

Kabojja Junior School

P.1 NUMBER SCHEME OF WORK FOR TERM ONE 2025

| Wk. | Day | Theme | Topic | Sub-topic | Content | Competences | | Methods | Activities | Life skills and values | Instructional materials | Ref | Rem |
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| 1 | Mon | Our School | Numeration system and place value | Counting numbers 1-5 | Counting and writing number symbol in oneness. | Subject The learner: Counts numbers in oneness. Writes the number symbol Identifies number symbols. | Language The learner: Reads the number symbol. Spells the number name. Pronounces the number name. | Observation Discovery Guided discussion Demonstration | Counting Filling in activity Sorting Reading Spelling | Effective communication Critical thinking Decision making | Number chart 1-5 Number tags | The National Primary School Curriculum for Uganda Primary 1 page 14 Understanding Mathematics Teacher's Book 1 page 44-47 | |
| | Tue | | Numeration system and place value | Counting numbers 1-5 | Counting and writing number symbols in twoness. | The learner: Counts and writes the number symbol. | The learner: Reads the number symbols. Spells the number names. Pronounces the number names. | Observation Discovery Guided discussion Demonstration | Counting Writing Reading Spelling | Effective communication Critical thinking Decision making | Number tags Number chart | Page Page 44-47 | |

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| | Wed | | Numeration system and place value | Counting numbers 1-5 | Counting and writing the number symbol in threeness. | The learner: Counts and writes the number symbols and words. | The learner: Reads and writes the number symbols. Spells the number names. Pronounces accurately. | Observation Discovery Guided discussion Demonstration | Counting Writing Reading | Effective communication Critical thinking Decision making | Number chart Number tags | Page Page 44-47 | |
| | Thur | | | Counting numbers 1-5 | Counting and writing the number in fourness. | The learner: Counts and writes the number symbols and words. | The learner: Reads and writes the number words. Spells the number names. Pronounces the number names appropriately. | Observation Discovery Guided discussion Demonstration | Counting Reading Writing | Effective communication Creative thinking Decision making | Number tags Number chart 600-700 | Page Page 44-47 | |
| | Fri | | | Counting numbers 1-5 | Counting and writing number symbols in fiveness. | The learner: Counts and writes the number and words. | The learner: Reads the number names. Spells the number names. Sorts the numbers. | Observation Discovery Guided discussion Demonstration | Counting Reading Sorting | Effective communication Critical thinking Decision making | Number chart Number tags | Page Page 44-47 | |
| 2 | Mon | People in our school | | Counting numbers. 1-5 | Assigning numbers. 1-5 | The learner: Identifies the numbers. Counts numbers respectively. Matches pictures to the numbers respectively. | The learner: Reads number symbols correctly. Spells the number names. Pronounces the number names appropriately. | Observation Discovery Guided discussion Demonstration | Counting Reading Sorting | Effective communication Critical thinking Decision making | Number tags Number chart | Page Page 44-47 | |
| | Tues | | | Counting numbers. 1-5 | Sorting numbers. | The learner: Identifies the numbers. Counts numbers. Sorts numbers accurately. | The learner: Reads the number symbols. Spells the number words. Pronounces the number words correctly. | Observation Discovery Guided discussion Demonstration | Counting Reading Sorting | Effective communication Critical thinking Decision making | Number chart Number tags | Page 44-47 | |

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| | Wed | | | Counting numbers. 1-5 | Comparing numbers. 1-5 | The learner: Identifies the numbers. Counts numbers. Compares numbers accurately. | The learner: Reads the number symbols. Spells the number words. Pronounces the number words correctly. | Demonstration Observation Discovery Guided discussion | Counting Reading Comparing | Effective communication Critical thinking Problem solving | Counters Number cards. | Page 44-47 | |
| | Thur | | | Counting numbers. 1-5 | Ordering numbers from smallest to the biggest. | The learner: Counts the numbers in increasing order. Orders numbers from the smallest to the biggest. | The learner: Reads the number symbols. Spells the number words. Pronounces the number words correctly. | Demonstration Observation Discovery Guided discussion | Counting Reading Ordering | Effective communication Critical thinking Problem solving | Number cards | Page 44-47 | |
| | Fri | | | Counting number. 1-5 | Writing number symbols in words. | The learner: Counts numbers. Writes number symbols to words. | The learner: Reads the number symbols. Spells the number words. Pronounces the number words correctly. | Demonstration Observation Discovery Guided discussion | Counting Reading Writing symbols to word. | Effective communication Critical thinking Problem solving | Counters Number cards | Page 44-47 | |
| 3 | Mon | Activities in our school | | Counting numbers 6-9 | Counting numbers in sixness. | The learner: Counts and writes the number symbols. Identifies the number symbol. | The learner: Reads the number symbols. Spells the number words. Pronounces the number words correctly | Demonstration Observation Discovery Guided discussion | Counting Reading | Effective communication Critical thinking Problem solving | Counters Number cards | Page 44-47 | |

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| | Tue | | | Counting numbers 6-9 | Counting numbers in seveness. | The learner: Counts and writes the number symbols. Identifies the number symbol | The learner: Reads the number symbols. Spells the number words. Pronounces the number words correctly | Demonstration Observation Discovery Guided discussion | Counting Reading | Effective communication Creative thinking Problem solving | Number cards Counters | Page 44-47 | |
| | Wed | | | Counting numbers 6-9 | Counting in eightness. | The learner: Counts and writes the number symbols. Identifies the number symbol. | The learner: Reads the number symbols. Spells the number words. Pronounces the number words correctly. | Demonstration Observation Discovery Guided discussion | Reading Counting | Effective communication Problem solving Critical thinking | Number cards Counters | Page 44-47 | |
| | Thur | | | Counting numbers 6-9 | Counting in nineness. | The learner: Counts and writes the number symbols. Identifies the number symbol | The learner: Reads the number symbols. Spells the number words. Pronounces the number words correctly. | Demonstration Observation Discovery Guided discussion | Reading Counting | Effective communication Creative thinking Problem solving Critical thinking | Number cards Counters | Page 44-47 | |
| | Fri | | | Counting numbers 6-9 | Assigning numbers. | The learner: Identifies the numbers. Counts numbers respectively. Matches pictures to the numbers respectively.. | The learner: Reads the number symbols. Spells the number words. Pronounces the number words correctly. | Demonstration Observation Discovery Guided discussion | Counting Assigning numbers. | Effective communication Critical thinking Assertiveness Problem solving | Number cards Counters Picture cards. | Page 44-47 | |

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| 4 | Mon | Our Home | | Counting numbers 6-9 | Sorting numbers 6-9 | The learner: Identifies the numbers. Counts numbers respectively. Sorts numbers accurately. | The learner: Reads the number symbols. Spells the number words. Pronounces the number words correctly. | Demonstration Observation Discovery Guided discussion | Counting Sorting | Effective communication Critical thinking | Containers Number cards | Page 44-47 | |
| | Tue | | | Counting numbers 6-9 | Comparing numbers.6-9 | The learner: Identifies the numbers. Counts numbers respectively. Compares the numbers. | The learner: Reads the number symbols. Spells the number words. Pronounces the number words correctly. | Demonstration Observation Discovery Guided discussion | Counting Comparing | Effective communication Critical thinking Problem solving | Number cards | Page 44-47 | |
| | Wed | | | Counting numbers 6-9 | Ordering numbers from the smallest to the biggest. | The learner: Identifies the numbers. Counts numbers respectively. Orders numbers from the smallest to the biggest. | The learner: Reads the number symbols. Spells the number words. Pronounces the number words correctly. | Demonstration Observation Discovery Guided discussion | Ordering numbers. Counting | Effective communication Critical thinking Problem solving | Number cards | Page 44-47 | |
| | Thur | | | Counting numbers 6-9 | Ordering numbers from the biggest to the smallest. | The learner: Identifies the numbers. Counts numbers respectively. Orders numbers from the biggest to the smallest. | The learner: Reads the number symbols. Spells the number words. Pronounces the number words correctly. | Demonstration Observation Discovery Guided discussion | Ordering numbers. Counting | Effective communication Critical thinking Problem solving | Number cards | Page 44-47 | |

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| | | Fri | | Numeration system and place value | Counting numbers 6-9 | Writing number symbols in words. | The learner: Counts numbers Reads the number symbols. Identifies number symbols. | The learner: Reads the number symbols. Spells the number names. Pronounces the number names. | Demonstration Observation Discovery Guided discussion | Counting Filling in activity Sorting Reading | Effective communication Critical thinking Problem solving | Number chart Number tags | Page 44-47 | |
| 5 | | Mon | People in our home. | Set Concepts | Forming new sets. | Forming new sets and naming them. | The learner: Identifies objects of the same attributes. | The learner: Reads and forms new sets. Spells the words related to set formation. Pronounces the words appropriately. | Demonstration Observation Discovery Guided discussion | Counting Reading Writing | Effective communication Critical thinking Problem solving | Real objects. | Understanding Mathematics TG Book 1 Page 38-42 | |
| | | Tue | | | Naming and describing sets. | Naming and describing sets. | The learner: Identifies sets Counts elements of each set. | The learner: Reads numbers aloud. Spells number names accurately. Matches number symbols to words. | Demonstration Observation Discovery Guided discussion | Counting Reading Writing | Effective communication Critical Thinking Problem solving | Real objects | Understanding Mathematics TG Book 1 Page 38-42 | |
| | | Wed | | | Drawing sets. | Drawing sets. | The learner: Identifies and names particular sets. Draws and names the particular sets. | The learner: Reads the number of elements given in each set. Spells the number names. Pronounces the number names. | Demonstration Observation Discovery Guided discussion | Counting Reading Writing Drawing | Effective communication Creative thinking Decision making | Real objects Picture illustrations. | Understanding Mathematics TG Book 1 Page 38-42 | |

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| | Thur | | | Matching sets. | Matching sets | The learner: Identifies sets Interprets the sets Describes sets accordingly Matches sets. | The learner: Reads words related to sets. Spells the words. Pronounces the words. | Demonstration Observation Discovery Guided discussion | Counting Reading Matching | Effective Communication Critical thinking Assertiveness | Real objects Picture illustrations | Understanding Mathematics TG Book 1 Page 38-42 | |
| | Fri | | | Comparing sets. | Comparing sets using less than and more than | The learner: Identifies the sets. Counts the members of each set. Compares the sets respectively. | The learner: Reads the members of each set. Spells the words related to sets. Pronounces words words related sets | Demonstration Observation Discovery Guided discussion | Counting Reading Comparing | Effective communication Critical thinking Assertiveness | Real objects Picture illustrations | Understanding Mathematics TG Book 1 Page 38-42 | |
| 6 | Mon | Roles /Responsibilities of different family members. | Set Concepts | Ordering sets. | Ordering sets from the smallest to the biggest. | The learner: Identifies the sets. Counts members of each set. Sorts sets. Compares sets. Orders sets. . | The learner: Reads aloud. Spells the words. Pronounces the words. | Demonstration Observation Discovery Guided discussion | Counting Reading Ordering | Effective communication Critical thinking Decision making | Counters Objects such as sweets fruit | Understanding Mathematics TG Book 1 Page 38-42 | |
| | Tue | | | Joining sets | Putting sets together. | The learner: Counts members of each set. Joins the sets. Adds the sets. | The learner: Reads aloud. Spells the words. Pronounces the words of reference. | Demonstration Observation Discovery Guided discussion | Reading Counting Adding | Effective communication Critical thinking Decision making | Number cards Real objects | Understanding Mathematics TG Book 1 Page 57 | |

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| | Wed | | Operations on numbers | Number families. | Adding number families where the sum is less than 10. | The learner: Adds using number families. Adds single digit numbers. Solves problems. | The learner: Reads aloud. Spells the words correctly. Pronounces the words related to addition | Demonstration Observation Discovery Guided discussion | Reading Counting Adding | Effective communication Critical thinking Decision making | Counters | Understanding Mathematics TG Book 1 Page 58 | |
| | Thur | | | Addition of numbers | Adding single digit numbers vertically. | The learner: Adds single digit numbers vertically. | The learner: Reads aloud. Spells words related to addition and additional statements. Pronounces words | Demonstration Observation Discovery Guided discussion | Reading Counting Adding | Effective communication Critical thinking Decision making | Number cards Counters | Understanding Mathematics TG Book 1 Page 58 | |
| | Fri | | | Addition of numbers | Adding using a number line. | The learner: Adds using a number line. Draws the number line. | The learner: Reads aloud. Spells and pronounces correctly. | Demonstration Observation Discovery Guided discussion | Reading Counting Adding Drawing | Effective communication Critical thinking Decision making | Number cards Counters | Understanding Mathematics TG Book 1 Page 58 | |
| 7 | Mon | Things found in our home. | | Addition of numbers | Word problems involving addition. | The learner: Reads the word problems. Interprets the word problems. Solves the problems. | The learner: Reads the short statements. Spells and pronounces correctly. | Demonstration Observation Discovery Guided discussion | Reading Interpreting Solving problems. | Effective communication Creative thinking Assertiveness | Number Cards Counters | Understanding Mathematics TG Book 1 Page 58 | |
| | Tue | | | Addition of numbers | Adding numbers using puzzles. | The learner: Identifies number symbols. Adds using puzzles. | The learner: Reads the short statements. Spells the number names. Pronounces the additional statements. | Demonstration Observation Discovery Guided discussion | Reading Counting Adding Filling in activity | Effective communication Critical thinking | Number puzzles Number tags | Understanding Mathematics TG Book 1 Page 58 | |

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| | Wed | | | Addition of numbers | Adding 3 single digit numbers horizontally | The learner: Adds 3 single digit numbers horizontally. | The learner: Reads the short statements. Spells the number names. Pronounces the additional statements. | Demonstration Observation Discovery Guided discussion | Reading Counting Adding Filling in activity | Effective communication Critical thinking | Counters such as bottle tops | Understanding Mathematics TG Book 1 Page 58-59 | |
| | Thur | | | Addition of numbers | Adding 3 single digit numbers vertically. | The learner: Adds 3 single digit numbers vertically. | The learner: Reads the short statements. Spells the number names. Pronounces the additional statements. | Demonstration Observation Discovery Guided discussion | Reading Counting Adding Filling in activity | Effective communication Critical thinking | Counters such as bottle tops | Understanding Mathematics TG Book 1 Page 58-59 | |
| | Fri | | | Word problems Involving addition of 3 digit numbers. | Word problems involving addition. | The learner: Reads the word problems. Interprets the word problems. Solves the problems. | The learner: Reads the short statements. Spells and pronounces correctly. | Demonstration Observation Discovery Guided discussion | Reading Interpreting Solving problems | Effective communication Critical thinking Decision making | Printed work Number cards | Understanding Mathematics TG Book 1 Page 58-59 | |
| 8 | Mon | People in our community | Set Concepts | Sets | Separating sets. | The learner: Subtracts the sets. Counts the elements in the given sets. | The learner: Reads the number symbols. Spells the number names. Pronounces the number names. | Demonstration Observation Discovery Group Guided discussion | Drawing Counting Writing Reading Subtracting | Effective Communication Critical thinking Decision making | Printed work. | Understanding Mathematics TG Book 1 Page 58 | |
| | Tue | | Operation on numbers. | Subtracting | Subtracting using number families. | The learner: Subtracts using number families. Brainstorms the number families. | The learner: Reads the short statements. Spells and Pronounces the subtraction statements.. | Demonstration Observation Discovery Group guided discussion | Subtracting Counting Writing Reading | Effective Communication Critical thinking Decision making | Number tags | Understanding Mathematics TG Book 1 Page 58 | |

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| | Wed | | Operation on numbers. | | Subtracting Single digit numbers vertically. | The learner: Subtracts numbers vertically. Writes short statements Counts numbers. | The learner: Reads the number symbols and names. Spells the number names. Writes number symbols in ascending order. | Demonstration Observation Discovery Group guided discussion | Reading Counting Writing | Effective communication Critical thinking Decision making | Number chart Number tags | Understanding Mathematics TG Book 1 Page 58-59 | |
| | Thu | | Operation on numbers. | | Subtracting using a number line. | The learner: Subtracts using a number line. Writes short statements. Counts numbers. | The learner: Reads the short statements. Spells the number names. Pronounces the subtraction statements. | Demonstration Observation Discovery Group guided discussion | Reading Counting Writing Subtracting | Effective communication Critical thinking Decision making | Printed work Number tags | Understanding Mathematics TG Book 1 Page 58-59 | |
| | Fri | | Operation on numbers. | Word problems. | Word problems involving subtraction | The learner: Reads simple subtraction story lines. Interprets the story lines. Solves the problems. | The learner: Reads the short statements. Spells the number names. Pronounces the subtraction statements | Demonstration Observation Discovery Group guided discussion | Reading Counting Subtracting | Effective communication Creative thinking Decision making | Printed work | Understanding Mathematics TG Book 1 Page 58-59 | |
| 9 | Mon | Roles or responsibilities of different family members. | Operation on numbers. | Subtraction | Subtracting using puzzles. | The learner: Subtracts using number puzzles. Writes short subtraction statements. | The learner: Reads aloud. Spells the words Pronounces words. | Demonstration Observation Discovery Group guided discussion | Reading Counting Subtracting | Effective communication Creative thinking Decision making | Printed work | Understanding Mathematics TG Book 1 Page 58-59 | |

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| | Tue | | Operation on numbers. | Addition and subtraction. | Relate addition to subtraction | The learner: Relates addition to subtraction, as one as the inverse of the other. | The learner: Reads aloud. Spells the words. Pronounces words. | Demonstration Observation Discovery Group guided discussion | Reading Counting Subtracting Adding | Effective communication Creative thinking Decision making | Counters such as seeds, pencils, bottle tops | Understanding Mathematics TG Book 1 Page 78 PB1: Pg 50-51 | |
| | Wed | | Measures | Comparing Height. | Comparing height using taller, shorter, longer | The learner: Compares height using taller, longer and shorter. Draws pictures of different height | The learner: Reads and spells accurately. Pronounces the words correctly. | Demonstration Observation Discovery Group guided discussion | Naming Writing Measuring Drawing | Effective communication Creative thinking Decision making | Real objects | Understanding Mathematics TG Book 1 Page 117-119 | |
| | Thu | | Measures | Measuring capacity | Comparing capacity of different capacity using more, less | The learner: Compares capacity of different containers. Draws pictures of different containers. | The learner: Reads and spells accurately. Pronounces the words correctly. | Demonstration Observation Discovery Group guided discussion | Measuring Drawing | Effective communication Creative thinking Decision making | Containers of different capacity. | Understanding Mathematics TG Book 1 Page 117-119 | |
| | Fri | | Measures | Measuring Mass. | Comparing mass using heavier or lighter | The learner: Comparing mass using heavier or lighter. | The learner: Reads and spells accurately. Pronounces the words related to measuring mass. | Demonstration Observation Discovery Group guided discussion | Reading Measuring Drawing Writing | Effective communication Creative thinking Decision making | Light objects such as paper, pencil Heavy objects such as stones, sand | Understanding Mathematics TG Pg 119 | |

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| 10 | Mon | Things found in our home. | Numeration system and place value | Place values. | The idea of ones and tens. | The learner: Recognises the ones. Identifies ones. Draws and writes ones and tens. | The learner: Reads and spells accurately. Pronounces the words. | Demonstration Observation Discovery Group guided discussion | Drawing Naming Counting Writing | Effective communication Creative thinking Decision making | Counters Such as sticks ,bottle tops, Seeds,place value tins | Understanding Mathematics TG Book 1 Page 61-67 | |
| | Tue | | Numeration system and place value | Place values | Ones and tens. | The learner: Recognises the ones and tens. Identifies ones and tens. Draws ones and tens. | The learner: Reads and spells accurately. Pronounces the words correctly. | Demonstration Observation Discovery Group guided discussion | Reading Naming Writing Drawing | Effective communication Creative thinking Decision making Critical thinking | Counters Such as sticks ,bottle tops, Seeds,place value tins | Understanding Mathematics TG Book 1 Page 61-67 | |
| | Wed | | Numeration system and place value | Place values | Counting tens | The learner: Recognises bundles of tens. Identifies tens Counts tens | The learner: Reads and spells accurately. Pronounces the tens. | Demonstration Observation Discovery Group guided discussion | Reading Comparing Drawing Counting Writing | Effective communication Creative thinking Decision making Critical thinking | Counters such as sticks,seeds, bottle tops | Understanding Mathematics TG Book 1 Page 61-67 | |
| | Thu | | Numeration system and place value | Place values | Ones and tens | The learner: Recognises the ones and tens. Identifies ones and tens. Counts ones and tens. | The learner: Reads and spells accurately. Pronounces the number words correctly. | Demonstration Observation Discovery Group guided discussion | Reading Sorting Ordering Writing Comparing | Effective communication Creative thinking Decision making Critical thinking | Counters such as sticks,seeds bottle tops | Understanding Mathematics TG Book 1 Page 61-67 | |

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| | Fri | | Numeration system and place value | Place values | Drawing ones and tens. | The learner: Recognises ones and tens. Identifies ones and tens. | The learner: Reads and spells accurately. Pronounces the number words correctly. | Demonstration Observation Discovery Group guided discussion | Reading Writing Drawing Counting | Effective communication Creative thinking Decision making Critical thinking | Counters such as sticks, seeds bottle tops | Understanding Mathematics TG Book 1 Page 61-67 | |
| 11 | Mon | Our community. | Numeration system and place value | Place values | Filling in ones and tens using the bundles and single sticks. | The learner: Recognises ones and tens. Identifies ones and tens. | The learner: Reads the number names correctly. Spells the words correctly. Pronounces the words correctly. | Demonstration Observation Discovery Group guided discussion | Reading Writing Drawing Counting | Effective communication Creative thinking Decision making Critical thinking Accuracy | Counters such as sticks, seeds, Bottle tops. | Understanding Mathematics TG Book 1 Page 61-67 | |
| | Tue | | Numeration system and place value | Place values | Identifying ones and tens. | The learner: Recognises ones and tens. Identifies ones and tens. | Reads the fractions. Spells the words correctly. Pronounces the words correctly. | Demonstration Observation Discovery Group guided discussion | Reading Writing Drawing Counting | Effective communication Creative thinking Decision making Critical thinking Accuracy | Counters such as sticks, seeds bottle tops | Understanding Mathematics TG Book 1 Page 61-67 | |
| | Wed | | Numeration system and place value | Place values | Identifying ones and tens on the abacus. | The learner: Recognises ones and tens on the abacus. Identifies ones and tens on the abacus. | The learner: Reads the number names correctly. Spells the words correctly. Pronounces the words correctly. | Demonstration Observation Discovery Group guided discussion | Reading Writing Drawing Counting | Effective communication Creative thinking Decision making Critical thinking | Abacus of ones and tens | Understanding Mathematics TG Book 1 Page 61-67 | |

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| | Thu | | Numeration system and place value | Counting numbers. | Reading and writing numbers 11-19 | The learner: Counts numbers 11-20. Recognises number symbols. Identifies number symbols. | The learner: Reads the number names correctly. Spells the words correctly. Pronounces the words correctly. | Demonstration Observation Discovery Group guided discussion | Reading Writing Counting Adding | Effective communication Creative thinking Decision making Critical thinking | Counters such as seeds, sticks | The National Primary School Curriculum for Uganda Book 1 Page 21 | |
| | Fri | | Numeration system and place value | Counting numbers | Assigning numbers. | The learner: Draws pictures for the given numbers. Identifies the number symbols. Counts the number symbols. | The learner: Reads the number names correctly. Spells the words correctly. Pronounces the words correctly. | Demonstration Observation Discovery Group guided discussion | Reading Writing Counting Drawing | Effective communication Creative thinking Decision making Critical thinking | Number chart Number tags | The National Primary School Curriculum for Uganda Book 1 Page 21 | |
| 1 2 | Mon | Activities in our community. | Numeration system and place value | Counting numbers | Sequencing numbers. | The learner: Identifies the number symbols. Counts the number symbols. | The learner: Reads the number names correctly. Spells the words correctly. Pronounces the words correctly. | Demonstration Observation Discovery Group guided discussion | Reading Writing Filling in activity | Effective communication Creative thinking Decision making Critical thinking | Number chart Number tags | The National Primary School Curriculum for Uganda Book 1 Page 21 | |

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| | Tue | | Numeration system and place value | Counting numbers | Comparing numbers | The learner: Identifies numbers Counts number symbols respectively. Compares numbers. | The learner: Reads the number names correctly. Spells the words correctly. Pronounces the number symbols correctly. | Demonstration Observation Discovery Group guided discussion | Reading Writing Comparing | Effective communication Creative thinking Decision making Critical thinking | Number chart Number tags | The National Primary School Curriculum for Uganda Book 1 Page 21 | |
| | Wed | | Numeration system and place value | Counting numbers | Ordering numbers from the smallest to the biggest. | The learner: Identifies numbers Counts number symbols respectively. Orders numbers | The learner: Reads the number names correctly. Spells the words correctly. Pronounces the number symbols correctly. | Demonstration Observation Discovery Group guided discussion | Reading Writing Ordering | Effective communication Creative thinking Decision making Critical thinking | Number chart Number tags | The National Primary School Curriculum for Uganda Book 1 Page 21 | |
| | Thu | | Numeration system and place value | Counting numbers | Ordering numbers from the biggest to smallest. | The learner: Identifies numbers Counts number symbols respectively. Orders numbers | The learner: Reads the number names correctly. Spells the words correctly. Pronounces the number symbols correctly. | Demonstration Observation Discovery Group guided discussion | Reading Writing Ordering | Effective communication Creative thinking Decision making Critical thinking Problem solving | Number chart Number tags | The National Primary School Curriculum for Uganda Book 1 Page 21 | |

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| | Fri | | Numeration system and place value | Counting numbers | Writing number symbols in words. | The learner: Identifies numbers Counts number symbols respectively. Writes words in words. | The learner: Reads the number names correctly. Spells the words correctly. Pronounces the number symbols correctly. | Demonstration Observation Discovery Group guided discussion | Reading Writing | Effective communication Creative thinking Decision making Critical thinking Problem solving | Number chart Number tags | The National Primary School Curriculum for Uganda Book 1 Page 21 | |
| 13 | Mon | Important people in our community. | Numeration system and place value | Counting numbers 20-50 | Reading and writing number symbols in words. 20-50 | The learner: Identifies numbers Counts number symbols respectively. Writes words in words. | The learner: Reads the number names correctly. Spells the words correctly. Pronounces the number symbols correctly. | Demonstration Observation Discovery Group guided discussion | Reading Writing Counting | Effective communication Creative thinking Decision making Critical thinking Problem solving | Number chart Number tags | The National Primary School Curriculum for Uganda Book 1 Page 21 | |
| | Tue | | Numeration system and place value | Counting numbers 20-50 | Assigning numbers. | The learner: Draws pictures for the given numbers Identifies the number symbols. Counts the number symbols. | The learner: Reads the number names correctly. Spells the words correctly. Pronounces the words correctly | Demonstration Observation Discovery Group guided discussion | Reading Writing Counting Drawing | Effective communication Creative thinking Decision making Critical thinking Problem solving | Number chart Number tags | The National Primary School Curriculum for Uganda Book 1 Page 21 | |

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| | Wed | | Numeration system and place value | Counting numbers 20-50 | Sequencing numbers. | The learner: Identifies the number symbols. Counts the number symbols. Finds the missing numbers. | The learner: Reads the number names correctly. Spells the words correctly. Pronounces the number symbols correctly. | Demonstration Observation Discovery Group guided discussion | Reading Writing Filling in activity | Effective communication Creative thinking Decision making Critical thinking Problem solving | Number chart Number tags | The National Primary School Curriculum for Uganda Book 1 Page 21 | |
| | Thu | | Numeration system and place value | Counting numbers 20-50 | Comparing numbers. | The learner: Identifies numbers Counts number symbols respectively. Compares numbers | The learner: Reads the number names correctly. Spells the words correctly. Pronounces the number symbols correctly. | Demonstration Observation Discovery Group guided discussion | Reading Writing Comparing | Effective communication Creative thinking Decision making Critical thinking Problem solving | Number chart Number tags | The National Primary School Curriculum for Uganda Book 1 Page 21 | |
| | Fri | | Numeration system and place value | Counting numbers 20-50 | Ordering numbers from the smallest to the biggest. | The learner: Identifies numbers Counts numbers symbols respectively. Orders numbers | The learner: Reads the number names correctly. Spells the words correctly. Pronounces the number symbols correctly. | Demonstration Observation Discovery Group guided discussion | Reading Writing Ordering | Effective communication Creative thinking Decision making Critical thinking Problem solving | Number chart Number tags | The National Primary School Curriculum for Uganda Book 1 Page 21 | |

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| 14 | Mon | The Human Body and Health | Numeration system and place value | Counting numbers 20-50 | Ordering numbers from the biggest to smallest. | The learner: Identifies numbers Counts numbers symbols respectively. Orders numbers | The learner: Reads the number names correctly. Spells the words correctly. Pronounces the number symbols correctly. | Demonstration Observation Discovery Group guided discussion | Reading Writing Ordering | Effective communication Creative thinking Decision making Critical thinking Problem solving | Number chart Number tags | The National Primary School Curriculum for Uganda Book 1 Page 21 | |
| | Tue | | Numeration system and place value | Counting numbers 20-50 | Writing number symbols in words. | The learner: Identifies numbers Counts numbers symbols respectively. Writes words in words. | The learner: Reads the number names correctly. Spells the words correctly. Pronounces the number symbols correctly. | Demonstration Observation Discovery Group guided discussion | Reading Writing | Effective communication Creative thinking Decision making Critical thinking Problem solving | Number chart Number tags | The National Primary School Curriculum for Uganda Book 1 Page 21 | |
| | Wed | | Operation on numbers | Addition of numbers. | Adding two digit numbers to a single digit numbers with sum up to 19 horizontally | The learner: Adds two digit numbers to a single digit number. | The learner: Reads the number names correctly. Spells the words correctly. Pronounces the number symbols correctly. | Demonstration Observation Discovery Group guided discussion | Reading Writing Adding | Effective communication Creative thinking Decision making Critical thinking Problem solving | Counters such as seeds, bottle tops, straws | Understanding Mathematics PB: Pg 45-46 TG Book 1 Page 78- 79 | |

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|--|-----|--|----------------------|-------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------|-----------------------------------------------------------------------|--|
| | Thu | | Operation on numbers | Addition of numbers. | Word problems involving addition. | The learner: Reads the word problems. Interprets the word problems. Solves the problem. | The learner: Reads the number names correctly. Spells the words correctly. Pronounces the number symbols correctly. | Demonstration Observation Discovery Group guided discussion | Reading Interpreting Solving problems. | Effective communication Creative thinking Decision making Critical thinking Problem solving | Printed work Number cards | Understanding Mathematics PB: Pg 45-46 TG Book 1 Page 78- 79 | |
| | Thu | | Operation on numbers | Subtraction of numbers. | Subtracting a single digit number from two digit numbers horizontally. | The learner: Subtracts a single digit number from two digit numbers | The learner: Reads the short statements correctly. Spells the words correctly. Pronounces the number symbols correctly. | Demonstration Observation Discovery Group guided discussion | Reading Writing Adding | Effective communication Creative thinking Decision making Critical thinking Problem solving | Printed work Number cards | Understanding Mathematics PB: Pg 45-46 TG Book 1 Page 78- 79 | |
| | Fri | | Operation on numbers | Subtraction of numbers. | Subtracting a single digit number from two digit numbers vertically. | The learner: Subtracts a single digit number from two digit numbers vertically. | The learner: Reads the short statements correctly. Spells the words correctly. Pronounces the number symbols correctly. | Demonstration Observation Discovery Group guided discussion | Reading Writing Subtracting | Effective communication Creative thinking Decision making Critical thinking Problem solving | Counters such as seeds, bottle tops, straws | Understanding Mathematics PB: Pg 45-46 TG Book 1 Page 78- 79 | |

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|----|-----|-------------------------------|-----------------------|-------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------|--|
| 15 | Mon | Ways of caring for body parts | Operations on numbers | Subtraction of numbers. | Word problems involving addition | The learner: Reads the word problems. Interprets the word problems. Solves the problem. | The learner: Reads the number names correctly. Spells the words correctly. Pronounces the number symbols correctly | Demonstration Observation Discovery Group guided discussion | Reading Interpreting Solving problems. | Effective communication Creative thinking Decision making Critical thinking Problem solving | Counters such as seeds, bottle tops, straws | Understanding Mathematics PB:Pg 45-46 TG Book 1 Page 78- 79 | |
| | Tue | | Operations on numbers | Addition Subtraction | Adding and subtracting two digit numbers to a single digit numbers horizontally | The learner: Relates addition to subtraction one as the versa of the other. | The learner: Reads the number names correctly. Spells the words correctly. Pronounces the number symbols correctly. | Demonstration Observation Discovery Group guided discussion | Reading Writing Adding Subtracting | Effective communication Creative thinking Decision making Critical thinking Problem solving | Number chart Number tags Number chart Number tags | Understanding Mathematics PB 1:Pg.50-51 TG Book 1 Page 78- 79 | |