

## 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.

	THE ME	SUB- THEME	CONTENT	COMPETENC ES	METHODS/ TECHNIQUE	ACTIVITI ES	INDICATO RS OF	INSTRUCTI ONAL	REF	R E
					S		LIFE SKILLS	MATERIALS		M
							AND VALUES			
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	Demonstrati on -discussion	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  1  -counting objects and writing numbers  ☆ ☆ = 2  ○ ○ ○ = 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	<b>Writing the number after</b> 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, 2, 5, 9 Note: number before we subtract one (1) to the given number e.g, 5 5 - 1 = 4	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 i) 17 and 7 ii) 04 and 40 iii) 1 and 3	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	

	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		-Arranging numbers from biggest to smallest (descending order i) 3, 4, 0, 9, 8 = ii) 1, 2, 6, 7, 3 =	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	Activitie s in our school	Comparing numbers using smallest and biggest 4, 6, 2 2 is the smallest (least) 6 is the biggest ( greastest)	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		Writing number words. Zero, two, one, four, five, eight -counting and writing number 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  triangle  square  Filling in missing letters (shapes)  rctangle c_rcle	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 a collection of well defined objects -Naming sets  A set of 2 balls	The learner -defines a set -names the given sets correctly	-explanation -observation -question and answer	Defining -naming -drawing	Accuracy -problem solving	-real objects -chalk board illustration	Mk Bk 1 page 1

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		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 - demonstrati	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 and the big set	-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
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	a. Set A has members b. Set B has members c. Ser A and B has members	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	
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	Adding numbers         less than 20         vertically         1       4       3         +2       +2       0	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	
5	Word problems involving addition 3 dogs plus 1 dog gives dogd	The learnerreads and interprets correctly	-explanation	-drawing -counting	-accuracy -problem solving	Real objects Chalk board illustration	Mk Mtc Bk 1 page 68	

6	1	2. three books and two books gives books.  Subtracting objects	-counts and subtracts correctly The learner -identifies given numbers horizontally and vertically	- demonstrati on -explanation Demonstrati on	subtracti ng 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	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			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 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 T	The learner -counts tens and ones correctly	-discovery - demonstrati on	-drawing -counting -writing	-logical thinking Critical thinking	-chalk board illustration	MK MTC BK1 page 54

				-writes tens					
			5 3	and ones					
				correctly					
	3	External	Drawing and	The learner	-discussion	-drawing	-problem	Chalk board	MK Bk
	3	parts of	showing numbers	-draws tens	-41564551011	_	solving	illustration	
		the	•		diagorrowy	-counting		illustration	1 page 55
			on the abacus	and ones	-discovery	-writing	-creative		33
		body		correctly	-explanation		thinking		
		and		-identifies					
		their		and shows					
		uses	3 2	the given					
				number					_
	4		Adding tens and	The learner;	-explanation	-counting	-logical	Counters	MK Bk
			ones	-identifies	-	-adding	thinking		1 page
			T 0 T 0	tens and ones	demonstrati			Chalk board	56
			1 2 3 4	-adds the	on	-writing	-problem	illustration	
			+4 2 +1 5	given	-discussion		solving		
				numbers on					
				the abacus			Accuracy		
				correctly					
	5		<b>Subtracting tens</b>	The learner	-explanation	-counting	-logical	Counters	Mk Bk
			and ones on the	-identifies			thinking		1 MTC
			<u>abacus</u>	tens and ones	-	-adding		Chalk board	page 56
			T 0 T 0	-adds the	demonstrati		-problem	illustration	
			4 3 <u>1 0</u>	given	on	-writing	solving		
			<u>+4 2 +1 5</u>	numbers on					
				the abacus	-discussion				
				correctly					
9	1		Days of the week	The learner	-observation	-spelling	-logical	A chart	Mk
			There are 7 days in	-writes the	-guided		thinking	showing	MTC
			a week	days of the	discovery	-reading		days of the	BK 1
			1. Sunday	week			Fluency	week	page
			2. Monday	correctly		-writing			133

		<ul><li>3. Tuesday</li><li>4. Wednesday</li><li>5. Thursday</li><li>6. Friday</li><li>7. Saturday</li></ul>	-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	The learner -writes the months of the year correctly Spells and reads the months of the year	Explanation Guided discovery	Spelling Reciting Writing Reading	Confidence e Critical thinking Fluency	A chart showing months of the year Flash cards	Mk Bk 1 MTC page 134	
4		Filling in the months before and after, February, April August, November,	The learner -fills in the months beforw and after	Question and answer -observation -discussion	-reading -spelling -reciting -writing	-problem solving - confidence	Flash cards		

	5		Writing the months of the year in full Jan Feb Oct Nov Dec	-recites the months of the year correctly The learner -writes the months pf the year in full -reads and spells words correctly	-question and answer Guided discovery	-reading Speilling Writing	-critical thinking -problem solving -confidence -critical	Chalk board illustration	Mk Bk 1 MTC page 134	
11 (		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 Observation	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 3 o clock  Telling the time on the clock face	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  The state of	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	
4	Capacity Measuring capacity using more or less practically  A B Container A holds more water than container B	The learner -measures the capacity practically using different containers -finds the container that holds less or more	-explanation -discussion - demonstrati on	Measurin g liquids using container	-problem solving Accuracy Logical thinking	Real objects Glasses Buckets Bottles	Mk Pri MTC Bk 1 page 102	

	2. Container B holds less water than A						
5	Measuring capacity using "less or more"  glass bucket A glass holds water A bucket holds water	The learner -measures capacity using 'less or more" correctly	Guided discovery -discussion - demonstrati on	Comparin g capacity	Critical thinking -accuracy -logical thinking	Bottle Glass Water Pots Jugs	Primar y MTC book 1 page 102