

MATHEMATICS ACTIVITIES SCHEME GRADE 1 TERM TWO

WE EK	LESS ON	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	- Observati on - 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 - Observati on	
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 Observati on	
	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 Observati on	
	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	- Observati on - 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 • Observati on	
	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	• Observati on • Oral questions • Written exercise(fil l 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 of 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 Charts	- 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		• Observati on	
•		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 signs '+' 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 to add 2 single digit numbers vertically and horizontally	Counters Real objects	Written exercises •	
	5-1	NUMBERS	Addition	The learner should be able to add 3 single 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 2 digit 2 numbers?	Learners to add 2 digit numbers vertically and horizontally	Counters Straws	Written exercise • • Observati on	
	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	