SCHEMES OF WORK MATHEMATICS GRADE 1 TERM 1

WEEK	LESSON	`STRAND THEME	S-STRAND	SPECIAL LEARNING OUTCOMES	KEY INQUIRY QUESTIO(S)	LEARNING EXPERIENCE	LEARNING RESOURCES	ASSEMENT METHODS	
1	1-3	NUMBERS	Number concept	By the end of the sub- strand, the learner should be able to sort and group objects according to colour, size and shape correctly:colour, size and shape	• How can we sort and group items?	• Learners in pairs to sort and group items with same attributes together	• Realia • Crayons • Cut outs	• Observation • Oral questions	
	4-5	NUMBERS	Number concept	The learners should be able to pair and match objects according to colour, size, and shape correctly:colour, size and shape	• How can we group and pair items?	• Learners to pair and ,attach items with same attributes together	• Cut outs • Crayons	• Oral questions • Observation	
2	1	NUMBERS	Number concept	The learner should be able to pair and match objects according to colour,size and shape correctly	• How can we group and pair items?	• Learners to pair and match items with the same attributes together	• Cut outs • Crayons	• Written exercise • Observation	
`	2	NUMBERS	Number concept	The learners should appreciate sorting, grouping, pairing and matching items in day to day activities(CAT)	• How can we group items?	• Learners to sort, group, pair and match items with same attributes together	•	• Written exercises • Observation	
	3-5	NUMBERS	Number concept	The learner should be able to order an sequence objects correctly: From least to most Most to least Identify which is bigger	• How can we find out which group has more objects then others?	• Learners in pairs to order objects from smallest to biggest	• Bottle tops • Stones	• Observation • Oral questions • Written exercises	
3	1-4	NUMBERS	Number concept	The learner should be able to identify: Which is smaller	• How can we find out which group is more objects	• Learners to order objects according to	• Stones • Bottle tops	• Written exercises • Observati	

				Tell which are more Tell which are less Tell which are the same	than others?	size form smallest t biggest		on • Oral questions	
	5	NUMBERS	Number concept	The learner should appreciate ordering and sequencing of items in day to day activities(CAT)	• How do we order and sequence objects considering their number?	• Learners to practice ordering and sequencing items in day to add activities	•	• Written exercises	
4	1	NUMBERS	Number concept	The learner should be able to make patterns using concrete objects	• How do we make patterns	• Learners to make patterns using real objects	• Realia • Cut outs	• Written exercises • Observation	
	2	NUMBER	Number concept	The learner should be able to recite number names in order 1-50 correctly	• How many ways can we count from 1-50	• Learners to recite numbers names up to 50	• Flash card • Counters • Chart	• Observation • Oral questions • Written exercise(fill in the missing numbers)	
	3-4	NUMBERS	Number concept	The learner should be able to recognize and represent numbers 1-30 using concrete objects correctly(draw number values)	• How many ways can we count 1-30?	• Learners to represent numbers 1-30 using concrete objects	• Straws • Flash cards • Stones	• Written exercises	
	5	NUMBERS	Number concept	The learner should be able to appreciate the value of numbers min day to day activities correctly	• How can we count 1-50?	• Learners to answer questions on number work	•	• Written exercises	
5	1-5	NUMBERS	Whole number	The learner should be able to count numbers forward and backwards 1-100 correctly Forward 1-50 Forward 20-100 Backward 1-30 Backward 30-60 Back ward 60-100	• How many ways can we count numbers 1-100?	• Learners to count in 1`s and 2`s up to 20 • Count forward • Count backward	• Flash cards • Coloured pencils • Straws	• Observation • Oral questions • Written exercises	

6	1-3	NUMBERS	Whole numbers	The learner should be able to count in 2`s,5`s, and 10`s correctly -2`s -5`s -10`s	• How many ways can we count from 1-100	• Learners to take turns to count in 2`s, 5`s ,10`s up to 100	• Straws • Coloured pencils	• Observation • Oral questions • Written exercises	
	4-5	NUMBERS	Whole number	The learner should be able to represent 1-50 using concrete objects correctly(possibility of outdoor lesson)	• How many ways can we count 1-50?	• Learners in groups to play games that involve representing numbers 1-50 using concrete objects	• Stones • Sticks • Straws	• Observation • Written exercises • Oral questions	
		NUMBERS	Whole number	The learner should be able to appreciate use of numbers in day to day activities(CAT)	• How many ways can we count 1-50	• Learners to answer questions on number recognition	•	• Observation • Written exercises	
		NUMBERS	Whole number	The learners should be able to identify place value of: Ones Tens Ones and tens In numbers and objects correctly	• How do we identify tens and ones	• Learners to identify place value o ones and tens	• Straws colored pencils • Stones	• Observation • Oral questions	
		NUMBERS	Whole number	The learners should be able to read and write numbers 1-50 in symbols correctly	• How many ways can we count 1-50	• Learners in pairs to recite and write numbers 1-50	• Flash cards • Chats	• Written exercises • Oral questions	
		NUMBERS	Whole numbers	The learner should be able to write numbers 1-100 in order correctly: 1-10 11-20 10s	• How do we spell numbers name?	• Learners to answer questions on number symbols and words •	• Flash CARDS • Charts	• Written exercises • Recognition	
		NUMBERS	Whole numbers	The learner should appreciate the value of numbers in day to	• How do we identify number	• Learners to answer	•	• Written exercises	

				day activities	values?	questions on number symbol and words		• Observation	
		NUMBERS	Whole numbers	The learners should be able to identify the missing numbers in number patterns(1-20) correctly.(forward and backward)	• How many ways do we count 1-20?``	• Learners to identify missing numbers in number patterns 1-2	• Flesh cards • Charts	• Written exercises • Oral questions	
	1	NUMBERS	Addition	The learner should be able to model addition and recognize it as putting things together correctly	• What is addition? • How do we add?	• Learners to model in pairs the sign ''+`` then put things together and count the total	• Plasticine • Real objects • Flash cards • Showing terms used in addition	• Oral questions • Written exercise	
	2	NUMBERS	Addition	The learners should be able to use the sins'+` and'=` in writing addition sentences correctly	• How do we use the signs'+` and'=`?	• Learners to use '+` and '=` to write addition sentences	• Counters • Real objects	• Written exercises	
	3-4	NUMBERS	Addition	The teacher should be able to add 1 digit number vertically and horizontally correctly up to a sum of 10`	• How do we add 1 digit to 1 digit number	• Learners toad 2 single digit numbers vertically and horizontally	• Counters • Real objects	• Written exercises	
	5-1	NUMBERS	Addition	The learner should be able to add 3single digit horizontally and vertically up to a sum of 10 correctly	• How do we add 3 digit numbers?	• Learners to add 3 digit numbers vertically and horizontally	• Counters • Real objects	• Written exercise	
	2-4	NUMBERS	Addition	The learner should be able to add 2 digit number vertically and horizontally(not exceeding 100)	• How do we add 2digi 2 numbers?	• Learners is to add 2 digit numbers vertically and horizontally	• Counters • Straws	• Written exercise • Observation	
	5	NUMBERS	Addition	The learners should be able to add multiple of ten up to 100	• How do we add multiples of ten?	• Learners to add multiple	• Counters • Bundles of	• Written exercise	

				vertically		to 100	ten		
13	1-5	NUMBERS	Addition	The learner should be able to read and solve word problems: One word with number symbol One word with number names Sentences with number symbols Sentences with number names Mixed exercise	• How do we work out word problems?	• Learners to read, understand and work out word problems	• Counters	• Oral questions • Written exercise	
14	1-5	NUMBERS	Addition	The learners should be able to work out missing numbers in patterns involving additional of whole numbers up to 100 correctly: Forward 1-20 Forward 20-40 Backward 40-60 Backward 60-80 Backward 80-100	• How do we work out missing numbers in number patterns	• Learners to work out missing numbers in number patterns	• Counters • Flash cards	• Observation • Written exercise	