration  Explanation  Question and answer technique | Problem solving  Effective communication | Interpreting and finding the missing numbers with multiplication | Real object like cups, pencils | * Mk bk 3 pg 196 - 197 |
|  | **2** |  |  | **Finding the missing number with division** | The learner  Finds the missing number in division  Reads, spells and pronounces words like division , algebra correctly | | Finding the missing numbers using division  Examples  **÷ 4 = 3**  **= 3 x 4**  **= 12**  **Example 2**  **Dorothy had some oranges. She divided them among 8 children and each got 4 oranges. How many oranges did she have altogether .**  ÷ 8 = 4  ÷ 8 x 4  12  **Example 3**  **Fill in the missing numbers** | Guided discovery  Question and answer technique | Problem solving  Effective communication | Finding the missing number in division | Real objects like pencils, cup | * Mk bk 3 pg 198 |