**ST. CATHERINE JUNIOR SCHOOL**

**P.3 MATHEMATICS SCHEME OF WORK TERM II 2020**

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| WK | PD | THEME | SUB  THEME | CONTENT | COMPETENCES | METHOD/  ECHNIQUES | LEANER’S  ACTIVITIES | LIFE  SKILLS | L/AIDS | REF | REM |
| **1** | 1 |  |  | Holiday work | The learner;   * Writes corrections for holiday work. | Brian storming  Guided discovery | Writing correction for holiday work. | Appreciation  Neatness | Past papers  Counters | Tr’s collections |  |
| 2  3 | **Living Things; Animals in our Sub-County.** | Types of Living things.  Types of Living things. | Counting in tens from 4000-5000 | The learner;  - Counts in tens from 4000 – 5000.  - Writes number symbols from 4000- 5000. | Explanation  Guided discovery | -Counting in tens from 4000-5000.  -Writing number symbols from 4000-5000. | Accuracy  Self esteem | A chart showing counting numbers from 4000-5000 | P.3 curriculum page 27  P.3 curriculum pg 36 |  |
| Counting in tens from 5000 - 6000 | The learner;  -Counts in tens from 5000-6000.  -Writes counting numbers from 5000 – 6000. | -Counting in tens from 5000-6000.  -Writing number symbols from 5000-6000. | A chart showing number symbols from 5000-6000 |
| Counting in tens from 6000-7000 | -Counts in tens from 6000-7000.  -Writes counting numbers from 6000 – 7000. | -Counting in tens from 6000-7000.  -Writing number symbols from 6000-7000. | A chart showing number symbols from 6000-7000 |
| **1** | 4 | Counting in tens from 7000-8000 | -Counts in tens from 7000-8000.  -Writes counting numbers from 7000 – 8000. | -Guided discussion  -Exposition | -Counting in tens from 7000-8000.  -Writing number symbols from 7000-8000. | Accuracy  Self esteem | A chart showing number symbols from 7000-8000 | P.3 curriculum page 27  P.3 curriculum pg 36  P.3 curriculum pg 36 |  |
| 5 | Counting in tens from 8000- 9000 | -Counts in tens from 8000-9000.  -Writes counting numbers from 8000 – 9000. | -Counting in tens from 8000-9000.  -Writing number symbols from 8000-9000. | A chart showing number symbols from 8000-9000 |
| 6 | Counting in tens from 9000 – 10,000 | -Counts in tens from 9000-10,000.  -Writes counting numbers from 9000 – 9999 | -Counting in tens from 9000-10,000.  -Writing number symbols from 9000-9999. | A chart showing number symbols from 9000-9999 |
| 7 | Writing number names from 4000- 5000 | The learner,   * Identifies number symbols from 4000- 5000. * Writes number names from 4000- 5000. | -Identifying number symbols from 4000 – 5000  -Writing number names from 4000- 5000 | Word flash cards. |  |
| **2** | 1 | **Living Things; Animals in our Sub-County.** | Types of Living things. | Writing number names from 5001- 7000 | The learner,   * Identifies number symbols from 5001- 7000.   Writes number names from 4000- 5000. | -guided discovery  - Brian storming | -Identifying number symbols from 5001 – 7000  -Writing number names from 5001- 7000 | Effective communication  Critical thinking | Word flash cards. | P.3 curriculum page 32 |  |
| 2 | Types of Living things. | Writing number names from 5001-7000. | Identifies the number The learner;  -symbols  -Writes, spells and reads the number names. | -Guided discovery  -Question and answer. | -Identifying, reading, spelling and writing the number names. | -Problem solving  -Creative thinking | A chart showing number names. |  |
| 3 | Writing number names from 7001-8000. | The learner;  -Identifies the number  symbols  -Writes, spells and reads the number names | Guided discussion  Brain storming | Identifying, reading, spelling and writing the number names. | -A chart showing number names | P.3curriculum pg. 32. |  |
| 4 | Types of Living things. | Writing number names from 8001-9999. | The leaner;  -writes the given number symbols  -reads the given number names. | -Guided discussion  -Exposition | Identifying, reading, spelling and writing the number names. | Problem solving  -Creative thinking | -A chart showing number names |  |
| **2** | 5 | Living Things; Animals in our Sub-County. | Types of Living things. | -Recognizing place values in a 4-digit number. | The learner;  -Recognizes the place values of digits.  -Reads the place values of the given numbers. | -Guided discussion  -Question and answer. | Identifying and reading the place values. | -Effective communication  -Critical thinking | A chart showing g place values. | -P.3 curriculum pg. 35 |  |
| 6 | **Living Things; Animals in our Sub-County.** | Types of Living things. | -Finding the values of digits in a 4-digit number. | The learner;  -Finds the values of the given digits.  -Reads and writes the given values. | -Guided discovery  -Explanation | Finding the values of the given digits. | -Problem solving  -Accuracy | -A chart showing values. |  |
| 7 | -Subtracting 2, 3 digit numbers vertically with no regrouping. | The learner; -Recognizes the given numbers, arranges them according to place values and subtracts them.  -Writes the numbers to be subtracted. | -Group discussion  -Guided discovery | -Subtracting the numbers vertically with no regrouping. | -Self awareness  -Responsibility  -Effective communication | -Counters | -P.3 curriculum pg.26. |  |
| **3** | 1 | -More subtraction of 2, 3 digit numbers with no regrouping. | The learner; -Recognizes the given numbers and subtracts them.  -Writes the numbers to be subtracted. | -Class discussion  -Brain storming | -Subtracting the numbers vertically with no regrouping. | -Counters | -New MK Mathematics bk. 3  -P.3 curriculum pg.26 |  |
| 2 | -Subtraction of 2,3 digit numbers with regrouping. | The learner; -Recognizes the given numbers and subtracts them.  -Writes the numbers to be subtracted. | -Guided discovery  -Question and answer | Subtracting the numbers vertically with regrouping. | -Counters |  |
| 3 | -More subtraction of 2, 3 digit numbers with regrouping. | The learner; -Recognizes the given numbers, arranges them according to their place values and subtracts them.  -Writes the numbers to be subtracted. | -Class discussion  -Brain storming | Subtracting the numbers vertically with regrouping. | Self-awareness  -Responsibility | -Counters | New MK Primary Mathematics bk. 3 |  |
| **3** | 4 | **Living things; animals in our Sub County** | Examples of domestic animals. | -Multiplying 3 digit numbers by 2 without regrouping. | The learner;  -Multiplies the given numbers.  -Writes the numbers to be multiplied. | -Guided discovery  -Question and answer | -Multiplying the given numbers without regrouping. | -Self awareness  -Care | -A chart  Showing multiples of numbers. | P.3 curriculum pg.26. |  |
| 5 | -More multiplication of 3 digit numbers by 2 without regrouping. | The learner;  -Multiplies the given numbers.  -Writes the numbers to be multiplied. | -Brain storming  -Class discussion | -Multiplying numbers  Reading and writing the given numbers | -Critical thinking.  -Decision making.  -Effective communication. | -A chart  Showing multiples of numbers. | P.3 curriculum pg.27. |  |
| 6 | Multiplying 3-digit numbers by 3. | The learner; -Multiplies numbers.  -Counts numbers  -Reads and writes the numbers. | -Explanation  -Brain storming | -Multiplying the given numbers  -Reading and writing the given numbers. | -A chart  Showing multiples of numbers. |  |
| 7 | Multiplying 3-digit numbers by 4. | -The learner; multiplies the given numbers.  -Counts numbers.  -Reads and writes the numbers. | -Guided discovery  -Question and answer | -Multiplying the given numbers  -Reading and writing the given numbers. | -Critical thinking.  -Decision making.  -Effective communication | A chart  Showing multiples of numbers |  |
| **4** | 1 | **Living things; animals in our Sub County** |  | -More multiplying of 3 digit numbers by 4. | -The learner; multiplies the given numbers.  -Counts numbers.  -Reads and writes the numbers | Brain storming  -Class discussion | Multiplying the given numbers  -Reading and writing the given numbers. | A chart  Showing multiples of numbers | P.3 curriculum pg.27  . |  |
| **4** | 2 | Examples of domestic animals | -Multiplying 3 digit numbers by 5. | The learner; multiplies the given numbers.  -Counts numbers.  -Reads and writes the numbers. | -Explanation  -Question and answer | -Multiplying the given numbers  -Reading and writing the given numbers. | -Problem solving  -Self awareness | -Chalkboard illustration. |  |
| 3 | -More multiplication of 3 digit numbers by 5. | The learner; multiplies the given numbers.  -Counts numbers.  -Reads and writes the numbers. | -Guided discovery  -Brain storming | Multiplying the given numbers  -Reading and writing the given numbers | -Effective communication  -Appreciation | -A chart  Showing multiples of numbers | P.3 Curriculum pg.28. |  |
| 4 | Birds and insects | -Multiplying of 3 digit numbers by 6. | The learner; multiplies the given 3 digit numbers by 6.  -Counts numbers.  -Reads and writes the numbers | -Guided discovery.  -Explanation | Multiplying the given numbers  -Reading and writing the given numbers. | -A chart  Showing multiples of numbers. | P.3 Curriculum pg.31. |  |
| 5 | -More multiplying of three digit numbers by 6. | The learner; multiplies the given 3 digit numbers by 6.  -Identifies the key words..  -Interprets the key words. | -Guided discussion.  -Question and answer. | -Multiplying numbers.  -Identifying and interpreting the key words. | -Problem solving.  -Self-esteem. | -Flash word cards. |  |
| 6 | -Multiplying 3 digit numbers by 10. | The learner; multiplies the given 3 digit numbers by 10.  -Counts numbers.  -Reads and writes the given numbers. | -Explanation  -Guided discovery | -Multiplying the given numbers  -Reading and writing the given numbers | A chart showing multiplication of 3 digit numbers by 10. | P.3 Curriculum pg.31. |  |
| 7 |  | Plants and their habitants. | -More multiplication of 3 digit numbers by 10 | The learner; multiplies the given 3 digit numbers by 10.  --Identifies the key words..  -Interprets the key words. | -Question and answer.  -Guided discussion | Multiplying numbers.  -Identifying and interpreting the key words | Problem solving  -Creative thinking | A chart showing multiplication of 3 digit numbers by 10. | P.3 Curriculum pg.31. |  |
| **5** | 1 | **Living things; plants in our Sub County** | Multiplying using commutative property | The learner; multiplies the given numbers using commutative property.  -Interprets the questions. | Explanation.  Guided discussion. | Multiplying the numbers.  Reading and writing numbers | Critical thinking  -Effective communication | -A chart  Showing multiples of numbers | P.3 Curriculum pg.27. |  |
| 2 | Interpreting the bar graph. | The learner; reads and interprets the bar graphs  Answers the questions correctly. | Guided discovery  Brain storming. | Reading and interpreting the questions | Problem solving  Decision making | A chart showing the bar graph. | P.3 Curriculum pg.30 |  |
| 3 | Measuring and comparing weight using nonstandard units | The learner; measures and compares the weight using the given units. | Explanation  Question and answer. | Measuring and comparing weight using nonstandard units. | Jerrycans,bottles,dishes ,buckets | P.3 Curriculum pg.32 |  |
| 4 | Measuring weight using standard units i.e. kg and grams | The learner; measures the weight using the given units. | Explanation  Question and answer | Measuring weight using standard units. | A chart showing the weighing scales. | P.3 Curriculum pg.32 |  |
| 5 |  | Addition of weight in kilograms. | The learner recognizes the given weight and adds it in kilograms and grams.  Reads and writes the given units. | Guided discovery  Explanation | Recognizing the given weight.  Reading and writing the given weight. | Responsibility.  Self-awareness. | Counters | P.3 Curriculum pg.32. |  |
|  | 6 | **Living things; plants in our Sub County** | **Parts of a flowering plant**  Parts of a flowering plant  Crop growing practices | More addition of weight in kilograms | The learner recognizes the given weight and adds it in kilograms and grams.  Reads and writes the given unites. | Bain storming  Group discussion. | Recognizing the given weight.  Reading and writing the given weight. | -Critical thinking.  -Self-awareness. | Counters | P.3 Curriculum pg.32. |  |
| 7 | Subtraction of weight in kilograms. | The learner;  -Subtracts the given weight in kilograms.  -Reads and counts the numbers. | -Guided discovery  -Brain storming | -Subtracting the given weight.  -Reading and counting the numbers. | Counters. | P.3 Curriculum pg.32. |  |
| **6**  **6** | 1 | More subtraction of weight in kilograms and grams. | The learner;  -Subtracts the given weight in kilograms.  -Interprets and identifies the given numbers. | -Explanation  -Question and answer. | -Subtracting the given weight.  -Interpreting and identifying the given numbers. | Counters |  |
| 2 | Addition of weight in kilograms and grams. | The learner;  -adds the given weight in kilograms and grams.  -Reads and writes the given numbers. | -Guided discovery  -Guided discussion. | -Adding the given weight in kilograms and grams.  -Reading and writing the given numbers. | -Self-awareness.  -Guided discussion. | Counters |  |
| 3 | More addition of weight in kilograms and grams | The learner;  -interprets more addition of weight in kilograms and grams.  - reads and answers the given questions.  Adds weight in kilograms and grams. | -Adding the given weight in kilograms and grams.  -Reading and writing the given numbers. | Counters | P.3 curriculum pg 32 |  |
| 4 | Converting kilograms to grams. | The learner;  -converts kilograms to grams.  -reads and writes the given words correctly. | Exposition  Guided discovery  Explanation | -Converting kilograms to grams.  -Reading and writing words correctly; | -Effective communication  -Critical thinking  -Decision making. | A chart showing weighing scales.  A chart showing weighing scales. | Tr’s collection |  |
| 5 | Converting grams to kilograms | The learner;  -converts grams to kilograms.  -reads and writes the given words correctly | Guided discussion  Explanation | -Converting grams to kilograms.  -Reading and writing words. | Problem solving.  Self-awareness | Tr’s collection |  |
| 6 | Division of numbers | The learner;  - defines division.  -divides numbers vertically.  -counts the given numbers correctly.  -reads and writes the given numbers. | -Dividing numbers vertically.  - Counting the given numbers correctly.  -Reading and writing numbers. | Counters | P.3 curriculum page 32 |  |
| 7 | More division of numbers | The learner;  -identifies the key words used in division.  -reads and interprets the given questions.  -divides numbers. | -Guided discovery  -Guided discussion. | -Identifying the key words used in division.  -Reading and interpreting questions.  -Dividing numbers.  -Counting the given numbers. | Responsibility  Self-awareness. | Counters |  |
| **7** | 1 | **Living things; plants in our Sub County** | Crop growing practices | Solving algebraic problems in multiplication. | The learner,  -reads and interprets the given questions.  -solves algebraic equations in multiplication.  -Counts the given numbers. | -Brain storming.  -Guided discussion  -Explanation | -Reading and interpreting the given questions.  -Solving algebraic equations in multiplication.  -Counting the given numbers. | Effective communication  Self esteem  Problem solving | counters | P.3 curriculum pg. 32 |  |
| 2 | Solving algebraic problems in division | The learner,  -reads and interprets the given questions.  -solves algebraic equations in division  -Counts the given numbers. | -Guided discussion  -Explanation | Reading and interpreting the given questions.  -Solving algebraic equations in division.  -Counting the given numbers | Critical thinking  -effective communication |  |
| 3 | **Managing resources in our sub -county** | Saving resources | Identifying Ugandan currency up to 1000 | The learner identifies the curacy  - reads and writes the currency up to 1000. | Guided discovery  -Brain storming | Identifying the currency  -reading and writing the currency. | Real money | P.3 curriculum pg.35. |  |
| 4 | Identifying Ugandan currency up to 5000 | The learner identifies the curacy  - reads and writes the currency up to 5000. | Identifying the currency  -reading and writing the currency | Self-awareness  Appreciation. | Real money |  |
| 5 | Balancing money | The learner balances the money.  Reads and writes the money. | Explanation  Brain storming | Balancing money  Reading and writing money. | Real money | P.3 curriculum pg.36. |  |
| 6 |  | Shopping list | The learner; Interprets the shopping list.  Reads and answers the questions about the shopping list. | Interpreting the shopping list.  Reading and answering the questions | A chat showing the shopping list |  |
|  | 7 | **Managing resources in our sub -county** | Spending money | Addition of money | The learner; adds money.  Reads and writes money. | Guided discovery  -Brain storming  Explanation | Adding money.  Reading and writing money. | Accuracy.  Appreciation  Effective communication | counters | P.3 curriculum pg.37. |  |
| **8** | 1 | More addition of money. | The learner; reads and interprets the questions.  Adds the numbers. | Interpreting questions  Reading and writing  Adding numbers. | counters |  |
| 2 | Subtraction of money. | The learner; subtracts money.  Reads and writes money. | Subtracting money.  Reading and writing money. | Accuracy.  Appreciation  Effective communication | counters |  |
| 3 | More subtraction of money | The learner; reads and interprets the questions.  Subtracts the numbers. | Guided discussion  Brainstorming | Interpreting questions  Reading and writing.  Subtracting numbers. | counters |  |
| 4 | Keeping peace in our sub –county. | Living in peace with others. | Multiplication of money. | The learner; reads and multiplies the numbers.  Counts the numbers. | Reading and multiplying the numbers.  Counting the numbers. | counters | P.3 curriculum pg.39. |  |
| 5 | More multiplication of money. | The learner; reads and interprets the questions.  Multiplies the numbers. | Interpreting questions  Reading and writing.  Multiplying numbers. | Accuracy.  Appreciation  Effective communication | counters |  |
| 6 | Drawing and naming shapes | The learner ;draws and names shapes  identifies the shapes | Guided discovery  -Brain storming  Explanation | Identifying shapes  Reading and naming shapes. | A chart showing shapes. | P.3 curriculum pg.40. |  |
|  | 7 | Keeping peace in our sub county. | Children’s rights, needs and their importance. | Definition of fractions | The learner defines fractions  Reads and answers the questions. | Guided discovery  -Brain storming  Explanation | Defining fractions  Reading and writing the questions. | Decision making  Creative thinking  Critical thinking. | A chat showing fractions |  |
| **9** | 1 | Drawing fractions from a half to a tenth | The learner;  Draws the fractions  Names the fractions  Reads and writes the fractions. | Guided discovery  -Brain storming  Explanation | Drawing and naming fractions  Reading and writing. | A chat showing fractions |  |
| 2 | Naming fractions from a half to a tenth | The learner;  names the fractions  Reads and writes the fractions | Guided discovery  -Brain storming  Explanation | Drawing and naming fractions  Reading and writing | A chat showing fractions |  |
| 3 | Keeping peace in our sub county. | Children’s responsibility. | Making fraction strips. | The learner;  -Recognizes and makes fraction strips.  -Reads and writes the given words. | -Explanation  -Guided discussion | -Recognizing and making fraction strips.  -Reading and writing the given words. | -Decision making  -Critical thinking  -Problem solving | Word flash cards | P.3 Curriculum pg.41. |  |
| 4 | Comparing fractions using fraction strips. | The learner;  -Compares the given fractions using strips.  -Recognizes and writes the given words. | -Guided discovery  -Explanation | -Comparing the given fractions.  -Recognizing and writing the given words. | Word flash cards | P.3 curriculum pg.41. |  |
| 5 |  |  | Ordering fractions using fraction strips. | The learner;  -Orders the given fractions.  -Reads and writes the given fractions. | -Question and answer-  -Group discussion | -Odering the given fractions.  -Reading and writing the given fractions. | -Effective communication  -Critical thinking | Achart showing ordered fractions. |  |
| 9 | 6 | Keeping peace in our sub county. | Children’s responsibility. | Addition of fractions with the same denominators. | The learner;  -Recognizes and adds the given fractions with the same denominators.  -Reads and writes the given words. | -Guided discovery  -Explanation | -Recognizing and adding the given fractions.  -Reading and writing the given words. | -Responsibility.  -Problem solving  -Concern  -Self awareness | Real objects like oranges and cut outs of different shapes. |  |
| 7 | Subtraction of fractions with the same denominators. | The learner;  -Subtracts the given fractions.  -Reads, spells and pronounces the given words correctly. | -Question and answer  --Group discussion | -Subtracting the given fractions.  -Reading, spelling and pronouncing the given words correctly. | -Word flash cards. |  |