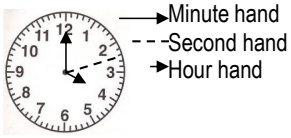
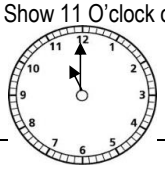
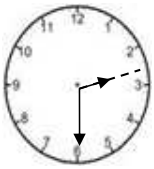
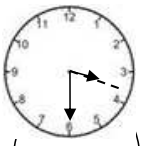
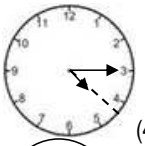
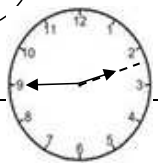
MATHEMATICS SCHEME OF WORK FOR P.3 THIRD TERM

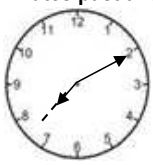
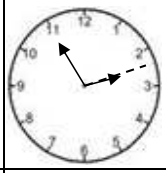
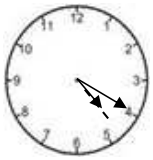
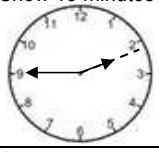
ELO: The child understands and appreciates different cultures and demonstrates an awareness of gender issues that promote harmonious living.

WK	PD	THEME	SUBTHEME	CONTENT	COMPETENCES	METHODS/TECH	ACTIVITIES	IND. L. SKILLS & VALUES	T/L AIDS	REF	REM
1	1	HEALTH IN OUR SUB COUNTY	Vectors and life cycle	1.Multiplilcation of 3 digit numbers by 7 e.g. multiply 4 2 3 X 7 2 9 6 1 2. Find the product of 2 3 4 and 7 3. Multiplication using zero concept. e.g 200 x 400	The learner; - multiplies 3 digit number by 7 -recognises 3 digit number multiplied by 7. -multiplies 4 and 3 digit number by 8 -recognises terms used in multiplication. -multiplication using zero concept.	guided discovery - explanation	-reading -regrouping -writing	logical thinking - recognising -co-ordination	Chalkboard illustration	Mk Bk. 3 pg 67 and 68	
	2			Multiplication of 3 digit numbers by 8 e.g. 1 4 2 X 8 1 1 3 6 2. What is the product of 233 x 8 3. What is the product of 122 by 8	The learner; - recognizes 3 digit number multiplied by 8. - multiplies the word problems.		multiplying regrouping				
	3			1.**Division of 3 digit number by 7 e.g.** 7 142 0203 7 1421 -0 14 - 14 = 203 002 0 21 -21	The learner; - divides 4 digit number by 7. - follows the proper steps.	guided discovery discussion	dividing subtracting				

				00							
	4	HEALTH IN OUR SUB COUNTY	vector control	**Division of 3 digit number by 8 with** i) remainder ii) with not remainder e.g.i) 834 ÷ 8 104 r 2 8⟌834 -8 03 104 r 2 -0 34 -32 02 ii) 021 8⟌168 -0 16 = 21 -16 008 -8 0	The learner; i) divides 3 digit number by 8. -with a remainder -with no remainder ii) recognises division of 3 digit number iii) recongises division in word problems	guided discovery explanation group work Island hope	-sorting -recognising -reading -writing -ordering -pairing -observing	logical thinking regrouping -co-ordination -assertiveness -co-operation	Straws Chalkboard illustration	MK Book 3 pg 75, 76 and 78	
	5			**Division in word problems** 1) Share 176 books among 8 classes. How many books does each class get? 022 8⟌176 -0 17 =22 books -16 016 2 x 8 = 16 Each class get 22 books.	The learner; - divides three digit number by 8 with no remainder. - recognizes division of three digit numbers. - reads and interprets division in word problems.	exposition demonstration question & answer	pairing ordering observing reading writing	logical thinking assertiveness	chalkboard illustration		
		HEALTH IN OUR	Common vectors	**<u>Our calendar and time</u>** Calendar Days of the week (Sun, Mon…….)	The learner; - identifies days of the week. - describes months of the year.	explanation				Mk MTC book 3 page	

	6	SUB-COUNTY	and life cycles	Months of the year (Jan, Feb….) There are 365 days in a common year. There are 366 days in a leap year. **Note** a) 4 weeks make a month b) 12 months make a year c) 24 hours make a day d) 7 days make a week **Finding Age/year** e.g Kato has 14 years Brenda has 12 years Find their total age. **TIME** -Relationships of units used to measure time  **Note**: 60 minutes – 1hour 60 seconds = 1 minute 24hours = 1day		question and answer				139-140	
					The learner; -identifies hands of a clock. -tells the relationship between hour, minutes and seconds.	exposition explanation think pair and share	* identifying * telling relationships	problem solving logical thinking	Clock face	A New MK Math bk. 3 pg 130	
	7		Life cycles of vectors	**<u>Telling time in hours.</u> (o'clock)** The time is 8 o'clock.  **Showing time in hours on a clock face** Example Show 11 O'clock on a clock face.  It is 11 O'clock.	The learner; -tells time in hours. -writes time correctly	exposition explanation think pair and share	telling time writing time	logical thinking	-do-	A new MK Math bk. 3 pg 131	
					The learner; - tells time in hours on a clock face.	exposition explanation think pair and share	representing time on a clock face	responsibility	-do-	A New MK Math bk. 3 pg 136	

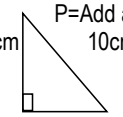
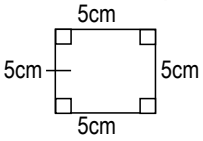
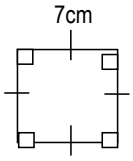
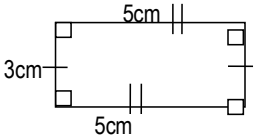
2	1		Child responsibility	**<u>Telling time in half past</u>** Half past is used when the minute hand has moved 6 steps from 12(Thus 30 minutes which is a half an hour).  Half past 2 O'clock (2:30) 30 min	The learner; - tells time in half past. - writes half past using minutes	exposition - demonstration	logical thinking telling time	responsibility	-do-	A New MK Math bk. 3pg 132	
	2		Respect for elders.	**Showing half past 3 o'clock on a clock face** Example  The time is Half past 3 o'clock. (3:30)	The learner; -draws a clock face -shows half past on the clock face.	-do-	drawing -showing	logical thinking	Clock face	Bk.3 pg 132	
	3		Respect for teachers, parents and other children.	**A q** A quarter past is used when the minute hand has moved 3 steps from 12 i.e. 15 minutes  A quarter Past. (-:15) (15min) (4 ÷ 15)	The learner; - draws a clock face. - shows a quarter past on a clock face.	explanation exposition	drawing showing	sharing logical thinking	c/board illustration -clock face	Mk Primary Math bk.3 pg.	
	4		Keep law and order.	**A** s used when there is 15 the top of the hour. i.e. When d points 9.  45min A quarter to 3 (__:45)	The learner; -draws clock faces. - shows a quarter to. -tells the time in a quarter to.	explanation exposition	drawing showing	sharing logical thinking	c/board illustration -clock face	Mk Primary Math bk. 3 pg. 136	

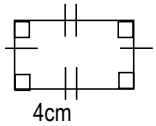
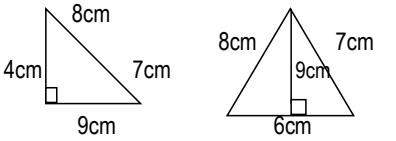
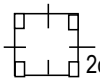
	5 & 6 & 7		Promote good behaviour	**Minutes past and minutes to**  The time is 10 minutes past 7 o'clock(7:10)  The time is 5 minutes to 3 o'clock (2:55)	The learner; - draws clock faces - shows minutes past - shows minutes to	exposition demonstration explanation	drawing showing	-do-	-do-	Mk Primary Math bk.3 pg135 -136	
3	1 & 2	ENERGY IN OUR SUB-COUNTY	Work for goodness and unity of family and Society	**Representing time in minutes past and minutes to on a clock face.** Show 20 minutes past 4 o'clock  The time is 4.20 Show 15 minutes to 3 o'clock  The time is 2:42	The learner; -draws clock faces. -shows time in minutes past and to	explanation question and answers	drawing showing	appreciation logical thinking	Clock face Chalkboard illustration	MK primary math bk.3 pg 136	
	3		-do-	**Changing time in digits to words** Examples. 1.2:35-It is twenty five minutes to three o'clock. 2.1:15- it is a quarter past one o'clock.	The learner; -changes time given in digital form to words.	exposition explanation	changing time from digits to words.	logical thinking	Chalkboard illustration	Mk Primary Math bk.3 pg 137	

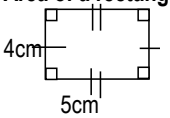
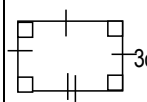
	4	-do-	Support parents to promote childrен welfare	**Changing time written in words to digits.** 1.A half past six o'clock= 6:30 2.Twenty eight minutes past 3 o'clock = 3:28 3.Ten minutes to four o'clock= 3:50 Change hours to minutes e.g. change 3 hours to minutes 1 hour = 60 minutes 3 hours = 60 x 3 = 180min ii) How many minutes are in 4 hours? iii) Time table interpretation.	The learner; -writes time using digits correctly - changes hours to minutes	-do-	changing from words to digits changing hours to minutes	-do-	-do-	Mk Primary Math Bk.3 page 137	
	5	BASIC TECHNOLOGY IN OUR SUB-COUNTY	Importance of child responsibility	**Length** Length is measured in metres as a standard Unit. Other unit includes Km, Hm Dm dm cm and mm.	The learner; -defines length -states the units of measurement of length -measures different lengths.	demonstration expositing explanation	defining stating measuring	logical thinking	Rulers ropes desks e.t.c	Mk Bk.3 pg 141	
				Converting m to centimetres Given that 1m =100cm. 4m = 4 x 100 =400cm	The learner; -tells how many cm are there in 1m. -changes m to cm correctly.	exposition explanation	changing from m to cm	problem solving	Chalkboard illustration	Mk Bk.3 pg 149	
	6		Peaceful learning	**Word problems** A class room verandah measures 9m. What is its length in centimetres? 1m = 100cm 9m = 9 x 100 = 900cm	The learner; -reads and interprets -changes from metres to centimetres	exposition explanation	reading changing	problem solving	Chalkboard illustration	Mk Bk.3 pg 151	
	7		Importance of child responsibility	**Converting cm to m** Example 800cm to metres Note 100cm = 1m 100cm = 1m $1cm = \frac{1}{100}$ $800cm = \frac{1}{100} \times 800$ $= \frac{800}{100}$ = 8m	The learner; - converts cm to m	-do-	converting	problem solving critical thinking	Chalkboard illustration	Mk Bk.3 pg. 151	
elo: the child applies basic scientific knowledge and skills in processing and making materials for self-reliance											

4	1		-do-	**Word problems** A carpet is 700cm long. How long is it in m? 100cm = 1m 700cm = $\frac{1}{100}$ 700 = $\frac{1}{100}$ x 700 = $\frac{700}{100}$ = 7m	The learner; -reads and interpret -changes from cm to m	explanation	reading changing	problem solving	-do-	Mk Bk.3 page 152	
	2		-do-	Converting km to metres Note: 1km = 1000m Change 6km to m. 1km = 1000m 6km = 6 x 1000m = 6000m	The learner; -identifies the number of m in a km -changes km to m	-do-	identifying changing	problem solving	-do-	MK bk.3 page	
	3	ENERGY IN OUR SUB COUNTY	Sources of energy	**Changing metres to kilometres** Example Change 4000m to kilometres 1000m = 1km 1m = $\frac{1}{1000}$ 4000 = $\frac{1}{1000}$ x 4000 = $\frac{4000}{1000}$ = 4km	The learner; -tells relationship between m and km -changes from m to km	exposition explanation	-telling relationship changing	critical thinking	Chalk board illustration	Mk bk 3 page 152	
	4		-do-	**Word problems** It is 4000m from Kanyanya to Kampala city centre 1000m = 1km 4000m = $\frac{4000}{1000}$ = 4km	The learner; -reads and interprets -changes from m to km	-do-	-do-	logical thinking	-do-	Mk bk.3 page 152	
	5		-do-	**Addition of m and cm** M cm 13 53 +14 42	The learner; -arranges correctly -reads and interprets -adds correctly	problem solving approach	-arranging -reading -adding	problem solving	-do-	Mk Primary Math bk.3	

	6			27 95 2. Word problems. The length of P.3 East chalkboard is 15m 25cm. That one of P.3 West is 2m 10cm. Find the length of both chalkboards.						pg 14 & 149	
	7		-do-	**Subtraction meters and centimeters** m cm 10 20 - 4 5 06 15	The learner; -arranges correctly -subtracts	explanation exposition	arranging subtracting	logical thinking	Chalkboard illustration	Mk BK.3 pg 149	
5	1	KEEPING PEACE IN OUR SUB COUNTY	Ways of saving energy	**Word problems** Ann had a sugarcane of 4m 45cm and ate 3m 25cm. How much of it was left? M cm 4 45 - 3 25 1 20	The learner; -reads and interprets -arranges correctly -subtracts	exposition explanation	-reading arranging subtracting	logical thinking	Chalkboard illustration	Mk Bk.3 pg 154	
	2 & 3		-do-	1. **Addition of km and m.** Km m 6 250 + 5 350 11 600 2. Word problems Belinda walked 5km 120m and ran 6km 170km. What distance did she cover altogether	The learner; -arranges -adds -reads and interprets	problem solving approach	reading arranging subtracting	problem solving	-do-	Mk bk.3 page 154	
	4 & 5		-do-	1. **Subtracting km and m.** Km m 10 920 2 380 08 540 Word problems 2. Tom had a rope of 2km 720m. He gave away 1km 205m. What length of the rope remained?	The learner; -reads and interprets -arranges -subtracts	-do-	-do-	-do-	-do-	Mk Primary Math bk.3 pg 155	

	6	KEEPING PEACE IN OUR SUB COUNTY	Ways of saving energy	**Perimeter** Perimeter is the total distance around an object. Perimeter of a rectangle P=Add all the sides 4cm 10cm =s+s+s Note 's' stands for sides  = 10cm+5cm+4cm = 19cm	The learner; -identifies the properties of a triangle. -adds all the sides -writes the perimeter with correct unit	exposition explanation	defining -identifying -adding	logical thinking	Chalk board illustration	MK Primary Math bk.3 page	
	7	KEEPING PEACE IN OUR SUB COUNTY	-do-	**Perimeter of a square**  P= s+ s+ s+ s =5cm+5cm+5cm+5cm = 20cm. Note: A square has all sides equal	The learner; -identifies the number of sides of a square -labels all sides - adds to get its perimeter	exposition explanation	-identifying -labelling -adding	problem solving	Chalk board illustration	Mk Bk.3 page	
6	1		-do-	**Word problems** Find the perimeter of a square whose length is 7cm  P=s+s+s+s =7cm+7cm+ 7cm+7cm = 28cm	The learner; -reads and interprets -draws and labels the sides -adds the sides to find perimeter.	-do-	reading drawing labeling adding	problem solving	-do-	Mk bk.3 pg 159	
	2		-do-	**Perimeter of a rectangle.**  P=L +W +L +W	The learner; -identifies the properties -labels all sides -adds to find perimeter	-do-	-identifying -labeling -adding	-do-	-do-	Mk Bk.3 pg 160	

				=3cm+5cm+3cm+5cm = 16cm.							
	3		-do-	**Word problems** Find the perimeter of a rectangle whose length is 4cm and width 3cm.  P = L +W +L +W =4cm+3cm+4cm+3cm =14cm	The learner; -reads and interprets -draws and labels the sides. -adds the sides	-do-	reading drawing labeling adding	-do-	-do-	Mk Primary Bk.3	
	4		-do-	**Perimeter of other polygons**  P=S+S+S+S =9cm+7cm+8cm+4cm P = 28cm P=S+S+S+S = 6cm+7cm+8cm P = 21cm	The learner; -identifies the number of sides. -adds all side lengths	-do-	identifying adding	-do-	-do-	Mk primary math bk.3	
	5		-do-	**Area** This is the amount of space covered by a flat figure/object. Area of a square  Area=s x s =2cmx2xcm =(2 x 2) x cmx cm = 4 x cm^2 = $4cm^2$	The learner; -defines area -multiplies to find area. -writes correct unit for area - counts squares to find area	-do-	defining multiplying writing units	logical thinking	-do-	Mk bk 3 pg 151	
	6		Importance of saving energy	**Word problems.** What is the area of a square whose length is 3cm.  Area = s x s =3cmx3cm = 3x3xcmxcm = $9xcm^2$	The learner; -reads and interprets -multiplies to get the area.	exposition explanation	reading multiplying	chalkboard illustrations	Logical thinking	Mk Primary Math bk.3 pg 152	

				= 9cm^2							
	7		-do-	**Area of a rectangle.**  4cm 5cm Area= L x W = 5cmx4cm = 5x4xcmxcm = 20xcm^2 = 20cm^2	The learner; - multiplies correctly -writes correct unit	-do-	-do-	-do-	-do-	Mk Primary Math Bk.3 pg 156	
7	1		-do-	**Word problems** What is the area of a rectangle whose length is 8cm and width 3cm?  3cm 8cm A=LengthxWidth A=LxW = 8cm x 3cm = (8x3) x cmxcm = 24xcm^2 = 24cm^2	The learner; -reads and interprets -multiplies -writes correct unit	-do-	-do-	-do-	Problem solving	Mk Primary Math bk.3 pg 156 & 157	
	2	BASIC TECHNOLOGY INOUR SUB – COUNTY	Dangers of energy and ways of avoiding them	**CAPACITY IN LIQUIDS** 1.Capacity is the quantity of matter an object can hold. 2. The basic unit of measurig capacity is litres(L). Other units include; kl, hl, dl l, dl, cl, ml. Note: 1L =2 half litres ½ litre= 1 tumpeco cup 1L = 1000ml	The learner; -defines capacity -gives the basic unit -compares the units	-demonstration explanation	-defining -giving units comparing	-so-	Problem solving Appreciation	Mk Bk.3 pg 162	
	3		-do-	**Measuring liquids using half litres** How many half litre jag will fill 6 litre container? 1litre=2half litrs 6litres = 6 x 2 12half litres	The learner; - converts from litres to half litres	-do-	converting	cups jugs e.t.c	Appreciation	Mk Primary Math bk 3 pg 162	
	4 & 5		Processing and making things from natural	1.**Addition of litres** 6 9 0litres 8 5 0litres 15 4 0litres 2. **Word problems**	The learner; -reads and interprets -arranges vertically -adds correctly	exposition problem solving approach	-reading -arranging -adding	problem solving logical thinking	Chalkboard illustration	Mk Bk.3 pg 162	

			materials	Mr. Ndaula bought 24litresof juice and Kasozi bought 79litres. How much juice did the two men buy? = 2 4 litres + 7 9 litres 103 2 litres							
	6 & 7		Making things from artificial materials	1.**Subtraction of litres** 5 3 2 litres - 3 5 2 litres 1 8 0 litres 2.**Word problems** Martha boiled 175 litres of water in a sauce pan and 68 litres spilt off. How much water was left in the sauce pan? 1 7 5 litres - 6 8 litres 1 0 7 litres	The learner; -reads and interprets -arranges vertically -subtracts correctly	-do-	-reading -arranging -subtracting	-do-	-do-	Mk bk.3 pg 165-166.	
8	1		-do-	**Weight** *Weight is the haveiness or lightness of an object. *Wight is measure in grams as the basic unit. Other units includeKg, Hg, Dg, cg, dg, mg. *comparing weight using heavier, lighter or equal.	The learner; -defines weight -states the basic unit of weight. -compares weights	exposition explanation	defining stating comparing	appreciation	Chalkboard illustration -see saw -Beam balance	Mk bk.3 pg 171-172	
	2			**Converting kg to grams** 9kg 1kg = 1000g 9kg = 9 x 1000 = 9000g	The learner; - converts kilograms to grams	exposition	converting	problem solving	Chalkboard illustrations	Mk bk.3 pg 171-172	
	3	BASIC TECHNOLOGY INOUR	Making things from artificial materials	**Word problems** Opio bought 11kg of sorghum. How many grams of sorghum did he buy? 1 kg = 1000g 11kg = 11 x 1000 = 11000g	The learner; -reads and interprets -converts from kg to grams	exposition explanation	-reading -converting	logical thinking	Chalk board illustration	Mk Bk.3 pg 171-173	
	4			**Changing grams to kilograms** 5000g	The learner;	-do-	-do-	-do-	-do-	-do-	

		SUB-COUNTY		1000g = 1kg 1g = $\frac{1}{1000}$ 5000g = $\frac{1}{1000}$ x 5000 = $\frac{5000}{1000}$ kg = 5kg	-converts from grams to kilograms.						
	5			**Word problems** John had 8000grams of rice. How much did he have in kg? 1000g = 1kg 8000g = $\frac{8000}{1000}$ kg = 8kg	The learner; -reads and interprets -converts from grams to kilograms	-do-	-do-	problem solving	-do	-do	
ELO: the child appreciates the existence of energy and demonstrates knowledge and skills of using and preserving it.											
	6 & 7	ENERGY IN OUR SUB-COUNTY	Sources of energy	1. **Addition of grams and kilograms** **Kg g** 1kg = 1000g 4 2 5 0 + 3 5 0 0 7 7 5 0 2. **Word problems** Olupot carried 8kg 720g of millet. His sister carried 9gk 150g. How much millet did they carry altogether? **Kg g** 1kg = 1000g 8 720 + 9 150 17 870	The learner; -reads and interprets -arranges vertically -adds correctly	-do-	-reading -arranging -adding	-do-	-do-	Mk Bk.3 pg 170-171	
9	1 & 2	ENERGY INOUR SUB-COUNTY	Sources of energy	1. **Subtraction of kg and grams.** Kg g 9 6 5 0 - 7 2 0 0 2 4 5 0 2. Word problems	The learner; -reads and interprets -arranges vertically -subtracts correctly	explanation exposition	-reading -arranging -subtracting	problem solving	Chalk board illustration	Mk Primary Maths Bk.3 pg 173-174	

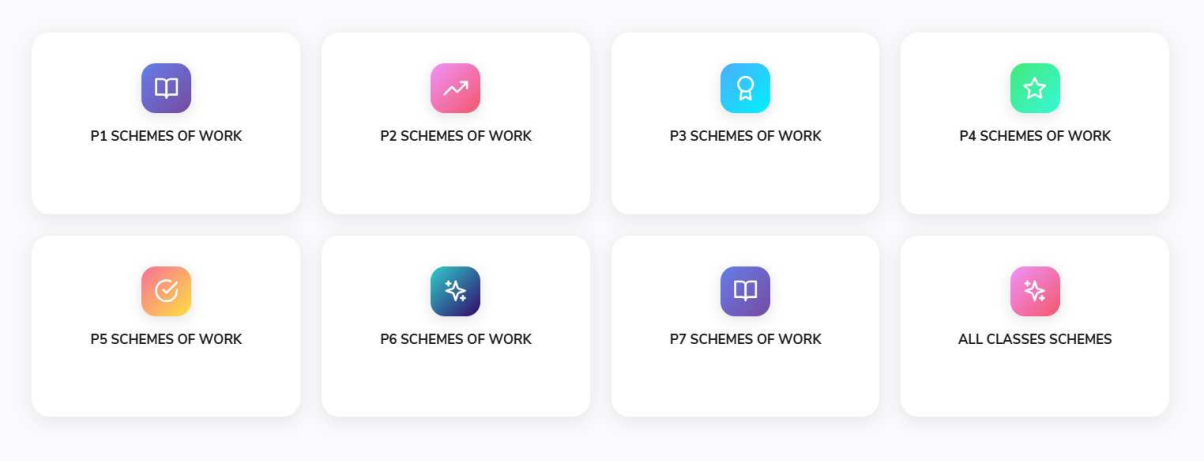
				Ssali had 12kg 500g of tomatoes. He sold 8kg 250g. Find the amount of tomatoes he remained with. **Kg** **g** 1kg = 1000g 12 5 0 0 - 8 2 5 0 04 2 5 0							
	3	ENERGY IN OUR SUB-COUNTY	Sources of energy in our sub county.	**MONEY** Money is the medium of exchange. Money is divided into 2 forms.i.e i)coins ii)notes (paper money) 1)**Addition of money.** Shs. 2 0 0 Shs. 1 5 0 + Shs. 2 7 0 Shs. 6 2 0 2. Word problems Grace had 800/=. She was given 500/= more. How much does she have now? 8 0 0/= + 5 0 0/= 1 3 0 0/=	The learner; -defines money -names the forms of money -adds money correctly -reads and interprets word problems	-demonstration -explanation	-defining -naming -reading -adding	problem solving logical thinking	-do-	Mk Primary Math bk.3 pg 177-178	
	4 & 5			1. **Subtraction of money** Shs. 6 0 0 - Shs. 1 5 0 Shs. 4 5 0 2. word problems Mary had 4500/= She gave away 2300/= to her friend. How much did she remain with? 4 5 0 0/= - 2 3 0 0/= 2 2 0 0/= Mary remained with 2200/=	The learner; - reads and interprets -subtract	-do-	reading subtracting	-do-	-do-	Mk bk.3 pg 177-178	
	6 & 7	ENERGY IN OUR	Ways of saving energy	**Price list/shopping bills** Study the price list below and answer the questions about it. 1kg of sugar 4500/=	The learner; -reads and interprets the list	exposition explanation	reading interpreting working out	appreciation logical thinking	Chalkboard illustration	Mk Primary Math bk.3	

<table>
<tr><td></td><td></td><td>SUB-COUNTY</td><td></td><td>1 bar of soap 2700/=
1kg of rice 2800/=
A pen 500/=
i) How much do I pay for a kg of sugar and a pen?
= 4500/=
+500/=
5000/=</td><td>-works out the required items correctly.</td><td></td><td></td><td></td><td></td><td>pg 180</td><td></td></tr>
<tr><td>10</td><td>1 & 2</td><td></td><td></td><td>Multiplication of money
Study the table below and answer question that follow.
<table><tr><th>Item</th><th>No items</th><th>Price each</th><th>Amount</th></tr><tr><td>Soap</td><td>2bars</td><td>900=</td><td>1800</td></tr><tr><td>Sugar</td><td>1kg</td><td>2200=</td><td>2200</td></tr><tr><td>Bread</td><td>3 loav</td><td>1500=</td><td>4500</td></tr><tr><td>Rice</td><td>2kg</td><td>2000=</td><td>4000</td></tr><tr><td></td><td></td><td>Total</td><td>12,500=</td></tr></table>Soap sugar
2 x 900 1x2200
=1800/= =2200

Bread Rice
3x1500 2x 2000
4500/= =4000/=</td><td>The learner;
-reads and interprets
-works out the required amount of item.
-completes the table</td><td>-do-</td><td>reading
working out

completing tables</td><td>-do-</td><td>-do-</td><td>MK bk 3 pg 181 & 182</td><td></td></tr>
<tr><td></td><td>10</td><td></td><td>Ways of saving energy</td><td>Division of money
Share 800/= equally among 4 girls. How much does each get?
200/=
4 ⟌ 800/= Each girl gets 200/=
2x8 – 8
0 0
0x 4 - 0
0 0
0x 4 - 0</td><td>The learner;
-reads and interprets
-shares money equally by division.-</td><td>-do-</td><td>reading
sharing</td><td>sharing
appreciation</td><td>-do-</td><td>MK bk.3 pg 187.</td><td></td></tr>
</table>

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