MATHEMATICS SCHEME OF WORK GRADE 3 TERM ONE

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQURY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REF
1	1-5			**OPENING OF SCHOOL AND PREPARATIONS**					
2	1-5	**Numbers**	Number Concept	By the end of the sub-strand, the learner should be able to: use ordinal numbers to identify position from 1-20	In which position were you when you came to class in the morning?	☐ Learners in pairs/groups to arrange different items in order of size starting with the smallest. ☐ Learners to identify the position of an object from a reference point using first, second up to 20th . ☐ Learners in groups to run for a distance and each to identify their position using the words first, second up to 20th position. ☐ Learners in pairs/groups to relate numbers 1 –20 to positions first, second up to 20th using concrete objects. ☐ Learners to play digital games involving position 1st	**Counters charts**	**1.Observation 2.Oral questions 3.written questions**	
3	1-5		Number Concept	By the end of the sub-strand, the learner should be able to: use ordinal numbers to identify position from 1-20	In which position were you when you came to class in the morning?	☐ Learners in pairs/groups to arrange different items in order of size starting with the smallest. ☐ Learners to identify the position of an object from a reference point using first, second up to 20th . ☐ Learners in groups to run for a distance and each to identify their position using the words first, second up to 20th position.	**Counters charts**	**.Observation 2.Oral questions 3.written questions**	

						□ **Learners in pairs/groups to relate** numbers 1 –20 to positions first, second up to 20th using concrete objects. □ **Learners to play digital games** involving position 1st			
4	1-5			By the end of the sub-strand, the learner should be able to: a) count numbers forward and backward from 1-1000, b) identify place value up to thousands, c) read numbers 1-1000 in symbols, d) read and write numbers 1-100 in words, e) identify missing numbers in number patterns up to 1000, f) appreciate number patterns as they skip on a number line.	How would you get the total number of people in a group?	Learners in pairs/groups to count in 2's and 5's forward and backward starting from any point. □ **Learners in pairs/groups to count** their fingers and toes in 2's and 10's forward and backward starting from any point. □ **Learners in pairs / groups to** discuss place value up to thousands. □ **Learners in pairs / groups to** compete reading numbers 1-1000 in symbols. □ **Learners to read and write numbers** 1-100 in words. □ **Learners to play digital games** involving whole numbers. □ **Learners in pairs/groups to make** number patterns up to 1000 and share with other groups	**Counters Charts**	**.Observation 2.Oral questions 3.written questions**	
5	1-5			By the end of the sub-strand, the learner should be able to: a) count numbers forward and backward from 1-1000, b) identify place value up to thousands, c) read numbers 1-1000 in symbols, d) read and write numbers 1-100 in	How would you get the total number of people in a group?	Learners in pairs/groups to count in 2's and 5's forward and backward starting from any point. □ **Learners in pairs/groups to count** their fingers and toes in 2's and 10's forward and backward starting from any point.	**Counters charts**		

				words, e) identify missing numbers in number patterns up to 1000, f) appreciate number patterns as they skip on a number line.		**□ Learners in pairs / groups to** discuss place value up to thousands. **□ Learners in pairs / groups to** compete reading numbers 1-1000 in symbols. **□ Learners to read and write numbers** 1-100 in words. **□ Learners to play digital games** involving whole numbers. **□ Learners in pairs/groups to make** number patterns up to 1000 and share with other groups			
6	1-5			By the end of the sub-strand, the learner should be able to: a) count numbers forward and backward from 1-1000, b) identify place value up to thousands, c) read numbers 1-1000 in symbols, d) read and write numbers 1-100 in words, e) identify missing numbers in number patterns up to 1000, f) appreciate number patterns as they skip on a number line.	How would you get the total number of people in a group?	Learners in pairs/groups to count in 2's and 5's forward and backward starting from any point. **□ Learners in pairs/groups to count** their fingers and toes in 2's and 10's forward and backward starting from any point. **□ Learners in pairs / groups to** discuss place value up to thousands. **□ Learners in pairs / groups to** compete reading numbers 1-1000 in symbols. **□ Learners to read and write numbers** 1-100 in words. **□ Learners to play digital games** involving whole numbers. **□ Learners in pairs/groups to make** number patterns up to 1000 and share with other groups	**Counters Charts**	**.Observation 2.Oral questions 3.written questions**	
7	1-5			By the end of the sub-strand, the learner should be able to: a) count numbers forward and	How would you get the total	Learners in pairs/groups to count in 2's and 5's forward and backward starting from any point.	**Counters charts**	**.Observation 2.Oral**	

				backward from 1-1000, b) identify place value up to thousands, c) read numbers 1-1000 in symbols, d) read and write numbers 1-100 in words, e) identify missing numbers in number patterns up to 1000, f) appreciate number patterns as they skip on a number line.	number of people in a group?	**Learners in pairs/groups to count** their fingers and toes in 2's and 10's forward and backward starting from any point. **Learners in pairs / groups to** discuss place value up to thousands. **Learners in pairs / groups to** compete reading numbers 1-1000 in symbols. **Learners to read and write numbers** 1-100 in words. **Learners to play digital games** involving whole numbers. **Learners in pairs/groups to make** number patterns up to 1000 and share with other groups		**questions 3.written questions**	
8	1-5	Numbers	**Fractions**	By the end of the sub-strand the learner should be able to: a) identify 1/2, 1/4 and 1/8 as part of a whole. b) identify 1/2, 1/4 and 18 as part of a group.	How can you represent a half, a quarter or an eighth of a group?	Learners in pairs /groups to make circular cut-outs. **Learners in pairs /groups to fold** circular cut-outs into 2 equal parts and identify one part as 12 of the whole. **Learners in pairs /groups to make** rectangular cut-outs and fold them into 4 equal parts to get a quarter of a whole and identify each part as 1/4 of the whole. **Learners in pairs /groups to make** rectangular cut-outs and fold to get 8 equal parts and identify one part as 18 of the whole. **Learners in pairs /groups to divide** a number of objects into 2 equal groups and identify each of the small		**.Observation 2.Oral questions 3.written questions**	

						groups as 1/2 of the whole group. □ **Learners in pairs /groups to divide** a number of objects into 4 equal groups and identify each of the small groups as 14 of the whole group. □ **Learners in pairs /groups to divide** a number of objects into 8 equal groups and identify each of the small groups 18 of the			
9	1-5		Fractions	By the end of the sub-strand the learner should be able to: a) identify 1/2, 1/4 and 1/8 as part of a whole. b) identify 1/2, 1/4 and 18 as part of a group.	How can you represent a half, a quarter or an eighth of a group?	Learners in pairs /groups to make circular cut-outs. □ **Learners in pairs /groups to fold** circular cut-outs into 2 equal parts and identify one part as 12 of the whole. □ **Learners in pairs /groups to make** rectangular cut-outs and fold them into 4 equal parts to get a quarter of a whole and identify each part as 1/4 of the whole. □ **Learners in pairs /groups to make** rectangular cut-outs and fold to get 8 equal parts and identify one part as 18 of the whole. □ **Learners in pairs /groups to divide** a number of objects into 2 equal groups and identify each of the small groups as 1/2 of the whole group. □ **Learners in pairs /groups to divide** a number of objects into 4 equal groups and identify each of the small groups as 14 of the whole group. □ **Learners in pairs /groups to divide** a number of objects into 8 equal	**Counters charts**	**.Observation 2.Oral questions 3.written questions**	

						groups and identify each of the small groups 18 of the			
10	1-5	**Numbers**	Addition	By the end of the sub-strand, the learner should be able to: a) add a 3- digit number to up to a 2 -digit number without regrouping with sum not exceeding 1000, b) add a 3- digit number to up to a 2-digit number with single regrouping with sum not exceeding 1000, c) add three single digit numbers with sum up to 27, d) add two 3- digit numbers without regrouping,	1) How do you arrange numbers when adding vertically 2) How do you identify the first two numbers to add when adding three single digit numbers? 3) How can you get the next number in a given pattern?	□ Learners to add up to two 3- digit numbers without and with regrouping with sum not exceeding 1000. □ Learners to practice adding horizontally and vertically. □ Learners in pairs to come up with different ways of adding 3- single digit numbers. □ Learners to play digital games involving addition. □ Learners to create and work out missing numbers in patterns involving addition up to 1000.	**Counters Charts**	**.Observation 2.Oral questions 3.written questions**	
11	1-5	**Numbers**	Addition	By the end of the sub-strand, the learner should be able to: a) add a 3- digit number to up to a 2 -digit number without regrouping with sum not exceeding 1000, b) add a 3- digit number to up to a 2-digit number with single regrouping with sum not exceeding 1000,	1) How do you arrange numbers when adding vertically	□ Learners to add up to two 3- digit numbers without and with regrouping with sum not exceeding 1000. □ Learners to practice adding horizontally and vertically. □ Learners in pairs to come up with different ways of adding 3- single	**Counters charts**	**.Observation 2.Oral questions 3.written questio**	

				c) add three single digit numbers with sum up to 27, d) add two 3- digit numbers without regrouping, e) add two 3- digit numbers with single regrouping with sum not exceeding 1000, f) work out missing numbers in patterns involving addition up to 1000, g) create number patterns involving addition up to 1000	2) How do you identify the first two numbers to add when adding three single digit numbers? 3) How can you get the next number in a given pattern?	digit numbers. □ Learners to play digital games involving addition. □ Learners to create and work out missing numbers in patterns involving addition up to 1000.		**ns**	
12	1-5		Addition	By the end of the sub-strand, the learner should be able to: a) add two 3- digit numbers without regrouping, b) add two 3- digit numbers with single regrouping with sum not exceeding 1000,b c) work out missing numbers in patterns involving addition up to 1000, d) create number patterns involving addition up to 1000	1) How do you arrange numbers when adding vertically 2) How do you identify the first two numbers to add when adding three single digit numbers? 3) How can	□ Learners to add up to two 3- digit numbers without and with regrouping with sum not exceeding 1000. □ Learners to practice adding horizontally and vertically. □ Learners in pairs to come up with different ways of adding 3- single digit numbers. □ Learners to play digital games involving addition. □ Learners to create and work out missing numbers in patterns involving addition up to 1000.	**Counters charts**	**.Observation 2.Oral questions 3.written questions**	

					you get the next number in a given pattern?				
13$14	1-5			**END OF TERM ASSESSMENT AND CLOSING**					