TERM THREE – PRIMARY THREEMATHEMATICS SCHEME OF WORK

P.3 MATHEMATICS SCHEME OF WORK FOR TERM III

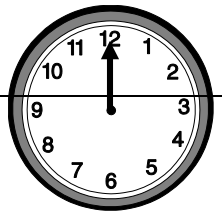
WK	PD	THEME	TOPIC	SUB – TOPIC	COMPETENCES		CONTENT	MTDS	ACTIVITY	LIFE SKILLS & VALUES	T/ L AIDS	REF
					LANGUAGE	SUBJECT						

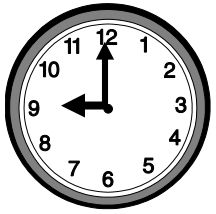
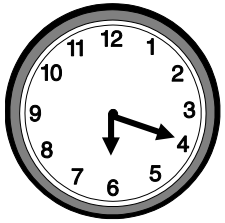
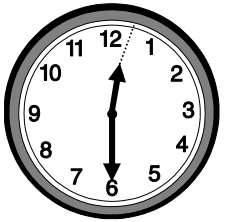
1	1	**Culture and gender in our sub county**	**Measures** **Time**	Days of week	- The learner states the days of the week correctly in their order. - Calculates the number of days in a week - Changes days of weeks - Identifies the days before and after - Reads and pronounces - Spells the days of the week - Focus on spellings of days of a week	**Days of the week** 7 days make a week 1 week – 7 days **Days of the week** 1st – Sunday (sun) 2nd – Monday – (Mon) 3rd – Tuesday – (tue) 4th – Wednesday (wed) 5th - Thursday (Thur) 6th – Friday (fri) 7th – Saturday (sat) **Changing week'sto days** **Example** How many days are in 3 weeks. 1 week = 7 days 3 weeks = (3 x 7) days 21 days **Examples 2** **12 weeks** **1 week = 7 days** **12 weeks = 12 x 7** | **12** **84 day** | **x7** **84**	Guided discussion Question and answer techniques	Effective communication ion Critical thinking	Stating the days of the week Converting weeks to days Identifying the units	A chart showing days of the week A calendar	Mk bk 3 pg 126
	2			**Changing of days of weeks**	- The learner changes days of weeks - Reads the questions given - Divides the days given	**Changing days to weeks** Change 14 days to weeks 7 days = 1 week	Guided discussion Questions and answer	Effective communication Problem	Identifying the days of the week	Chalk board Illustration	

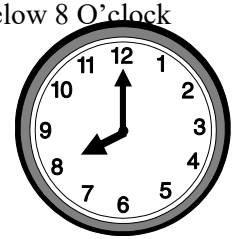
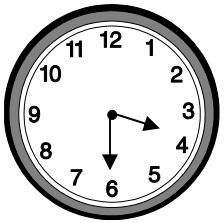
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<tr><td></td><td></td><td></td><td></td><td></td><td>to get the week
- Identifies that 1 day – 1 week
- Solves the work application</td><td>14 days = 14 days
= 2 weeks</td><td>techniques</td><td>solving
Appreciation
Care</td><td>Solving the word application
Converting weeks to days</td><td></td><td></td></tr>
<tr><td></td><td>3</td><td></td><td>Completing table</td><td>The learner draws the table
Fills in the missing numbers</td><td>- Reads the given questions
- Interprets the given questions</td><td>
<table>
<tr><td>WK</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td>DS</td><td>7</td><td>14</td><td>21</td><td>28</td><td>35</td></tr>
</table>
1 WK = 7days
2 weeks = (2 x 7) days
= 14 days
3 x 7 = 21 days
4 x 7 = 28 days
5 x 7 = 35 days
Examples
<table>
<tr><td>WK</td><td>1</td><td>2</td><td>5</td><td>6</td><td>8</td></tr>
<tr><td>DS</td><td>7</td><td>14</td><td>35</td><td>42</td><td>56</td></tr>
</table>
35 ÷ 7 = 5 weeks
42 ÷ 7 = 6 weeks
56 ÷ 7 = 8 weeks</td><td></td><td></td><td>-</td><td></td><td></td></tr>
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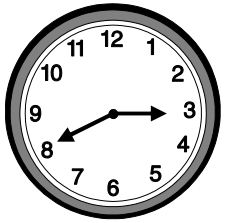
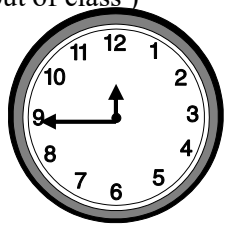
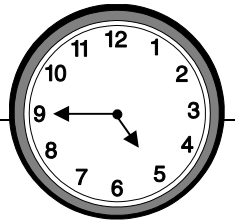
2	**1**			**Adding days and weeks**	Reads the question given Interprets the given questions Adds the days and weeks	- **Addition of days and weeks** **Wks Days** **2 3** | **3 + 2 = 5** **+1 2** | **2 + 1 = 3** **3 5** - **Examples** Tom spent 4 week and 2 days planting bean and 1 week and 3 days. Planting rice. Find the total number of days and week spent planting his crops 4 2 2 + 3 = 5 + 1 3 4+1 = 5 5 5					
				Subtraction of weeks and days	Reads the weeks and days correctly Subtracts the weeks and days correctly	**Work out** **Wks Days** **5 4** | **4-1 = 3** **-3 1** | **5-3 = 2** **2 3** Subtract **Wks Days** **8 ~~9~~ 7 ~~3~~** | **7+3 = 5** **-4 6** | **10 – 6 = 4** **4 4** | **8 – 4 = 4**					A new Mk bk 4 page 181 – 82
	2			**Months of the year**	- Identifies that 1 year has 12 months	**Months of the year** 12 months = 1 year	Guided discovery	Creative thinking	- Converting	Chalk board	Mk bk 3

				- The learner reads, spells and pronounces the months of the year - Writes the months of the year - Converts years to months - Reads and interprets the question - Identifies the units for the questions - Solves the word application	January = 31 days February = 28 / 29 days March = 31 days April = 30 days May = 31 days June = 30 days July = 31 days August = 31 days September = 30 days October = 31 days November = 30 days December = 31 days **Conversation of years to months** **Examples** How many months are in 3 years 1 year = 12 months 3 years = (3 x 12) months 3 years = 36 months Change 2 years to months 1 year = 12 months 2 years = (2 x 12) months = 24 months	Discussion Explanation	Effective communication Logical reasoning Appreciation	years to months - Reading and interpreting the word application	Illustration	pg 139
	3			**Convertin**	- Converts	**Conversion of month to year**			-		

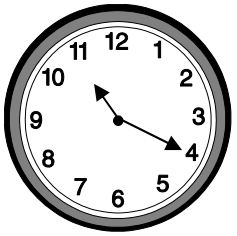
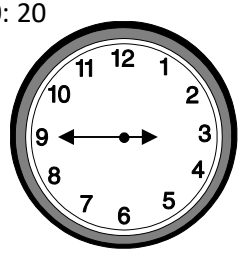
				g month to years	- Identifies the units - Solves the word application	**Examples** Change the following to years 24 months 12 months = 1 year 24 months = 24 ÷ 12 = 2 years					
	4			**Completing the tables**	- Fills in the missing numbers - Solves to find the missing numbers - Reads and interprets the word application	**Completing the table** year | 1 | 2 | 4 | 5 | 12 month | 12 | __ | __ | 60 | 14 **1 year = 12 months** **2 year = 2 x 12** **= 24 months** **4 years = 4 x 12** **1 2** **= 48 month** **x 4** **48** **12 x 12 = 144 month** **Example 2** year | 1 | 2 | 3 | 6 month | 12 | 24 | 36 | 72 **36 ÷12 = 3** **72 ÷12 = 6**	Brain storming Logical discovery	Creative thinking Logical reasoning Appreciation care	- Reading the word application - Interpret the word application - Solving the given table - Alling in the missing number	A chart showing year and months	Teachers resource bk
	5			**Telling time**	- Differentiates the minutes hand and hour hand - Tells the time using minutes and hours	**Telling time** **Use of real clock face** It is 3 O'clock 		Effective communication Logical		Real clock Model clocks	Understanding

					- Identifies the given clock faces - Reads the time	→  It is 9 O'clock		reasoning Appreciation care			bk 3 pg 84
3	**1**			**Telling rime using half past**	Tells time using half past. Identifies 1 hour = 60minutes Identifies the minute and hour hand Tells the time Reads and pronounces time	**Telling time using half past** **Text bk teaching**  It is a half past 4  It is a half past 12	Demonstration Guided discovery	Effective communication Appreciation Logical reasoning	Reading the word application Telling time using a half past Interpreting the word application	Real clock face Model clock Text bk understanding mtcbk 3 pg 85	

	2			**Showing time on the clock face**	The learner draws the clock face Identifies the hour hand and minute hand Tells the time Reads the time Shows time on clock face - The learner identifies the minute hand and hour hand - Write the given time - Draws the clock face Draws the clock face	**Showing time on the clock face** **Examples** Showing time on the clock face below 8 O'clock  A half past 3  Oral questions 1. What time do you brush your teeth? Take breakfast , wake up? To go school, go to breakfast, lunch, eat supper, lunch	Brain storming Guided discussion Discussion	Creative thinking Appreciation care Effective communication	- Drawing clock face - Identify to minutes and hour hand - Writing the time using hours and minutes	Real clock face Model clocks	Fountain bkpg 157

	3			**Telling time using quarter past**	- The learner draws the clock face - Identifies the minute hand and hour hand - Tells the time - Reads the time - Tells time using a quarter past	Telling the time using quarter past or 15 minutes past **Note** : when the minute hand points to 3. We say quarter past or 15 minutes past the hour.  It is a quarter past 7 It is 15 minutes past 7	Guided discovery Brain storming Discussion	Effective communication Critical thinking Care Love	- Telling the using a quarter - Reading the words application	Clock face	Understanding mathsbk 3 pg 84 – 91
	4			Telling time using a quarter to	- The learner draws the clock faces - Draws the minute and hour hand using a quarter	Telling the time using a quarter to (out of class)  It is a quarter to 2 It is a quarter to 5 			-		

	5			**More about telling time**	- The learner identifies the minute hand and the hour hand - Reads the time - Tells using past	**More about telling time (Text bk lesson)** Telling the time  5 minutes to 2 O'clock  35 minutes to 4 O'clock **Showing time on clock faces**	Brain storming Discussion Demonstration	Effective communication Critical thinking Care Love	- Telling time using past - Reading the word application - Identifying the minute and hour hand	Real clock faces Model clock	Mk bk 3 pg 133 Understanding mathsBk 3 pg 89

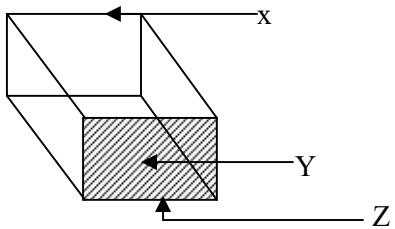
						Showing time on clock faces Show the time below on the clock face a) 25 minutes to 5 b) 5' O'clock c) 6 O'clock					
4	**1**	**Culture and gender**	**Measuring time**	**Telling time in digital form**	- The learner draws the clock face and tells time in digital form. - States the time in digital form	**Telling time using digital form** **Examples**  It is 20 minutes past 10 10: 20 	Guided discovery Question and answer techniques	Problem solving Effective communication	- Drawing cloak faces - Stating time in digital form	Real clock face	Mk bk 3 pg 136
	2			**Addition of hours and minutes**	**The learner adds time without regrouping** **Solves word problem with addition** **Reads, spells and pronounces words correctly.** **Re grouping addition**	**Addition of hours and minutes** **Add: Hrs min** **4 20** **1 30** **5 50** I spent 2 hours 30 minutes doing a maths test and 1 hour 15 minutes doing R.E. How many hours did I so end altogether	- Guided discovery	Problem solving Effective communication	Adding time without regrouping	- Chalk baord illustration	Fountain bk 4 pg 160

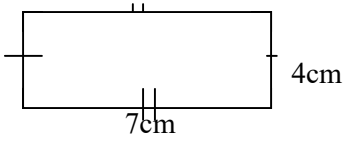
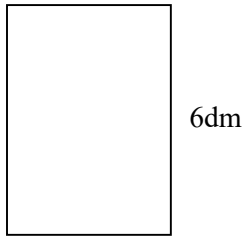
					hours, minutes						
	3			**Addition of hours and minutes**	- The learner arranges the numbers vertically - Adds and regrouping correctly - Reads, spells pronounces words like hours, minutes, regrouping , addition correctly	**Addition of time with regrouping** **Examples** **Add: HrsMins** **1** **3 45** **1 15** **5 00** **60 ÷60** **1 remo** My father sent 5 hrs 35 minutes driving from the village to Kampala and 2 hrs 35 minutes from Kampala to Masaka. How long did my father drive? **Hrs min** **5 35** **2 35** **10** **70 ÷60** **1 rem 10**	- Guided discovery - Brain storming - Observation	Critical thinking Problem solving Effective communication	Arranging numbers vertically Adding time in hours and minutes	- Chalk board illustrations	Fountain bk 4 pg 160
	4			Changing hours to minutes	- The learner changes hours to minutes - States the number od minutes in an hour	**Changing hours to minutes** Change 2 hours to minutes 1 hour = 60 minutes 2 hours = (2 x 60) minutes = **120 minutes**	-		Changing hours to minutes Stating	-	

									the number of minutes in an hour		
	5			**Changing minutes to hours**	- The learner changes minutes to hours - Reads, spells and pronounces words like minutes, hours correctly	Changing minutes to hours **Examples** 1. Change 120 minutes to hours 1 hour = 60 minutes = 120 minutes 60 minutes 12 ÷ 6 2 hours	guided discovery question and answer techniques	Changing minutes to hours	Chalk board illustrations	- Teachers collection	
5	**1**			**Months of the years**	- The learner identifies the months of the year in their order - Reads, spells and writes the ordinal month of the year - Focus on pronunciation and spellings of all months	**Months of the year** **12 months make a year** **1 year = 12 months** January = 31 days February = 28 / 29 days March = 31 days April = 30 days May = 31 days June = 30 days July = 31 days August = 31 days September = 30 days October = 31 days	Guided discovery	Problem solving	Stating the months of the year	- Real calendar and textbook	Mk bks pg 140 Understanding mathsbk 3 pg 82

						November = 30 days December = 31 days				and 83
				Finding duration	-	**The meeting started at 7:40am and ended at 8:50am. How long did the meeting last?** **Duration = ending time** **Starting time** **Hrs min** **8 50 50** **- 7 40 -40** **1 10 10** **8 – 7 = 1** **1 hour 10 minutes**	Explanation Guided discovery Question and answer			- Understanding mathsBk 3 page 92	
	2			**The calendar**	The learner interprets the given problem Identifies the age in the word application Reads, spells and pronounces words correctly Calendar Years	The calendar Textbook teaching Mk Bk 3 pg 138 and 139 **Note: 4 weeks** Make a month 12 months make a year 52 weeks make a year 365 days make a year. **Finding age** **Examples** Mike was born in 1989. How old was he in 1997 The year is 1997 He was born in 1989 0008	- Guided discovery	- Critical thinking - Problem solving	Identifying the age in the word application by subtracting	Real calendar and text bk	- Mk bk pg 140

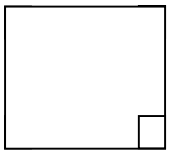
				Finding year of birth	The learner, - Reads and interprets the given statements. - Finds the year of birth correctly by subtraction	Alice is 12 years old. In which year was she born? 2018 - 12 2006 She was in 2006	- Explanation - Question and answer	- Critical thinking - Problem solving			-
	3	**Health in our sub – county**	**Measurements**	**Identifying simple shapes**	- The learner identifies some simple shapes - States the number of sides of different shapes	Measurements Names of some simple shapes 1. Rectangle 2. Square 3. Pentagon 4. Kite 5. Trapezium 6. Triangle 7. Circle **Features of a rectangle** Has 4 sides Has 4 right angles Two opposite sides equal	Questions and answer techniques		Identifying some simple shapes	Cut outs of some shapes	

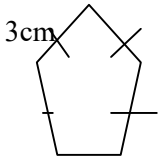
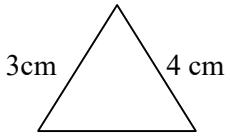
				Parts of a cube or cuboid	- Identifies some solid shapes - Draws and names solid shapes - Names the parts of a cuboid	 X – vertex Y – face Z – edge Number of Vertices = 8 Faces = 6 Edges = 12	Explanation Brian storming Question and answer			MK Page 130 - 131	

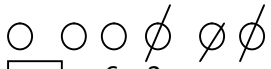
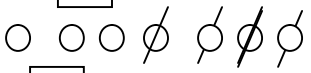
	4				- The learner differentiates the rectangle from other shapes - Finds the perimeter of a rectangle	**Finding perimeter of a rectangle (practical lessons)** Rectangle has the length (long side) width (short side) perimeter is the distance around the rectangle **Example** 1. Find the perimeter of the rectangle below  Perimeter = Add all sides L + W+ L + W = (7+4+7+4) Perimeter = 22 cm 2. Find the distance a round the rectangle below  Perimeter = L + W+ L+ W = (6+ 4+ 6+ 4) = 20 dm	Demonstration Guided discovery	Problem solving Critical thinking	Finding the perimeter of the rectangle Differentiating rectangle from other shapes	Cut outs of a rectangle Chalk board illustration	- Mk bk 4 pg 205

	5			**Finding area of a rectangle**	- The learner finds the area of a rectangle by counting, square units and by multiplying the length and width	**Finding area of a rectangle** Example (out of class lessons 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 18 square units Find the area of the rectangle below 4cm 8cm **Area = L X W** **=(8 X 4) CM** Area = 32 cm^2	Guided discovery Question and answer techniques	Evaluation Problem solving Effective communication Critical thinking	Finding the area of a rectangle Stating the area of a triangle in square units	Real cut outs of rectangle	- Mk bk 4 pg 209

6	**1**			**Properties and perimeter of a square**	- The learner finds the perimeter of the square - States the properties of a square	**A square** Properties Has all sides equal Has 4 right angels **Finding perimeter of a square** Examples (particular lessons) Find the perimeter of the figure below 4 cm Perimeter = add all sides (4+4+4+4) 16cm	Guided discovery			Solid shapes	- M k b k p g 2 0 8

	2			**Finding area of a square**	- The learner finds the area of a square by multiplying the length and the width - Reads, spells and pronounces words like length, area, width, multiply correctly	**Examples** Find the area of the square below  A = s x s 5dm x 5 dm A = 25 dm Work out the area of the figure.  Area = s x s = 6cm x 6 cm 36 cm^2	Guided discovery Question and answer	Critical thinking Problem solving Effective communication	Finding the area of a square by multiplying the length and the width	Solid shapes	- Mk bk 4 pg 209

	3			**Finding the distance around shapes**	- The learner finds perimeter of different shapes by adding all the sides - States the formula for finding perimeter	Find the distance around other shapes **Examples** Find the perimeter of the figure below  Perimeter = Add all sides = (3+ 3+ 3+ 3+ 3v) cm = 15 cm  Perimeter = add all sides = 3cm + 4cm + 5 cm = 12 cm			Finding the perimeter of different shapes		-

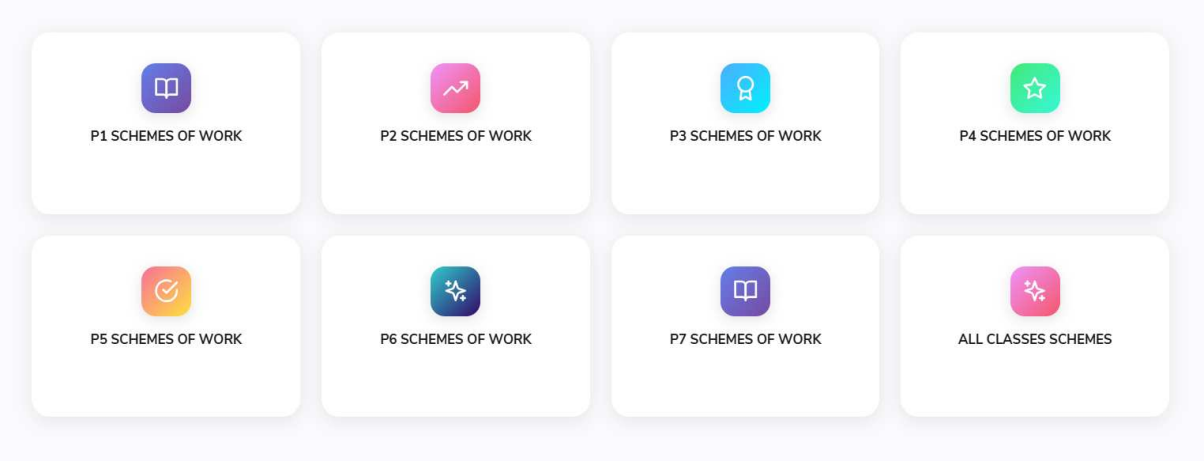
	4		**Algebra**	**Finding missing number with addition**	- The learner finds the missing number with addition - Reads, spells and pronounces words like - Algebra - Missing numbers - Addition correctly	Algebra Example (practical lessons Addition □ + 3 = 6 – 3  □ = 6 – 3 □ = 3 **Example 2** **4 + □ = 8 – 4**  □ = 8 – 4 □ = 4 Kato had some hens. He was given 10 more hens. He now has 15 hens. How many hens hadkato at first?					

	5			**Finding missing numbers with subtraction**	- The learner finds the missing number with subtraction - Reads, spells and pronounces words like subtraction - Algebra	**Algebra with subtraction** **Example** (practical lessons) - **5 = 3** = 3 + 5 = 8 Y – 5 = 3 Y = 3+ 5 Y = 8 **Examples** Whitney had some mangoes. She gave me 5 mangoes and remained with 7 mangoes. How many mangoes did she have at first? If Whitney had ☐ mangoes then ☐ 5 = 7 ☐ =7+ 5 ☐ = 12 Y – 2 = 8 Y = 8 + 2 Y = 10	Guided discovery Demonstration	Problem solving Critical thinking Interpreting Effective communication	Finding the missing number with subtraction	Real objects like cups, pencils	- Mk bk 3 pg 194 understanding mathsbk 3 pg 64

7	**1**			Find the missing number with multiplication	The learner interprets and finds the missing number with multiplication Reads, spells and pronounces words correctly Like multiplication Division	**Finding the un known missing number with multiplication** **Examples (practical lessons)** **☐ x 2 = 10** **☐ = 10 ÷ 2** **☐ = 5** **8 x ☐ = 32** **☐ = 32 ÷8** **☐ = 4** **Kimono sells 9 packets of milk a day. After some days he has sold 45 packets. How many days did he sell 45 packets** **9 x ☐ = 45** **☐ =45 ÷9** **☐ = 5** **9 x a = 45** **a = 45 ÷9** **a = 5** **Namale had 12 bananas. She gave away some to children. Each child got 4. Find the number of children that were given bananas**	Guided discovery Demonstration Explanation Question and answer technique	Problem solving Effective communication	Interpreting and finding the missing numbers with multiplication	Real object like cups, pencils	- Mkbk3pg196-197

	2			**Finding the missing number with division**	The learner Finds the missing number in division Reads, spells and pronounces words like division , algebra correctly	Finding the missing numbers using division Examples □ ÷ **4 = 3** □ **= 3 x 4** **= 12** **Example 2** **Dorothy had some oranges. She divided them among 8 children and each got 4 oranges. How many oranges did she have altogether .** □ = 4 □ ÷ 8 x 4 12 **Example 3** **Fill in the missing numbers**	Guided discovery Question and answer technique	Problem solving Effective communication	Finding the missing number in division	Real objects like pencils, cup	- Mk bk 3 pg 198

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