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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.

WK	***PD***	***THEME***	***SUB-THEME***	***CONTENT***	***COMPETENCES***	***METHODS/ TECHNIQUES***	***ACTIVITIES***	***INDICATORS OF LIFE SKILLS AND VALUES***	***INSTRUCTIONAL MATERIALS***	***REF***	***REM***
1	1	Our school	People in our school	**Counting objects** e.g. steps, pencils, books, chairs, tables, desks	The learner -counts objects -identifies the given objects	Demonstration -discussion	Counting Sorting	Fluency Critical thinking	Real objects e.g books	MK thematic book 1	

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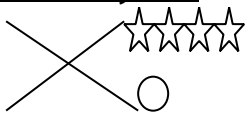
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	2			**Counting numbers** 1-20	The learner - counts and writes numbers 1 to 20 correctly	Explanation Observation Question and answer	Counting Reciting Writing	Logical thinking Fluency	Flash cards Counters chart showing numbers	MK thematic book 1	
	3			**Counting numbers** from 20 -50	The learner	Explanation	Counting	Logical thinking	Counters	MK themati	

					-counts and writes given numbers correctly	Observation Demonstration	Reciting Writing	Creative thinking		c book 1	

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	4			**Matching numbers with objects**  1 4 -**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 thematic 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 -demonstration	-filling and writing the missing numbers	-critical thinking - problem solving	Chalk board illustration	MK thematic book 1 page 2	
2	1			**Writing the number after** 3, _____ 4, _____ 7, _____	The learner: - recognizes numbers that come after correctly	-explanation -discussion	-writing -adding -discussing -counting	-critical thinking - problem solving	Chalk board illustration Flash cards	MK thematic book 1 page 2	

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				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 - subtracting -counting	-critical thinking - problem solving	Chalk board illustration Flash cards	MK thematic 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 - demonstration	-writing numbers between -writing -counting	-problem solving - critical thinking	Chalk board illustration	Understanding Mathematics	

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	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 -demonstration -discussion	-circling -reading -writing	-problem solving Critical thinking	Chalk board illustration	Understanding Mathematics	

	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 -demonstration -guided discovery	-arranging and writing -ordering numbers	-critical thinking -problem solving	Chalk board illustration	Improve your mathematics book 1 page 16	

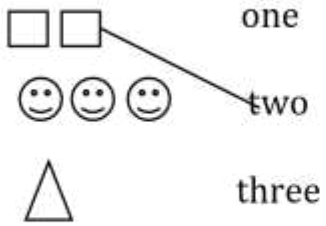
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3	1			-**Arranging numbers from biggest to smallest** (descending order i) 3, 4, 0, 9, 8 = ii)1, 2, 6, 7, 3 =	The learner - arranges numbers from biggest to smallest - identifies the numbers	-explanation - demonstration -discussion	-ordering numbers -writing - arranging	-logical thinking	Chalk board illustration	Improve your mathematics book 1 page 16	
	2		Activities 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 - demonstration -guided discovery	- comparing -writing	-critical thinking - logical thinking	Chalk board illustration	Improve your mathematics 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 - demonstration	- comparing -reading -writing -drawing - matching	-logical thinking - critical thinking	Chalk board illustration	Improve your mathematics book 1 page 16	

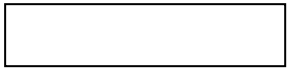
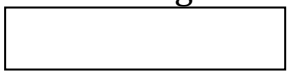
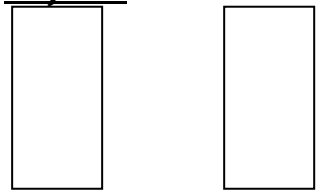
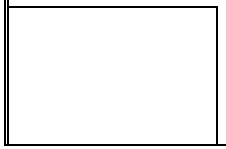
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	4			**Matches objects to number words**  one two three	The learner -reads the number words -matches the objects with numbers correctly	-explanation -observation	-matching -drawing -writing	-problem solving -logical thinking	Chalk board illustration	MK MTC book 1	
	5	Our home	People in our home	**Drawing shapes and naming them** triangle square Filling in missing letters (shapes) r__ctangle c__rcle	The learner: -draws and names the shapes -matches correctly -filling the missing letters	-explanation -demonstration -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		Activities in our home	**Sets (definition)** A set is a collection of well defined objects -***Naming sets***	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	

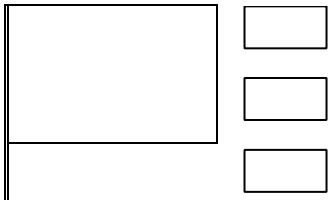
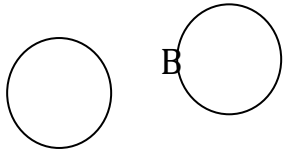
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				 An empty set							
	3			**Drawing sets** 1. A set of 4 flowers  2. A set of 2 girls 	The learner - draws the given sets - counts members in the set	-explanation - demonstration -observation	-reading -drawing -counting	-logical thinking - accuracy	-real objects -chalk board illustration	Mk Bk 1 page 1	
	4		People in our community	**Matching related objects** 	The learner - matches related sets - draws and identifies related sets	-explanation -discussion - demonstration	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	-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	

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					and the big set						
5	1			**Joining sets** ◯ + ◯ = ◯ ___ + ___ = ___ ◯ + ◯ = ◯	The learner - identifies the sets -joins the sets	-explanation -discovery - demonstration	identifying -counting -drawing	-logical thinking - critical thinking	-chalk board illustration - real objects	Mk Mtc Bk 1 page 6	
				____ + ___ = ___	-draws the sets		-joining	-problem solving			
	2			**Comparing sets using "less or more"**  A B a. Set A has ____members b. Set B has ___ members	The learner - compares the sets correctly -draws the sets given	-explanation -observation -discovery	- comparing -drawing -counting	-problem solving - critical thinking	-chalk board illustration - real objects	Mk Mtc Bk 1 page 6	

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				c. Ser A and B has _____ members							
	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 -demonstration -discovery	-drawing -counting -adding -writing	-accuracy - problem solving	-concrete objects - chalk board illustration	Understanding MTC bk 1 page 36	
	4			**Adding numbers less than 20 vertically** 1 4 3 + 2 + 2 0 + 5	The learner - identifies the given numbers - adds the numbers vertically	-demonstration -discovery -explanation	-drawing -adding -writing	-accuracy - problem solving	-chalk board illustration	Understanding MTC bk 1 page 36	

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	5			**Word problems involving addition** 3 dogs plus 1 dog gives _____ dogd	The learner -- reads and interprets correctly	-explanation	-drawing -counting	-accuracy -problem solving	Real objects Chalk board illustration	Mk Mtc Bk 1 page 68	

				2. three books and two books gives ____ books.	-counts and subtracts correctly	-demonstration	-subtracting				
6	1			**Subtracting objects**	The learner - identifies given numbers horizontally and vertically	-explanation Demonstration	Counting Subtracting 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 5 9 -1 -2 -0 — — —	The learner - identifies given numbers horizontally and vertically	-explanation -demonstration	Counting Logical thinking	Accuracy Logical thinking	Real objects Chalk board illustration	Mk Mtc Bk 1 page 68	

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	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 - demonstration	-reading interpreting - subtracting -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	Teacher collection	

				0 1 2 3 4 5 6 7 8 9 10	-draws the number line	- demonstration					
	5		Important places in our community	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	Teacher collection	

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7	1			**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	- subtracting -drawing	-problem solving - accuracy	Compound	Thematic 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	- subtracting -drawing	-problem solving - accuracy	Compounds	Thematic 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 - demonstration -observation	-counting -drawing -writing	-critical thinking - problem solving	-chalk board illustration	MK MTC Bk 1 page 34	

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	4			*Counitng in tens and ones* ___ tens ___ ones _ tens ___ ones Drawing tens and ones 12= 15= 7 = 03 =	The learner -draws tens and ones -counts tens and ones correctly	-explanation - demonstration	-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 O T O	The learner -counts tens and ones correctly	-discovery demonstration	-drawing -counting -writing	-logical thinking Critical thinking	-chalk board illustration	MK MTC BK1 page 54	

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				5 3	-writes tens and ones correctly						
	3		External parts of the body and their uses	**Drawing and showing numbers on the abacus** T O T | | | | O | | | | 3 2	The learner - draws tens and ones correctly - identifies and shows the given number	-discussion -discovery -explanation	-drawing -counting -writing	-problem solving - creative thinking	Chalk board illustration	MK Bk 1 page 55	
	4			Adding tens and ones T O T O 1 2 3 4 +4 2 + 1 5	The learner; - identifies tens and ones - adds the given numbers on the abacus correctly	-explanation - demonstration -discussion	-counting -adding -writing	-logical thinking -problem solving Accuracy	Counters Chalk board illustration	MK Bk 1 page 56	

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	5			**Subtracting tens and ones on the abacus** T O T O 4 3 1 0 +4 2 +1 5	The learner - identifies tens and ones - adds the given numbers on the abacus correctly	-explanation -demonstration -discussion	-counting -adding -writing	-logical thinking -problem solving	Counters Chalk board illustration	Mk Bk 1 MTC page 56	
9	1			**Days of the week** There are 7 days in a week 1. Sunday 2. Monday	The learner - writes the days of the week correctly	-observation -guided discovery	-spelling -reading -writing	-logical thinking Fluency	A chart showing days of the week	Mk MTC BK 1 page 133	
				3. Tuesday 4. Wednesday 5. Thursday 6. Friday 7. Saturday	-answers questions about the days of the week						

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	2		Personal hygiene	Filling in the missing days and the letters in the days of the week. (before and after) Frida, _____, Sunday _____, Tuesday Wed__esday, Fr___day, Th__rsaday, S__turday	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 Critical thinking Fluency	A chart showing months of the year Flash cards	Mk Bk 1 MTC page 134	

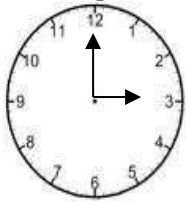
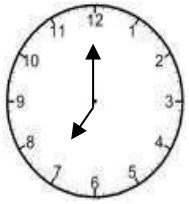
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	4			Filling in the months before and after _____, February _____, April August, _____ November, ____	The learner -fills in the months beforw and after	Question and answer -observation -discussion	-reading -spelling -reciting -writing	-problem solving -confidence	Flash cards		
					-recites the months of the year correctly			-critical thinking			
	5			Writing the months of the year in full Jan Feb Oct Nov Dec	The learner - writes the months pf the year in full - reads and spells words correctly	-question and answer Guided discovery	-reading Speilling Writing	-problem solving -confidence -critical thinking	Chalk board illustration	Mk Bk 1 MTC page 134	

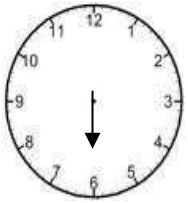
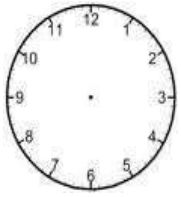
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10	1		Diseases	**Time** -Hour hand-short hand -minute hand – long hand Telling time orally  It is 3 o'clock	The learner - tells time orally -identifies the hour hand and the minute hand	Demonstration Explanation Observation	Telling time Observation	Problem solving Critical thinking	Real objects e.g clock face	The N.P.S curriculum for Uganda book 1 page 40	
	2			Telling the time on the clock face  It is ____ o'clock	The learner - tells time in hours correctly -draws the clock faces correctly	-demonstration -observation -discovery	-telling time -drawing -writing	-problem solving -accuracy -critical thinking	-real objects e.g clock face Chalk board illustration	Thematic curr	

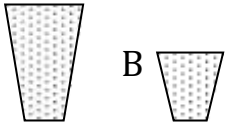
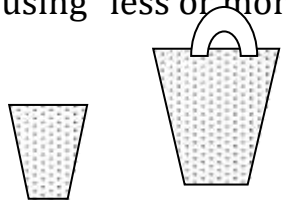
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				 It is _____ o'clock							
	3			Showing the time on clock face  It is 4 o'clock  It is 12 o'clock	The learner - draws the clock faces - shows the time on the clock face	- demonstration -observation -discovery	-drawing -reading - showing time	-critical thinking - logical thinking	0chalk biard illustration	Thematic curr	

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	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 -demonstration	Measuring 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 glass bucket using "less or more"  A glass holds ____ water A bucket holds ___ water	The learner - measures capacity using 'less or more" correctly	Guided discovery -discussion -demonstration	Comparing capacity	Critical thinking -accuracy -logical thinking	Bottle Glass Water Pots Jugs	Primary MTC book 1 page 102	

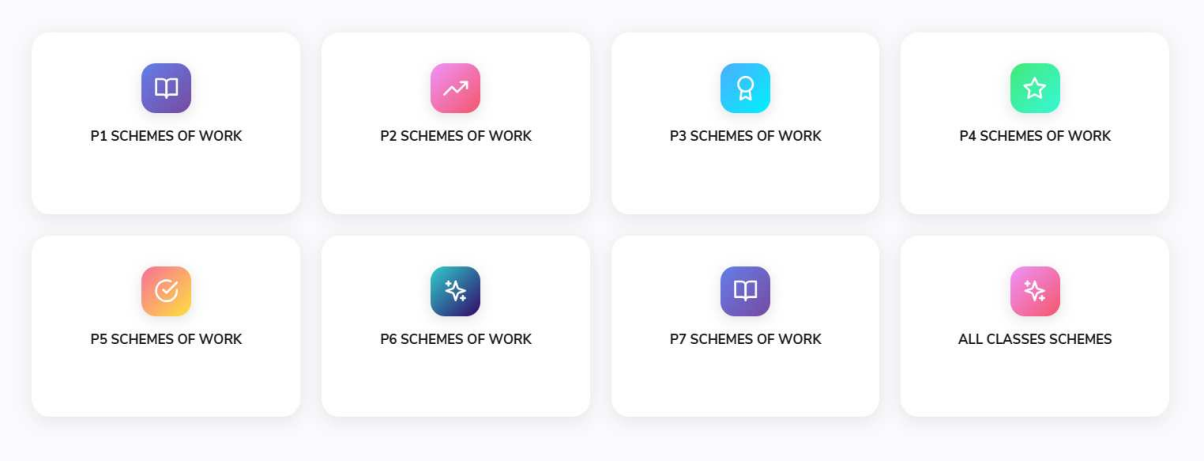
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