**EMERALD ROYAL INTERNATIONAL SCHOOL,**

**MPAPE ABUJA**

**GRADE 1 MATHEMATICS SCHEME OF WORK**

**FIRST TERM**

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| **WEEK** | **TOPIC** | **CONTENT** | **ACTIVITIES** | **INSTRUCTIONAL RESOURCES** |
| **1** | WHOLE NUMBERS 1 - 100 | 1. Counting and writing and writing numbers 1 - 50 2. Counting and writing numbers 50 - 100 3. Recognition of hundreds, tens and units 4. Counting in tens 5. Counting and writing numbers 1 - 100 | TEACHER : Guide pupils to count numbers from 1 - 100  PUPILS: counting numbers from 1 - 100 | Bottles tops in rows and columns of ten up to 100 |
| **2** | WHOLE NUMBERS 1 - 200 | 1. Counting and writing numbers 100 -150 2. Counting and writing numbers 150 - 200 3. Identification of numbers 1 - 200 4. Introduction of place value 5. Building up piles in tens and units | TEACHER :   1. Guides pupils to count and write numbers 100 - 150 2. Guide pupils to count and write numbers 150 - 200 3. Guide pupils toward place value of building up piles in tens and units.   PUPILS:   1. Counting from 100 - 150 2. Counting and writing numbers from 150 - 200 3. Build up piles to correspond with numbers given. | 1. Beads, cherry sed, bottle tops etc 2. Beads, seeds, bottle tops 3. Bundles of seeds, bottle tops and 200 square charts. |
| **3** | WHOLE NUMBERS 1 - 200 | 1. Idea of place value of numbers 1- 200 2. Ordering of numbers up to 200 3. Counting and writing of numbers 1 - 200 | TEACHER : Guides pupils to order up to 200. guides pupils to count an write number 1 - 200  PUPILS:   1. Pupils order numbers from 1 - 200 2. Pupils count and write numbers from 1 - 200 | Flash cards, sticks, chart of numbers 1 - 200 etc. |
| **4** | FRACTION | 1. Meaning of fraction 2. Cutting concrete objects into parts to show 1/2, 1/3, 1/4, 3. Fraction of 1/2, 1/3, 3/4, 2/5 using circle and square 4. Fraction of 5/6, 7/10, using rectangular shape. | TEACHER :   1. Guides the pupils towards cutting an orange into equal parts 1/2 and four equal parts 1/4. 2. Guides pupils to colour parts of fraction   PUPILS:   1. Cut the orange into equal parts 1/2 and four equal parts 1/4. 2. Colour the given parts of fraction. | Orange, garden egg, cardboard paper etc. Colour pencils.. |
| **5** | FRACTION | 1. Addition of fraction e.g. (1) 1/5 + 2/5 = 3/5, (2) 3/10 + 2/10 = 5/10 2. Subtraction of fraction e.g (1) 3/5 - 1/5 = 2/5, (2) 7/10 - 3/10 = 4/10 | TEACHER : Guides the pupils to add fraction with the same denominator.  PUPILS: Add fraction of the same denominator | Orange, garden egg. |
| **6** | ADDITION OF 2 - DIGIT NUMBERS | 1. Addition of 2 digit numbers without exchanging or remaining. 2. Addition of 2 digit numbers with exchanging and remaining. 3. Finding the missing numbers | TEACHER : Guides pupils towards addition of two digit numbers without exchanging and with exchanging.  PUPILS: Does addition of 2 digit numbers without and with exchanging. | Cheery seeds, beads etc. |
| **7** | ADDITION OF 3 - DIGIT NUMBERS | 1. Addition of 3 - digit numbers without exchanging or remaining. 2. Addition of 3 - digit numbers with exchanging or remaining. 3. Finding the missing numbers | TEACHER : Guides pupils to arrange numbers in hundreds, tens and units and then add it up  1 4 1  + 1 2 5    PUPILS : Arrange numbers in hundreds, tens and units and then add it up  1 4 1  + 1 2 5 | Counters, sticks, bottles tops, addition cards. |
| **8** | SUBTRACTION OF 2 - DIGIT NUMBERS | 1. Subtraction of 2-digit numbers without exchanging or remaining 2. Subtraction of 2 - digit numbers with exchanging or remaining 3. Finding the missing numbers | TEACHER : Guides pupils towards subtraction of 2-digit numbers 44 - 12 =  4 4  - 1 2    PUPILS: Subtract 2-digit numbers 44 - 12 =  4 4  - 1 2 | Bottle tops, seeds, sticks, pebbles etc. |
| **9** | SUBTRACTION OF 3 - DIGIT NUMBERS | 1. Subtraction of 3-digit numbers without exchanging or remaining 2. Subtraction of 3 - digit numbers with exchanging or remaining 3. Finding the missing numbers | TEACHER : Guides pupils towards subtraction of 3-digit numbers 643 - 321 =  H T U  6 4 3  - 3 2 1    PUPILS: Subtract 3-digit numbers 643 - 321 =  H T U  6 4 3  - 3 2 1 | Bottle tops, seeds, sticks, pebbles etc. |
| **10** | ADDITION AND SUBTRACTION OF 2 - DIGIT NUMBERS | 1. Performing the addition operation with 2 digit numbers 2. Performing the subtraction operation with 2 - digit numbers 3. Differentiating between addition and subtraction using 2 - digit number using place value not exceeding hundred, tens and unit I.e (H, T, U) . | TEACHER : Guides pupils towards adding 2-digit numbers and subtraction of 2 - digit numbers.  PUPILS : Add 2- digit numbers and subtract 2 digit numbers. | Bottle tops, seeds, sticks, pebbles etc. |
| **11** | ADDITION AND SUBTRACTION OF 3 - DIGIT NUMBERS | 1. Performing the addition operation with 3 digit numbers. 2. Performing the subtraction operation with 3 - digit numbers. 3. Differentiating between addition and subtraction using 3 - digit number using place value not exceeding hundred, tens and unit I.e (H, T, U) . | TEACHER : Guides pupils towards adding 3-digit numbers and subtraction of 3 - digit numbers.  PUPILS : Add 3- digit numbers and subtract 3 digit numbers. | Bottle tops, seeds, sticks, pebbles etc. |
| **12** | MULTIPLICATION | 1. Multiplication of repeated addition using counters. 2. Introducing the multiplication symbol ‘X’. | TEACHER:   1. Uses bottles tops to demonstrate the idea of multiplication as repeated addition e.g 2+2+2 = 6. 2. Guides pupils to use symbol ‘X’ to mean multiplication I.e. 2 X 3 = 6.   PUPILS:   1. Uses bottles tops to carry out multiplication as repeated addition e.g 2+2+2 = 6. 2. Uses symbol ‘X’ to mean multiplication I.e. 2 X 3 = 6 | Numbers, beads, sticks, bottle tops etc. |
| **13** | REVISION | Revision |  |  |
| **14** | EXAMINATION | Examination |  |  |