JKF PRIMARY GRADE 1 MATHEMATICS SCHEMES OF WORK TERM 1

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| **Week** | **Lesson** | **Strand** | **Lesson** | **Specific Learning Outcomes** | **Key Inquiry Questions** | **Learning Experiences** | **Learning Resources** | **Assessment** | **Remarks** |
| **1** |  |  | **OPENING** | | | | |  |  |
| **2** | 1 | Numbers | Number concept | By the end of the lesson, the learner should be able to sort and group different objects according same size | How can we group objects of the same size | * Learners in pairs/groups to collect different types of objects. * Learners in pairs/groups to sort objects with the same attributes and   group them together. | * Sticks * Stones * Books * Pencils * JKF Primary Mathematics Learner’s Activity Book 1 page 1-2 | * Observe how learners collect, sort and group objects. |  |
|  | 2 | Numbers | Number | By the end of | How can we | * Learners in | * Textbooks | * Observe how |  |
|  |  | concept | the lesson, the | group items | pairs/groups to sort | * Exercise books | learners collect, |
|  |  |  | learner should | having | objects with same | * Pens | sort and group |
|  |  |  | be able to sort | different | colours and group | * Sharpeners | objects of |
|  |  |  | and group | colours? | them together. | * Bottles | different colours |
|  |  |  | different objects |  | * Learners in | * JKF Primary | * Giving out in |
|  |  |  | according to |  | groups /pairs | Mathematics | class exercise |
|  |  |  | colour. |  | collecting and | Learner’s |  |
|  |  |  |  |  | presenting different | Activity Book 1 |  |
|  |  |  |  |  | objects of different | page 1-2 |  |
|  |  |  |  |  | colours |  |  |
|  | 3 | Numbers | Number | By the end of | How can we | * Learners in | * Balls | Observe learners |  |
|  |  | concept | the lesson the | group items | pairs/groups to | * Cups | collecting and |
|  |  |  | learner should | having | collect different | * Spoons | sorting different |
|  |  |  | be able to sort | different | types of objects of | * Wooden items | items |

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|  |  |  |  | and group items | shapes? | different shapes. | within the class |  |  |
| according to |  | * Learners in | * JKF Primary |
| shape |  | groups/pairs to sort | Mathematics |
|  |  | objects with same | Learner’s |
|  |  | shape | Activity Book 1 |
|  |  |  | page 1-2 |
|  | 4 | Numbers | Number | By the end of | How can we | * Learners in | * Pencils | Observe learners |  |
|  |  | concept | the lesson the | sort and group | pairs/groups | * Sticks | collecting, |
|  |  |  | learner should | items having | sorting and | * Stones | sorting and |
|  |  |  | be able to sort | different sizes? | grouping items of | * Bottles | grouping items |
|  |  |  | and group items |  | same sizes and | * JKF Primary | according to |
|  |  |  | of different |  | grouping them | Mathematics | their shapes |
|  |  |  | sizes |  | together | Learner’s |  |
|  |  |  |  |  |  | Activity Book 1 |  |
|  |  |  |  |  |  | page 1-2 |  |
|  | 5 | Numbers | Number | By the end of | How can we | * Learners in | * Spoons and | Observe learners |  |
|  |  | concept | the lesson, the | group items | pairs/groups to | plates | collecting, |
|  |  |  | learner should | according to | collect different | * Books and | sorting and |
|  |  |  | be able to; sort | their use? | types of safe | pens | grouping |
|  |  |  | and group |  | objects | * chalks | different objects |
|  |  |  | different items |  | * Learners in | * JKF Primary |  |
|  |  |  | according to |  | pairs/groups | Mathematics |  |
|  |  |  | their use |  | sorting items of the | Learner’s |  |
|  |  |  |  |  | same use and group | Activity Book 1 |  |
|  |  |  |  |  | them together | page 1-2 |  |
| **3** | 1 | Numbers | Number  concept | By the end of  the lesson the | How do you  represent | Learners in  groups/pairs to | * Books and   pens | Observing the  learners sort |  |
|  |  |  |  | learner should | numbers using | represent numbers | * learner’s shoes | different items |
|  |  |  |  | be able to | objects | up to 10 using | * learner’s bags | according to |
|  |  |  |  | should be able |  | objects. guide | * JKF Primary | shape, size and |
|  |  |  |  | to represent |  | learners to fill in | Mathematics | colour. |
|  |  |  |  | number up to 10 |  | the tables | Learner’s |  |
|  |  |  |  | using objects |  |  | Activity Book 1 |  |

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|  |  |  |  |  |  |  | page 1-2 |  |  |
|  | 3 | Numbers | Number concept | By the end of the lesson the learner should be able to pair and match objects in the environment | How can we pair and match objects? | * Learners in pairs/groups to play digital games involving sorting and grouping objects according   to different attributes | * News papers * Text books * JKF Primary Mathematics Learner’s Activity Book 1 page 3 | * Giving matching exercise in class * Observing learners play the matching games |  |
|  | 4 | Numbers | Number concept | By the end of the lesson the learner should be able to pair and match objects to establish ‘equal to’ ‘more than’ and ‘less than’ and same as | * How do you identify less than? * How do you identify ‘more than’? * How do you identify ‘same’ | * Learners in groups/pairs to pair and match objects to establish less than and more than * Learners in pairs/groups to pair and match objects to establish same as | * Number of boys and girls * Number of books * Chairs and tables in class * Text books * JKF Primary Mathematics Learner’s Activity Book 1   page 3 | * In class exercise * Observing learners counting objects |  |
|  | 5 | Numbers | Number concept | By the end of the lesson the learner should be able to pair and match objects to establish “one  less than” | How do you identify ‘one less than’? | Learners in pairs/groups to pair and match objects to establish those ones that are ‘one less than’ | * Text book * JKF Primary Mathematics Learner’s Activity Book 1 page 3 | * In class exercise * Observation |  |
| **4** | 1 | Numbers | Number concept | By the end of the lesson the learner should  be able to order | What is an ascending order? | Learners in pairs/groups to order objects  according to size | * JKF Primary Mathematics Learner’s   Activity Book 1 | * Observing learners ordering items   from smallest to |  |

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|  |  |  |  | and sequence objects in  ascending order |  | from smallest to biggest | page 1-3 | biggest |  |
|  | 2 | Number | Number concept | By the end of the lesson the learner should be able to: order and sequence objects from the biggest to the smallest (descending  order) | How ca we order objects from the biggest to the smallest | * Learners in pairs/groups to collect objects of different sizes * Learners in pairs/groups to order objects according to size from the biggest to   smallest | * JKF Primary Mathematics Learner’s Activity Book 1 page 1-3 | * In class exercise * Observing learners doing the ordering of objects from the biggest to the smallest |  |
|  | 3 | Numbers | Number concept | By the end of the lesson the learner should be able to: make patterns using real objects | How do you make patterns? How do you identify patterns? | * Learners in pairs/small groups to identify patterns from any given source * Learners in pairs/groups to make patterns   using real objects | * Text books * Roof patterns * Wall patterns * JKF Primary Mathematics Learner’s Activity Book 1 page 4-8 | * Observing learners making patterns * Exercise on patterns in groups |  |
|  | 4 | Numbers | Number concept | By the end of the lesson the leaner should be able to recite number names in order up to 50 | How many? | * Learner to recite number names up to 50 * Learners in small groups to bring sticks and stones from outside the class for counting | * Chalkboard * Sticks * Stones * Chart * JKF Primary Mathematics Learner’s Activity Book 1 page 4-13 | * Counting along with learners * Observing learners count objects * Oral counting by learners |  |
|  | 5 | Numbers | Number  concept | By the end of  the lesson the | How many? | Learners to  represent concrete | * Chairs •tables * Fingers | Observe learners  count concrete |  |

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|  |  |  |  | learner should be able to represent numbers 1-30 using concrete  objects |  | objects as well as their body parts | * JKF Primary Mathematics Learner’s Activity Book 1 page 4-13 | objects |  |
| **5** | 1 | Numbers | Number concept | By the end of the lesson the learner should be able to: demonstrate through counting that a group in all situations has  only one count | How do you count this? | Learners to demonstrate that any given group has only one count | * Text books * Chalkboard * Body parts * Chairs * Classes * JKF Primary Mathematics Learner’s Activity Book 1   page 1-13 | Observe learners count objects of different groups In class exercise |  |
|  | 2 | Numbers | Number concept | By the end of the lesson the learner should be able to appreciate the use of sorting and grouping items in day to day activities | How do we sort objects in our environment? | Learners in pairs/groups to collect and sort litter in the environment and put in various groups according to an attribute of their choice and give reasons for  grouping | * School compound * JKF Primary Mathematics Learner’s Activity Book 1 page 1-13 | Observing learners collecting and sorting litter in the school compound |  |
|  | 3 | Numbers | Whole numbers | By the end of the lesson the learner should be able to count numbers 1’s  and 2’s. | How can we count in 1’s and 2’s? | Learners in pairs/groups to count by 1’s and 2’s up to 10 starting from any  point using | * Boys/girls * Different objects in class * Chalk board * JKF Primary Mathematics | * In class exercise * Observing learners count objects in 1’s   and 2’s |  |

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|  |  |  |  |  |  | concrete objects as well as body parts. | Learner’s Activity Book 1  page 14-15 |  |  |
|  | 4 | Numbers | Whole numbers | By the end of the lesson the learner should be able to count numbers 3’s and 4’s. | How can we count in 3’s and 4’s? | Learners in pairs/groups to count by 1’s and 2’s up to 10 starting from any point using  concrete objects as well as body parts. | * Objects in class room * Chart models * JKF Primary Mathematics Learner’s   Activity Book 1  page 16-17 | Observing learners counting objects |  |
|  | 5 | Numbers | Whole numbers | By the end of the lesson the learner should be able to count numbers 5’s and 6’s. | Is it possible to count in 5’s and 6’s? | * Learners to take turns in counting by 5’s and 6’s? * Learners in pairs/groups to count by 1’s and 2’s up to 10 starting from any point using   concrete objects up to 50 | * Body parts in counting * Chalkboard * Charts * JKF Primary Mathematics Learner’s Activity Book 1 page 18. | * Observe learners counting body parts and other objects * In class exercise |  |
| **6** | 1 | Numbers | Whole numbers | By the end of the lesson the learner should be able to count numbers and backward from 100 in 10’s, | How many ways can we count backwards from 100? | * Learners to take turns in counting to 100 * Learners to count backwards from 100 to 1 | * Textbooks * Chalkboard * Charts * JKF Primary Mathematics Learner’s   Activity Book 1  page 35-36 | Oral questions |  |
|  | 2 | Numbers | Whole numbers | By the end of the lesson the  learner should | Can we count from 100 to 1? | * Learners in pairs/groups to play   games that involve | * Skipping ropes * books * JKF Primary | Counting orally |  |

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|  |  |  |  | be able to count numbers and backward from 100 and  forward to 100 |  | counting up to 100 and back   * Learners to take turns in counting to 100 * Learners to count backwards from 100 to 1 | Mathematics Learner’s Activity Book 1  page 35-36 |  |  |
|  | 3 | Numbers | Whole numbers | By the end of the lesson the learner should be able to count any concrete object that ranges from 1 to 100 | How many? | Learners in pairs or small groups to count trees, classes and other concrete objects found outside the class room and inside the class | * School compound * Classroom objects for counting * JKF Primary Mathematics Learner’s   Activity Book 1  page 37-39 | Observing learners moving around and counting concrete objects in their groups |  |
|  | 4 | Numbers | Whole numbers | By the end of the lesson the learner should be able to represent numbers 1-50 using concrete objects | How many do you see? | Learners to walk around and count any concrete object they can see within the school environment | * School compound * objects for counting * JKF Primary Mathematics Learner’s Activity Book 1   page 37-39 | Observe learners walking around and counting every concrete object they see |  |
|  | 5 | Numbers | Whole numbers | By the end of the lesson the learner should be able to: identify place  value of ones | How do we identify place values? | * Learners to identify place value of ones and tens * Learners in pairs   /groups to identify place values of the | * Chalk board * Charts * text books * JKF Primary Mathematics   Learner’s |  |  |

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|  |  |  |  | and tens |  | given numbers by the teacher | Activity Book 1  page 40-42 |  |  |
| **7** | 1 | numbers | Whole numbers | By the end of the lesson the learner should be able to identify place value of ones and tens | how do you identify the place value of your age? | Learners to give the place value of their ages and the ages of their friends | * Ages of learners * Chalkboard * JKF Primary Mathematics Learner’s Activity Book 1   page 40-42 | * Oral presentation of place value of ages * Writing exercise in class |  |
|  | 2 | Numbers | Whole numbers | By the end of the lesson the learner should be able to read and write  numbers 1-50 in symbols | How do we write number 1-50? | Learners to recite number 1-50 in symbols | * Chalk board * Charts * JKF Primary Mathematics Learner’s Activity Book 1   page 14-44 | * Oral recitation of numbers from 1-50 in symbols * Writing exercise of numbers from 1- 50 in class |  |
|  | 3 | Numbers | Whole numbers | By the end of the lesson the learner should be able to Write numbers 1-10 in words | How do we write in words? | Learners to practice writing numbers 1-  10 in words | * Chalk board * Textbooks charts * JKF Primary Mathematics Learner’s   Activity Book 1  page 14-44 | * Writing exercise in class * Observe learners as they write numbers in words. |  |
|  | 4 | Numbers | Whole numbers | By the end of the lesson the learner should be able to Write numbers 1-10 in words | How do we write in words? | Learners to practice writing numbers 1-  10 in words | * Chalk board * Textbooks charts * JKF Primary Mathematics Learner’s Activity Book 1   page 14-44 | * Writing exercise in class * Observe learners as they write numbers in words. |  |

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|  | 5 | Numbers | Whole numbers | By the end of the lesson the learner should be able to Write numbers 1-10 in words | How do we write numbers in words? | Learners in pairs to write down numbers in words in turns and read them out to class | * Exercise * books * charts * JKF Primary Mathematics Learner’s Activity Book 1 page 14-44 | * Writing exercise in class * Oral presentation of numbers in words |  |
| **8** | 1 | Numbers | Whole numbers | By the end of the lesson the learner should be able to identify missing numbers in  number patterns up to 20 | How do we find missing numbers? | Learners to identify missing numbers in number patterns up to 20 | * Textbooks * Chalk board * JKF Primary Mathematics Learner’s Activity Book 1 page 45 | * Observing learners identifying missing numbers * In class exercise |  |
|  | 2 | Numbers | Whole numbers | By the end of the lesson the learner should be able to identify missing numbers in number patterns  up to 20 | What is the next number in the pattern? | Learners in pairs  /groups to identify the next numbers in the given patterns | * Chalk board text •books * JKF Primary Mathematics Learner’s Activity Book 1 page 45 | * Writing class exercise |  |
|  | 3 | Numbers | Whole numbers | By the end of the lesson the learner should be able to identify missing numbers in number patterns  up to 20 | How do you find the missing number? | Learners in groups to find the missing numbers orally by asking each other Learners to identify missing numbers in number pattern up  to 20 | * Chalk board * Exercise books * JKF Primary Mathematics Learner’s Activity Book 1 page 45 | * In class representation of group work |  |
|  | 4 | Numbers | Whole | By the end of | How can we | Learners in | * Books | * Observe how |  |

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|  |  |  | numbers | the lesson the learner should be able to appreciate number patterns by creating and extending patterns during  play activities | create a pattern? | pairs/groups to patterns with numbers up to 20 and share with other groups.  Learners to play digital games involving whole numbers | * JKF Primary Mathematics Learner’s Activity Book 1 page 45 | learners create patterns and share with others  and play digital games involving whole numbers |  |
|  | 5 | numbers | Whole numbers | By the end of the lesson the learner should be able to appreciate number patterns by creating and extending patterns during  play activities | How can we get a missing number at a cashier place? | Learners to role play a cashier in day today life activities such as a cashier counting 5- shilling coins | * Shilling coins * JKF Primary Mathematics Learner’s Activity Book 1 page 45 | Observing learners finding out the missing amounts at a cashier’s place |  |
| 9 |  | HALF TERM | | | | | |  |  |
| **10** | 1 | Numbers | Addition | By the end of the lesson the leaner should be able to model addition as putting objects together | How can you add objects? | Learners in pairs groups to put two groups of objects and count to the total | * Class room objects for counting * JKF Primary Mathematics Learner’s Activity Book 1   page 46 | * Oral questions * Observing learners adding objects together |  |
|  | 2 | Numbers | Addition | By the end of the lesson the leaner should be able to model addition as  putting objects | How many are they together? | Learners to learners in groups /pairs to model addition using concrete objects | * Pens and books * Chalk board * JKF Primary Mathematics Learner’s   Activity Book 1 | * Oral questions * Observing learners putting together different objects   they have in |  |

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|  |  |  |  | together |  |  | page 46-47 | class |  |
|  | 3 | Numbers | Addition | By the end of the lesson the leaner should be able to: model addition as putting objects together | How can we put them together? | * Leaners to put together items on pictures and on charts * Learners to identify different objects and them up | * Text books * Charts * JKF Primary Mathematics Learner’s Activity Book 1 page 46-47 | * Observe learners add up objects from charts * In class exercise |  |
|  | 4 | Numbers | Addition | By the end of the lesson the learner should be able to model addition as putting objects together | How many are they altogether? | * Learners to get out in groups /pairs to count the concrete objects outside the class and add them up * Learners to play games that involves adding numbers of scores together | * Skipping •ropes * balls * Trees * buildings * people * JKF Primary Mathematics Learner’s   Activity Book 1  page 46-47 | * Observe learners moving and adding up objects * Oral counting and adding of numbers |  |
|  | 5 | Numbers | Addition | By the end of the lesson the learner should be able to: use ‘+’ and ‘=’ signs in writing addition  sentences | How can you use ‘+’ and ‘=’ signs in addition? | Learners to practices writing the + and = in addition | * Chalkboard * Books * Charts * JKF Primary Mathematics Learner’s Activity Book 1   page 48-50 | Writing exercise involving + and  = signs |  |
| **11** | 1 | Numbers | Addition | By the end of the lesson the learner should be able to: use ‘+’ and ‘=’  signs in writing | How many? | Learners to use ‘+’ and = signs in writing addition sentences | * Chalk board * Charts * JKF Primary Mathematics Learner’s   Activity Book 1 | In class writing exercise |  |

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|  |  |  |  | addition sentences |  |  | page 48-50 |  |  |
|  | 2 | Numbers | Addition | By the end of the lesson the learner should be able to: use ‘+’ and ‘=’ signs in writing addition  sentences | How many? | Learners to use’+’ and ‘=’ signs in adding different objects within the class | * Books * chalkboard * JKF Primary Mathematics Learner’s Activity Book 1 page 48-50 | * In class oral presentations * Writing exercises |  |
|  | 3 | Numbers | Addition | By the end of the lesson the learner should be able to: use ‘+’ and ‘=’ signs in writing  addition sentences | How do you add two singles numbers by skipping a number line? | Learners to add two single digit numbers by skipping on a number line | * Chalk board * JKF Primary Mathematics Learner’s Activity Book 1 page 48-50 | Writing exercises |  |
|  | 4 | Numbers | Addition | By the end of the lesson the learner should be able to: use ‘+’ and ‘=’ signs in writing  addition sentences | What should be added next? | Learners to add two single digit numbers by skipping on a number line of numbers adding up to 10 | * JKF Primary Mathematics Learner’s Activity Book 1 page 48-50 | Writing exercise |  |
|  | 5 | Numbers | Addition | By the end of the lesson the learner should be able to add 2-single digit  numbers up to a sum of 10 | How do we add a 1- digit number to another 1- digit number? | Learners to ad 2- digit single numbers using the family of 10 | * Chalkboard * JKF Primary Mathematics Learner’s Activity Book 1 page 51 | In-class exercises |  |

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| **12** | 1 | Numbers | Addition | By the end of the sub-strand, the learner should be able to add 2-single digit numbers up to a sum of 10 | In how many ways can we add single digits that add to 10? | * Learners in pairs/groups of not more than 10 to gather themselves and find their total number according to their gender etc. * Learners to count and add objects within the class that are not more   than ten. | * Boys and girls for counting * Objects within the class   •JKF Primary Mathematics Learner’s Activity Book 1  page 53-55 | * Observe how learners gather themselves and find their total numbers * Oral presentation of objects counted |  |
|  | 2 | Numbers | Addition | By the end of the sub-strand, the learner should be able to add 2-single digit numbers up to a sum of  10 | How many do we get? | Learners to add 2- single digits by counting on | * Chalkboard * Charts   •JKF Primary Mathematics Learner’s Activity Book 1  page 53-55 | * Oral exercise [individual] |  |
|  | 3 | Numbers | Addition | By the end of the sub-strand, the learner should be able to add 2-single digit numbers up to a sum of  10 | How many single digits can be added up to get10? | Leaners in pairs  /groups to come up with single digits that can be added up to get 10 only | * Chalk board   •JKF Primary Mathematics Learner’s Activity Book 1  page 53-55 |  |  |
|  | 4 | Numbers | Addition | By the end of the lesson the learner should be able to: add  3-single digit | Which 3 digits do you think we can add to get 10or less  than 10? | Learners to add 3- single digit numbers by counting on | * Chalk board   •JKF Primary Mathematics Learner’s  Activity Book 1 | Writing exercises |  |

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|  |  |  |  | numbers up to a sum of 10 in different  contexts |  |  | page 56-60 |  |  |
|  | 5 | Numbers | Addition | By the end of the lesson the learner should be able to: add 3-single digit numbers up to a sum of 10 in different  contexts | Which three digits can be added to sum up ten? | Learners in pairs  /groups to identify 3 digits in each group that can be added to get 10 or a number less than 10 | •Exercise books  •Charts  •JKF Primary Mathematics Learner’s Activity Book 1  page 56-60 | Writing in class exercise s |  |
| 13 | ASSESMENT AND CLOSING | | | | | | | |  |