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Primary Three Mathematics Scheme of Work for Term Two

WK	PRD	THEME	SUB THEME / CONTENT	COMPETENCES	METHODS	SKILLS	ACTIVITIES	INST. MATERIALS	REF.	REM.
2	1&2		**Fractions ;** $\frac{1}{2}$ 1 is a numerator 2 is a denominator	1-Explains what a fraction is. 2-Names the parts of a fraction.	Whole class discussion Brain storming	Accuracy Neatness Appreciation	Explaining what a fraction Naming parts of a fraction	C/board illustration Pupils text books Chart	Teachers collections, MK Primary Mathematics 2000 book 3 pages 94	
3			**Types of fractions** Improper e.g. $\frac{3}{2}$ Proper e.g. $\frac{1}{3}$ Mixed e.g. $3\frac{1}{3}$	1-Names the types of fractions with examples.	Whole class discussion Brain storming	Accuracy Neatness	Naming the different types of fractions Answering oral and written questions	C/board illustration Pupils text books Chart	Teachers collections, MK Primary Mathematics 2000 book 3 pages 94	

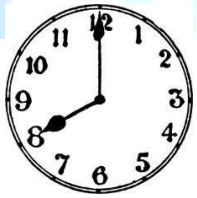
	3&4		**Writing fractions in words** e.g. a half - $\frac{1}{2}$ $\frac{1}{3}$ a third two quarters $\frac{2}{4}$	1-Writes fractions in words and vice versa.	Whole class discussion Brain storming	Accuracy Neatness	Writing fractions in words Answering oral and written questions	C/board illustration Pupils text books Chart	Teachers collections, MK Primary Mathematics 2000 book 3 pages 95-96	
	5&6		**Shaded and un shaded fractions** e.g.  Shaded = $\frac{3}{5}$ Un shaded = $\frac{2}{5}$	1-Names the shaded and un shaded fractions. 2-Draws and shades the given fractions.	Whole class discussion Brain storming	Accuracy Neatness	Naming shaded and un shaded fraction Drawing and shading given fractions	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pgs 46-49, MK Primary Math 2000 book 3 pages 97-98	
3	7&8		**Comparing fractions** e.g. A half is greater than a third. A quarter is less than a third.	1-Compares fractions well.	Whole class discussion Brain storming	Accuracy Neatness	Comparing fractions using greater than and less than	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pgs 50-51, MK Primary Mathematics 2000 book 3	

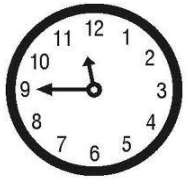
4	1&2		**Equivalent fractions** e.g. $\frac{1}{3}$ is equivalent to $\frac{2}{6}$ $\frac{1}{3}$ is equivalent to $\frac{3}{9}$	1-Explains what equivalent fractions are. 2-Draws equivalent fractions. 3- Works out the missing equivalent fractions. 4- Fills in the missing equivalent numbers	Whole class discussion Brain storming	Accuracy Neatness	Explaining equivalent fractions Drawing equivalent fractions as given	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pgs 50-51, MK Primary Mathematics 2000 book 3 pages 97-98	
4	3&4		**Addition of fraction** e.g. $\frac{1}{3}+\frac{1}{3}=\frac{2}{3}$ $\frac{2}{4}+\frac{1}{4}=\frac{3}{4}$ $\frac{1}{3}+\frac{2}{3}=\frac{3}{3}=1$	1-Identifies the given fractions. 2-Adds the given fractions correctly. 3- Adds the given fractions to make whole numbers.	Whole class discussion Brain storming	Accuracy Neatness	Identifying given fractions Adding given fractions correctly	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg 54, MK Primary Mathematics 2000 book 3 pages 101-104	

	5&6		**Subtraction of fractions** e.g. $\frac{2}{3}$ - $\frac{1}{3}$ = $\frac{1}{3}$ $\frac{5}{10}$ - $\frac{2}{10}$ = $\frac{3}{10}$ 1- $\frac{3}{5}$ = $\frac{5}{5}$ - $\frac{3}{5}$ = $\frac{2}{5}$	1-Identifies the given fractions. 2-Subtracts the given fractions correctly.	Whole class discussion Brain storming	Accuracy Neatness	Identifying given fractions Subtracting given fractions correctly	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg 53, MK Primary Mathematics 2000 book 3 pages 105-108	
	7&8		**Addition of fractions with different denominators** e.g. $\frac{1}{4}$ + $\frac{1}{2}$ = Equivalent of $\frac{1x2 = 2}{2x2 = 4}$ $\frac{1}{4}$ + $\frac{2}{4}$ = $\frac{3}{4}$	1-Identifies the given fractions. 2-Adds fractions with different denominators	Whole class discussion Brain storming	Accuracy Neatness	Identifying given fractions Adding fractions with different denominators	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg MK Primary Mathematics 2000 book 3 pages	

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5	1&2		**Subtraction of fractions with different denominators** $\frac{1}{2} - \frac{1}{4} = \frac{1}{3}$ Equivalent of $\frac{1x2}{2x2} = \frac{2}{4}$ $\frac{2}{4} - \frac{1}{4} = \frac{1}{4}$	1-Identifies the given fractions. 2-Subtracts given fractions with different denominators	Whole class discussion Brain storming	Accuracy Neatness	Identifying given fractions Subtracting fractions with different denominators	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg , MK Primary Mathematics 2000 book 3 pages	
5	3&4		**Multiplication of fractions.** $\frac{2}{3} \times \frac{1}{3} = \frac{2}{9}$	Multiplies fractions correctly.	Whole class discussion Brain storming	Accuracy Neatness	Multiplying fractions	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg , MK Primary Mathematics 2000 book 3 pages	

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	5&6		**Multiplication of fractions by whole numbers** $\frac{3}{6} \times 4 = \frac{12}{6} = 2$	Multiplies fractions by whole numbers correctly.	Whole class discussion Brain storming	Accuracy Neatness	Multiplying fractions by whole numbers.	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg , MK Primary Mathematics 2000 book 3 pages	
6	1&2	KEEPING PEACE IN OUR SUB COUNTY	**Time by hour, a half past,** e.g.  It is 8 O'clock  It is a half past 8 o'clock	1-Identifies the given time 2-Tells the time according to the clock face.	Whole class discussion Brain storming	Accuracy Neatness	Identifying given time Telling time according to the clock face	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg 74-75, MK Primary Mathematics 2000 book 3 pages 127	

	3&4		**Time by quarter past, a quarter to**  It is a quarter past 10  It is a quarter to 12 o'clock	1-Identifies the given time 2-Tells the time quarter past and quarter to.	Whole class discussion Brain storming	Accuracy Neatness	Telling time by quarter past and a quarter to Answering oral questions	C/board illustration Pupils text books Chart Clock face	Understanding Mtc bk 3 pg 74-75, MK Primary Mathematics 2000 book 3 pages 131-135	
6	5&6		**Changing hours to minutes** **1hr = 60min** 2hrs = 60 x 2 = <u>120min</u> 3hrs = 60 x 3 = <u>180min.</u>	1-Identifies the hours given. 2-Changes hours to minutes correctly. 3-Writes down the units.	Whole class discussion Brain storming	Accuracy Neatness	Identifying given hours Changing hours to minutes	C/board illustration Pupils text books Chart Clock face	Understanding Mtc bk 4pg , MK Primary Mathematics book 4 pages 162-164	

	7&8		**Changing minutes to hours.** Change 180minutes to hours. 1hr = 60min. ?hr = $\frac{180}{60}$ min = 18 ÷ 6 = 3hours	1. Changes minutes to hours correctly. 2. Writes down the units.	Whole class discussion Brain storming	Accuracy Neatness	Identifying given hours Changing minutes to hours	C/board illustration Pupils text books Chart Clock face	Understanding Mtc bk4 pg , MK Primary Mathematics book 4 pages 162-164	
7	1&2		**Addition of time** e.g. *Hrs min* *20 15* *+10 12*	1-Identifies the hours and minutes given. 2-Adds the hours and minutes correctly.	Whole class discussion Brain storming	Accuracy Neatness	1-Identifiying the hours and minutes given. 2-Adding the hours and minutes correctly.	C/board illustration Pupils text books Chart Clock face	Understanding Mtc bk 3 pg , MK Primary Mathematics 2000 book 4 pages 168	

	3&4		**Subtraction of time** Hrs min 20 15 - 10 12 10 03	1-Identifies the hours and minutes given. 2-Subtracts the hours and minutes correctly.	Whole class discussion Brain storming	Accuracy Neatness	1- Identifying the hours and minutes given. 2- Subtracting the hours and minutes correctly.	C/board illustration Pupils text books Chart Clock face	Understanding Mtc bk 3 pg , MK Primary Mathematics 2000 book 4 pages 168	
	5&6		**Days of the week, months of the year** **Days** e.g. Sunday, Monday, Tues **Months** e.g. January, February, etc Change 3 weeks to days. 3 weeks = 3 x 7 = 21 days	1-Names the days of the week. 2-Names the months of the year. 3- Changes weeks to days.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg , MK Primary Mathematics 2000 book 4 pages	

7	7&8		**Changing days to weeks** Change 42 days to weeks 1 week = 7 days ? weeks = $\frac{42}{7}$ days = 6 weeks	1. Changes days to weeks correctly. 2. Writes down the units correctly.	Whole class discussion Brain storming	Accuracy Neatness	Changing days to days weeks	C/board illustration Pupils text books Chart	Understanding Mtc bk 4 pg, MK Primary Mathematics 2000 book 4 pages	
8	1&2		**Addition and subtraction of weeks and days ;** 3 weeks + 5 days = (3 x 7) + 5 = 21 + 5 = 26 days Wks Days 5 4 - 3 1 2 3	1-Identifies the weeks and days given. 2-Adds weeks and days correctly. 3- Subtracts weeks and days correctly	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart	Jomo Kinyata pri. Mtc bk3 pg, MK Primary Mathematics 2000 book 4 pages 180-182	

8	3&4		**Adding and subtracting months and years.** Years Months 4 8 + 2 4 7 0	The learner; 1- Adds years and months correctly. 2- Subtracts years and months correctly.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart	Teacher's own collection	
8	5&6		**Duration** e.g. A race started at 9:30, and ended at 9:32. How many minutes did the race take? Hrs min 9 : 32 - 9 : 30 0 02 It took 2 minutes	1-tells the duration spent on a given activity 2- Reads and comprehends the given questions.	Whole class discussion Brain storming	Accuracy Neatness	Telling the duration of various activities Answering oral questions	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg 76, MK Primary Mathematics 2000 book 3 pages	

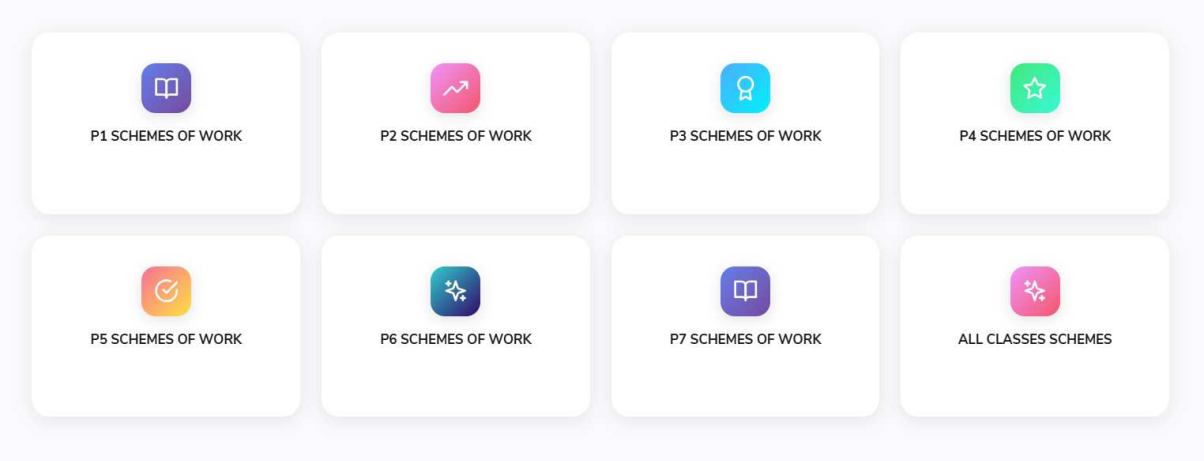
	7&8		**Topical questions**	1-Answers the given questions correctly. 2-learns to keep time	Whole class discussion Brain storming	Accuracy Neatness	Answering oral and written questions	C/board illustration	Teachers collections	
9	1&2	CULTURE AND GENDER	**Graphs(pictograph)** e.g.  **Stands for 10 books.** 1 book stands for 10 books. How many books did Moses get? Moses got (3 x 10) books = 30 books. **OR** 10 + 10 + 10 = 30 books	1-Explains what a pictograph is. 2-Reads and interprets the information given.	Whole class discussion Brain storming	Accuracy Neatness	Explaining pictographs Answering oral and written questions about pictographs	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg 56-57, MK Primary Mathematics 2000 book 3 pages 110-112	
	3&4		**Column graphs e.g. refer to the notes**	1-Explains what a column graph is. 2-Reads and interprets the information given.	Whole class discussion Brain storming	Accuracy Neatness	Explaining what a column graph is. Answering oral questions Drawing	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg 58-59, MK Primary Mathematics 2000 book 3 pages 113-115	

	5&6		**Circle or pie charts**	1-Explains what a circle or pie chart graph is. 2-Reads and interprets the information given.	Whole class discussion Brain storming	Accuracy Neatness	Explaining what a circle or pie chart is . Answering oral questions Drawing	C/board illustration Pupils text books Chart	Understanding Mtc bk 4pg 58-59, MK Primary Mathematics 2000 book 4 pages 113-115	
9	7&8		**Recording information (project work) and making tallies**	1.Collects item and groups them correctly 2.making correct tallies	Whole class discussion Brain storming	Accuracy Neatness	Explaining what a circle or pie chart is. Answering oral questions Drawing	C/board illustration Pupils text books Chart	Understanding Mtc bk 4pg 58-59, MK Primary Mathematics 2000 book 4 pages 113-115	
10	1&2	**OUR HEALTH**	**Money** e.g. Background of money and the meaning. Things that were used long ago e.g. cowries shells, rupees. Types of money used in Uganda today coins and notes. **Features** 500 shilling coin 100 shilling coin etc 2000 shilling note 5000 shilling note etc	1-Explains what a money is 2-Names the type of money used in Uganda	Whole class discussion Brain storming	Accuracy Neatness	Explaining what money is Naming the types of money used in Uganda	C/board illustration Pupils text books Chart Real money	Teachers collection	

	3&4		**Conversion of money** e.g. Changing money from bigger denomination to smaller denomination e.g. 1. How many 100-shilling coins are in 500 shillings? $100\overline{)500}$ 5 5x100 = 500 000 There are 5 one-hundred-shilling coins in 500 /=.	1-Identifies the money given. 2-Converts the money given correctly	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart Real money	Teachers collection	
10	5&6		**Addition of money** e.g. 100 shillings + sh 300 = 400 shillings **Or** Sh. 100 + sh. 300 Sh. 400	1-Identifies the money given. 2-Adds the money given correctly. 3-Reads and comprehends the word problems	Whole class discussion Brain storming	Accuracy Neatness	Adding given sums about money	C/board illustration Pupils text books Chart Real money	Teachers collection MK Primary Mathematics 2000 book 3 pages 177-178	
	7&8		**Subtraction of money** e.g. Sh. 880 – sh. 490 Sh. 880 or - Sh. 490 Sh. 390	1-Identifies the money given 2-Subtracts the money given correctly. 3-Reads and comprehend word problems	Whole class discussion Brain storming	Accuracy Neatness	Subtracting given sums about money.	C/board illustration Pupils text books Chart Real money	Teachers collection MK Primary Mathematics 2000 book 3 pages 179-180	

11	1&2		**Multiplication of money** e.g One book costs sh. 100. How much money will Angella pay for two books? 1 book coast sh. 100 2 books will cost sh. 100 2 books will cost 2 x sh. 200 = sh 400	1-Identifies the money given. 2-Mutiplies the money given correctly 3-Reads and comprehends word problems.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering questions about multiplicati on of money.	C/board illustration Pupils text books Chart Real money	Teachers collection MK Primary Mathematics 2000 book 3 pages 184-186	
11	3&4		**Division of money** E.g. Mr. Kasule had sh. 800. He shared it equally between his two pupils. How much did each pupil get? 2 children shared 800/= 1 child gets 800 ÷ 2 $2\overline{)800}^{400}$ 4 x 2 = 8 0 0 0 x 2 = 0 0 0 0 x 2 = 0 0 Each child gets 400/=	1-Identifies the money given. 2-Divides the money given correctly. 3-Reads and comprehends word problems.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering questions about division of money	C/board illustration Pupils text books Chart Real money	Teachers' collection MK Primary Mathematics 2000 book 3 page 187	

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