



P.1 MATHEMATICS SCHEME OF WORK FOR TERM ONE

Learning outcomes: The learner is able to

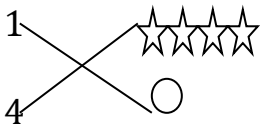
-know, communicate with and relate to other people harmoniously.

-know and relate to people, identify things in the home, appreciate and participate in home activities.

-know, communicate with and relate with other people harmoniously and identify important places in the community

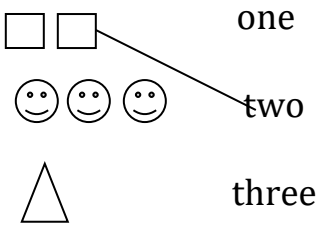
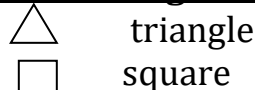
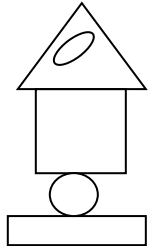
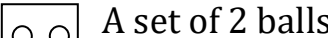
-identify, protect, know and care for his/ her body for health.



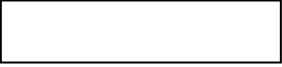
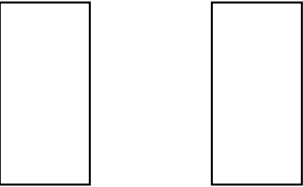
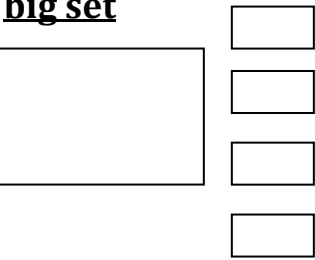

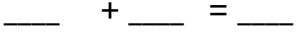

W	P	THE	SUB-	CONTENT	COMPETENC	METHODS/	ACTIVITI	INDICATO	INSTRUCTI	REF	R
K	D	ME	THEME		ES	TECHNIQUE	ES	RS OF	ONAL		E
						S		LIFE	MATERIALS		M
								SKILLS			
								AND			
								VALUES			
1	1	Our school	People in our school	Counting objects e.g. steps, pencils, books, chairs, tables, desks	The learner -counts objects -identifies the given objects	Demonstration -discussion	Counting Sorting	Fluency Critical thinking	Real objects e.g books	MK thematic book 1	
	2			Counting numbers 1-20	The learner -counts and writes numbers 1 to 20 correctly	Explanation Observation Question and answer	Counting Reciting Writing	Logical thinking Fluency	Flash cards Counters chart showing numbers	MK thematic book 1	
	3			Counting numbers from 20 -50	The learner	Explanation	Counting	Logical thinking	Counters	MK thematic	

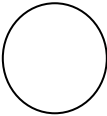
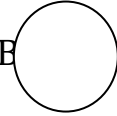
				-counts and writes given numbers correctly	Observation Demonstration	Reciting Writing	Creative thinking		c book 1	
4		<p><u>Matching numbers with objects</u></p>  <p><u>-counting objects and writing numbers</u></p> <p>☆ ☆ = 2</p> <p>○ ○ ○ = 3</p>	Matches members with objects correctly -counts and writes numbers	Demonstration -explanation -observation	Drawing Counting Writing	Logical thinking Problem solving	Chalk board illustration Real objects Flash cards	MK thematic book 1 page 2		
5		<p><u>Filling in missing numbers</u></p> <p>2, __, 4, 5, ____</p> <p>8, __, 10, ____, 12</p> <p>16, ____, 18, __, 20</p>	The learner: -fills the missing numbers -writes the numbers correctly	-explanation -observation -guided discovery - demonstration	-filling and writing the missing numbers	-critical thinking -problem solving	Chalk board illustration	MK thematic book 1 page 2		
2	1	<p><u>Writing the number after</u></p> <p>3, ____</p> <p>4, ____</p> <p>7, ____</p>	The learner: -recognizes numbers that come after correctly	-explanation -discussion	-writing -adding - discussing -counting	-critical thinking -problem solving	Chalk board illustration Flash cards	MK thematic book 1 page 2		

			Note: number after we add one (1) to the given number e.g 5, ____ $5 + 1 = 6$	-writes the number						
2			<u>Writing the number before</u> ____, 2 ____, 5 ____, 9 Note: number before we subtract one (1) to the given number e.g ____ , 5 $5 - 1 = 4$	The learner -recognizes numbers that come before -writes the number	-discussion -explanation	-writing - subtracting -counting	-critical thinking -problem solving	Chalk board illustration Flash cards	MK thematic book 1 page 2	
3			<u>Writing the number between</u> 4, __, 6 8, __, 10 Note: either add (1) or subtract (1)	The learner: -finds the number -writes the number in between correctly	-explanation -discussion - demonstration	-writing numbers between -writing -counting	-problem solving -critical thinking	Chalk board illustration	Understanding Mathematics	
4		Things in our school	<u>Finding the smaller number</u> i) 3 and 30 ii) - and 10 find the bigger number i) 17 and 7 ii) 04 and 40 iii) 1 and 3	The learner: -circles the smallest number -identifies bigger number	-explanation - demonstration -discussion	-circling -reading -writing	-problem solving Critical thinking	Chalk board illustration	Understanding Mathematics	

	5		<p><u>Arranging numbers from the smallest to the biggest.</u> (ascending order)</p> <p>a. 4, 3, 5, 2, ____</p> <p>b. 0, 5, 8, 3, 1__</p>	<p>The learner;</p> <p>arranges numbers from the smallest to biggest</p> <p>-writes numbers from the smallest</p>	<p>-explanation</p> <p>- demonstration</p> <p>-guided discovery</p>	<p>- arranging and writing</p> <p>-ordering numbers</p>	<p>-critical thinking</p> <p>-problem solving</p>	Chalk board illustration	Improve your mathematics book 1 page 16
3	1		<p><u>-Arranging numbers from biggest to smallest</u> (descending order)</p> <p>i) 3, 4, 0, 9, 8 =</p> <p>ii) 1, 2, 6, 7, 3 =</p>	<p>The learner</p> <p>-arranges numbers from biggest to smallest</p> <p>-identifies the numbers</p>	<p>-explanation</p> <p>- demonstration</p> <p>-discussion</p>	<p>-ordering numbers</p> <p>-writing</p> <p>- arranging</p>	-logical thinking	Chalk board illustration	Improve your mathematics book 1 page 16
	2	Activities in our school	<p><u>Comparing numbers using smallest and biggest</u> 4, 6, 2</p> <p>2 is the smallest (least)</p> <p>6 is the biggest (greatest)</p>	<p>The learner</p> <p>-identifies biggest and smallest numbers</p> <p>-writes numbers correctly</p>	<p>-discovery</p> <p>- demonstration</p> <p>-guided discovery</p>	<p>- comparing</p> <p>-writing</p>	<p>-critical thinking</p> <p>-logical thinking</p>	Chalk board illustration	Improve your mathematics book 1 page 16
	3		<p><u>Writing number words.</u> Zero, two, one, four, five, eight</p> <p>-counting and writing number words</p>	<p>The learner</p> <p>-writes the words for the given figure</p> <p>-counts objects and writes words</p>	<p>-explanation</p> <p>-discussion</p> <p>- demonstration</p>	<p>- comparing</p> <p>-reading</p> <p>-writing</p> <p>-drawing</p> <p>- matching</p>	<p>-logical thinking</p> <p>-critical thinking</p>	Chalk board illustration	Improve your mathematics book 1 page 16

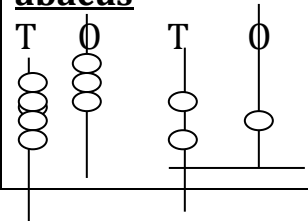
	4		<p><u>Matches objects to number words</u></p> 	<p>The learner</p> <ul style="list-style-type: none"> -reads the number words -matches the objects with numbers correctly 	<ul style="list-style-type: none"> -explanation -observation 	<ul style="list-style-type: none"> - matching -drawing -writing 	<ul style="list-style-type: none"> -problem solving -logical thinking 	Chalk board illustration	MK MTC book 1	
	5	Our home	<p><u>Drawing shapes and naming them</u></p>  <p>triangle square</p> <p>Filling in missing letters (shapes) r__ctangle c_rcle</p>	<p>The learner:</p> <ul style="list-style-type: none"> -draws and names the shapes -matches correctly -filling the missing letters 	<ul style="list-style-type: none"> -explanation - demonstration -observation 	<ul style="list-style-type: none"> -drawing -spelling - matching -filling in missing letters -writing 	<ul style="list-style-type: none"> -problem solving -critical thinking 	Chalk board illustration	MK MTC book 1	
4	1		<p><u>Name the shapes of the given structure</u></p> 	<p>The learner</p> <ul style="list-style-type: none"> -draws and names the given shapes 	<ul style="list-style-type: none"> -explanation -observation -question and answer 	<ul style="list-style-type: none"> -drawing -naming -writing 	<ul style="list-style-type: none"> Problem solving -accuracy 	Real objects -chalk board illustration	Mk Bk 1 page 1	
	2	Activities in our home	<p><u>Sets (definition)</u></p> <p>A set is a collection of well defined objects</p> <p><i>-Naming sets</i></p> 	<p>The learner</p> <ul style="list-style-type: none"> -defines a set -names the given sets correctly 	<ul style="list-style-type: none"> -explanation -observation -question and answer 	<ul style="list-style-type: none"> Defining -naming -drawing 	<ul style="list-style-type: none"> Accuracy -problem solving 	-real objects -chalk board illustration	Mk Bk 1 page 1	

			 An empty set							
	3		<p><u>Drawing sets</u></p> <p>1. A set of 4 flowers</p>  <p>2. A set of 2 girls</p> 	The learner -draws the given sets -counts members in the set	-explanation - demonstration -observation	-reading -drawing -counting	-logical thinking -accuracy	-real objects -chalk board illustration	Mk Bk 1 page 1	
	4	People in our community	<p><u>Matching related objects</u></p> 	The learner -matches related sets -draws and identifies related sets	-explanation -discussion - demonstration	Matching Drawing	Problem solving -critical thinking	-chalk board illustration	Mk Bk 1 page 5	
	5		<p><u>Forming new sets (subsets) from a big set</u></p> 	The learner -forms new sets -draws the small sets and the big set	-discovery -forming new sets -grouping -drawing	-sorting -forming new sets -grouping -drawing	-logical thinking	-chalk board illustration -real objects	Mk Mtc Bk 1 page 6	
5	1		<p><u>Joining sets</u></p>  $\bigcirc + \bigcirc = \bigcirc$  $\text{---} + \text{---} = \text{---}$  $\bigcirc + \bigcirc = \bigcirc$	The learner -identifies the sets -joins the sets	-explanation -discovery - demonstration	- identifying -counting -drawing	-logical thinking -critical thinking	-chalk board illustration -real objects	Mk Mtc Bk 1 page 6	

			$\underline{\quad} + \underline{\quad} = \underline{\quad}$	-draws the sets		-joining	-problem solving			
2			<p><u>Comparing sets using "less or more"</u></p> <p>A  B </p> <p>a. Set A has _____ members b. Set B has _____ members c. Ser A and B has _____ members</p>	The learner -compares the sets correctly -draws the sets given	-explanation -observation -discovery	-comparin g -drawing -counting	-problem solving -critical thinking	-chalk board illustration -real objects	Mk Mtc Bk 1 page 6	
3			<p><u>Adding numbers less than 20 horizontally</u></p> <p>$2 + 3 + 4 = 9$ $1 + 6 = 7$</p>	The learner -identifies the 2 and 3 digit numbers -adds the given numbers	-explanation - demonstration -discovery	-drawing -counting -adding -writing	-accuracy -problem solving	-concrete objects -chalk board illustration	Unders tanding MTC bk 1 page 36	
4			<p><u>Adding numbers less than 20 vertically</u></p> <p> $\begin{array}{r} 1 \quad 4 \quad 3 \\ +2 \quad +2 \quad 0 \\ \hline \quad \quad +5 \quad \\ \hline \end{array}$ </p>	The learner -identifies the given numbers -adds the numbers vertically	- demonstration -discovery -explanation	-drawing -adding -writing	-accuracy -problem solving	-chalk board illustration	Unders tanding MTC bk 1 page 36	
5			<p><u>Word problems involving addition</u></p> <p>3 dogs plus 1 dog gives _____ dogd</p>	The learner --reads and interprets correctly	-explanation	-drawing -counting	-accuracy -problem solving	Real objects Chalk board illustration	Mk Mtc Bk 1 page 68	

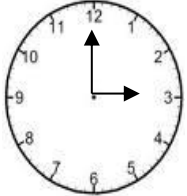
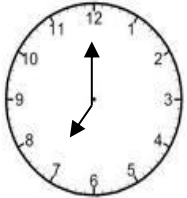
			2. three books and two books gives ____ books.	-counts and subtracts correctly	- demonstration	- subtracting				
6	1		<u>Subtracting objects</u>	The learner -identifies given numbers horizontally and vertically	-explanation Demonstration	Counting Subtracting Drawing	Accuracy Logical thinking	Real objects Chalk board illustration	Mk Mtc Bk 1 page 68	
	2		<u>Subtracting numbers less than 20 horizontally</u> 8 - 2 = 6 4 - 0 = 4 <u>Vertically</u> $\begin{array}{r} 3 \quad 5 \quad 9 \\ -1 \quad -2 \quad -0 \\ \hline \quad \quad \quad \end{array}$	The learner -identifies given numbers horizontally and vertically	-explanation - demonstration	Counting Logical thinking	Accuracy Logical thinking	Real objects Chalk board illustration	Mk Mtc Bk 1 page 68	
	3		<u>Word problem that involve subtraction</u> i) 4 takeaway 3 equals ____ ii) Three minus two equals ____ iii) Subtract 6 from 9 ____	The learner -reads and interprets correctly -subtracts correctly	-explanation - demonstration	-reading - interpreting - subtracting -drawing	-accuracy -creative thinking -problem solving	Chalk board illustration	Mk Mtc Bk 1 page 68	
	4		<u>Number line</u> <u>Adding</u> numbers using a number line practically 1. 2 + 3 = 5	The learner -adds correctly using a number line	-guided discovery -explanation	Adding -drawing	Problem solving -accuracy	Chalk board illustration	Teacher collection	

			0 1 2 3 4 5 6 7 8 9 10	-draws the number line	- demonstration					
5		Important places in our community	More of adding on the number line 1. $4 + 0 = 4$ 0 1 2 3 4 5 6 7 8 9 10	The learner -adds correctly using a number line -draws the number line	-guided discovery -explanation	-adding -drawing	-problem solving -accuracy	Chalk board illustration	Teacher collection	
7	1		Subtracting numbers using a number line 1. $5 - =3$ partially 0 1 2 3 4 5 6 7 8 9 10	The learner -subtracts using a number line practically	Guided discovery -explanation	- subtracting -drawing	-problem solving -accuracy	Compound	Thematic curr	
	2		More of subtracting using a number line $7 - 7 = 0$ 0 1 2 3 4 5 6 7 8 9 10	The learner -subtracts using a number line	-guided discovery -explanation	- subtracting -drawing	-problem solving -accuracy	Compounds	Thematic curr	
	3		Place values <u>-counting in tens</u> 1 ten = 10 2 tens = 20 3 tens = 30	The learner -counts and makes groups of tens -writes the values of groups counted	-explanation - demonstration -observation	-counting -drawing -writing	-critical thinking -problem solving	-chalk board illustration	MK MTC Bk 1 page 34	

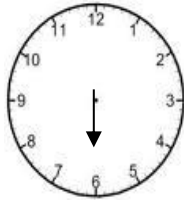
	4		<p><u>Counting in tens and ones</u></p> <p>___ tens ___ ones __ tens ___ ones</p> <p>Drawing tens and ones 12= 15= 7 = 03 =</p>	<p>The learner -draws tens and ones -counts tens and ones correctly</p>	<p>-explanation - demonstration</p>	<p>-drawing -counting -writing</p>	<p>-problem solving -critical thinking</p>	<p>-counters -chalk board illustration</p>	<p>MK MTC BK1 page 35</p>	
	5		<p><u>Filling in tens and ones using illustrations</u></p> <p>30 = ___ tens ___ ones ___ tens ___ ones = 91 4 tens ___ ones = 47 6 tens 2 ones = ___ 5 tens + 3 ones = ___</p>	<p>The learner -fills in the tens and ones -writes tens and ones correctly</p>	<p>Discussion Question and answer Discovery</p>	<p>Writing Counting Filling</p>	<p>-Problem solving -critical thinking</p>	<p>-Counters -Chalk board illustration</p>	<p>MK MTC BK1 page 35</p>	
8	1		<p><u>Filling in tens and ones</u></p> <p>3 tens 4 ones = _____ ___ tens ___ ones = 6 4 tens ___ ones = 45</p>	<p>The learner -fills in tens and ones -writes tens and ones correctly</p>	<p>-question and answer -explanation</p>	<p>-filling in -writing</p>	<p>-creative thinking - discussion</p>	<p>-counters -chalk board illustration</p>	<p>MK MTC BK1 page 36</p>	
	2		<p><u>Counting in tens and ones on the abacus</u></p> 	<p>The learner -counts tens and ones correctly</p>	<p>-discovery - demonstration</p>	<p>-drawing -counting -writing</p>	<p>-logical thinking Critical thinking</p>	<p>-chalk board illustration</p>	<p>MK MTC BK1 page 54</p>	

				5 3	-writes tens and ones correctly						
3		External parts of the body and their uses	<u>Drawing and showing numbers on the abacus</u> $\begin{array}{cc cc} T & O & T & O \\ \hline 3 & 2 & & \end{array}$	The learner -draws tens and ones correctly -identifies and shows the given number	-discussion -discovery -explanation	-drawing -counting -writing	-problem solving -creative thinking	Chalk board illustration	MK Bk 1 page 55		
4			Adding tens and ones $\begin{array}{cc cc} T & O & T & O \\ 1 & 2 & 3 & 4 \\ +4 & 2 & +1 & 5 \end{array}$	The learner; -identifies tens and ones -adds the given numbers on the abacus correctly	-explanation - demonstration -discussion	-counting -adding -writing	-logical thinking -problem solving Accuracy	Counters Chalk board illustration	MK Bk 1 page 56		
5			<u>Subtracting tens and ones on the abacus</u> $\begin{array}{cc cc} T & O & T & O \\ 4 & 3 & 1 & 0 \\ +4 & 2 & +1 & 5 \end{array}$	The learner -identifies tens and ones -adds the given numbers on the abacus correctly	-explanation - demonstration -discussion	-counting -adding -writing	-logical thinking -problem solving	Counters Chalk board illustration	Mk Bk 1 MTC page 56		
9	1		<u>Days of the week</u> There are 7 days in a week 1. Sunday 2. Monday	The learner -writes the days of the week correctly	-observation -guided discovery	-spelling -reading -writing	-logical thinking Fluency	A chart showing days of the week	Mk MTC BK 1 page 133		

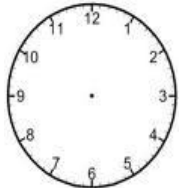
			<p>3. Tuesday 4. Wednesday 5. Thursday 6. Friday 7. Saturday</p>	-answers questions about the days of the week						
2		Personal hygiene	<p>Filling in the missing days and the letters in the days of the week. (before and after) Frida, ____, Sunday ____, Tuesday Wed__esday, Fr__day, Th__rsaday, S__turday</p>	<p>The learner -writes the days of the week -spells the names of the days of the week correctly</p>	<p>Observation Guided discovery Discussion</p>	<p>Spelling Reading Writing</p>	<p>Logical thinking Critical thinking</p>	Chalk board illustration	MK MTC 1 page 134	
3			<p>Reading and writing monthd of the year -there are 12 monthd in a year January, February, march, april, may, June, July, August, September, October, November, December</p>	<p>The learner -writes the months of the year correctly Spells and reads the months of the year</p>	<p>Explanation Guided discovery</p>	<p>Spelling Reciting Writing Reading</p>	<p>Confidenc e Critical thinking Fluency</p>	<p>A chart showing months of the year Flash cards</p>	Mk Bk 1 MTC page 134	
4			<p>Filling in the months before and after ____, February ____, April August, ____, November, __</p>	<p>The learner -fills in the months beforw and after</p>	<p>Question and answer -observation -discussion</p>	<p>-reading -spelling -reciting -writing</p>	<p>-problem solving - confidence</p>	Flash cards		

					-recites the months of the year correctly			-critical thinking		
	5			Writing the months of the year in full Jan Feb Oct Nov Dec	The learner -writes the months of the year in full -reads and spells words correctly	-question and answer Guided discovery	-reading Spelling Writing	-problem solving -confidence -critical thinking	Chalk board illustration	Mk Bk 1 MTC page 134
1 0	1		Diseases	Time -Hour hand-short hand -minute hand – long hand Telling time orally  It is 3 o'clock	The learner -tells time orally -identifies the hour hand and the minute hand	Demonstration Explanation Observation	Telling time Observation	Problem solving Critical thinking	Real objects e.g clock face	The N.P.S curriculum for Uganda book 1 page 40
	2			Telling the time on the clock face  It is ___ o'clock	The learner -tells time in hours correctly -draws the clock faces correctly	-demonstration -observation -discovery	-telling time -drawing -writing	-problem solving -accuracy -critical thinking	-real objects e.g clock face Chalk board illustration	Thematic curriculum

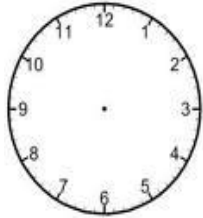




It is ___ o'clock

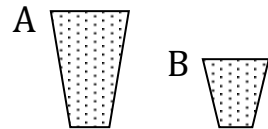


It is 4 o'clock



It is 12 o'clock

Capacity
Measuring capacity using more or less practically



Container A holds more water than container B

The learner
-draws the clock faces
-shows the time on the clock face

The learner
-measures the capacity practically using different containers
-finds the container that holds less or more

- demonstration
- observation
- discovery

- explanation
- discussion
- demonstration

- drawing
- reading
- showing time

Measuring liquids using container

- critical thinking
- logical thinking

- problem solving
Accuracy
Logical thinking

Chalk board illustration

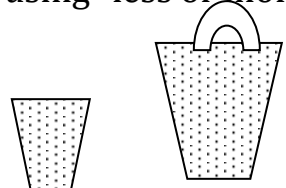
Real objects
Glasses
Buckets
Bottles

Thematic curriculum

Mk Pri
MTC Bk
1 page
102

3

4

			2. Container B holds less water than A							
5			<p>Measuring capacity using "less or more"</p>  <p>glass bucket</p> <p>A glass holds ___ water</p> <p>A bucket holds ___ water</p>	The learner -measures capacity using 'less or more' correctly	<p>Guided discovery</p> <p>-discussion</p> <p>- demonstration</p>	Comparing capacity	<p>Critical thinking</p> <p>-accuracy</p> <p>-logical thinking</p>	Bottle Glass Water Pots Jugs	Primary MTC book 1 page 102	