

PP1 MATHEMATICS SCHEME OF WORK TERM THREE

WEEK	LESSON	STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCE	ASSESEMENT	REFLECTION
1	1-2	MEASUREMENT	Mass (heavy and light)	By the end of the lesson, the learner should be able to: lift different objects in their environment	Which object is heavier or lighter	Critical thinking Communication and collaboration	Unity Peace humility	Few learners demonstrate lifting objects of different mass	Realia charts	Observation Oral questions	
	3-4		Mass (heavy and light)	By the end of the lesson, the learner should be able to: lift different objects in their environment	Which object is heavier or lighter	Critical thinking Communication and collaboration	Unity Peace humility	Few learners demonstrate lifting objects of different mass	Realia charts	Observation Oral questions	
	5		Mass (heavy and light)	By the end of the lesson, the learner should be able to: compare heavy and light objects in the environment	Which object is heavier or lighter	Critical thinking Communication and collaboration	Unity Peace humility	In groups or pairs, individually, learners compare mass of different objects in their environment	Realia charts	Observation Oral questions	

2	1-2		Mass (heavy and light)	By the end of the lesson, the learner should be able to: compare heavy and light objects in the environment	Which object is heavier or lighter	Critical thinking Communication and collaboration	Unity Peace humility	In groups or pairs, individually, learners compare mass of different objects in their environment	Realia charts	Observation Oral questions	
	3-4		Mass (heavy and light)	By the end of the lesson, the learner should be able to: In groups or pairs, learners play games involving comparison of mass (play on a sea saw; back to back lifting	Which object is heavier or lighter	Critical thinking Communication and collaboration	Unity Peace humility	In groups or pairs, learners play games involving comparison of mass (play on a sea saw; back to back lifting	Realia charts	Observation Oral questions	
	5		Mass (heavy and light)	By the end of the lesson, the learner should be able to: In groups or pairs, learners play games involving comparison of mass (play on a sea saw; back to back lifting	Which object is heavier or lighter	Critical thinking Communication and collaboration	Unity Peace humility	In groups or pairs, learners play games involving comparison of mass (play on a sea saw; back to back lifting	Realia charts	Observation Oral questions	
3	1-2		Capacity (how much a container can hold)	By the end of the lesson, the learner should be able to fill and empty different containers	Which container holds more or less?	Critical thinking Communication and collaboration	Unity Peace humility	Learners to demonstrate filling and emptying small and large containers using	Realia charts	Observation Oral questions	

				with water, seeds or sand				sand, water or seeds			
	3-4		Capacity (how much a container can hold)	By the end of the lesson, the learner should be able to fill and empty different containers with water, seeds or sand	Which container holds more or less?	Critical thinking Communication and collaboration	Unity Peace humility	Learners to demonstrate filling and emptying small and large containers using sand, water or seeds	Realia charts	Observation Oral questions	
	5		Capacity (how much a container can hold)	By the end of the lesson, the learner should be able to compare sizes of containers using water, sand or seeds	Which container holds more or less?	Critical thinking Communication and collaboration	Unity Peace humility	Few learners demonstrates comparing big and small containers by telling how many small ones can fill a big one and vice versa			
4	1-2		Capacity (how much a container can hold)	By the end of the lesson, the learner should be able to compare sizes of containers using water, sand or seeds	Which container holds more or less?	Critical thinking Communication and collaboration	Unity Peace humility	Few learners demonstrates comparing big and small containers by telling how many small ones can fill a big one and vice versa	Realia charts	Observation Oral questions	
	3-4		Capacity (how much a container can hold)	By the end of the lesson, the learner should be able to demonstrates comparing big and small containers by	Which container holds more or less?	Critical thinking Communication and collaboration	Unity Peace humility	Few learners demonstrates comparing big and small containers by telling how many small ones can fill a	Realia charts	Observation Oral questions	

				telling how many small ones can fill a big one and vice versa				big one and vice versa			
	5		Capacity (how much a container can hold)	By the end of the lesson, the learner should be able to demonstrates comparing big and small containers by telling how many small ones can fill a big one and vice versa	Which container holds more or less?	Critical thinking Communication and collaboration	Unity Peace humility	Few learners demonstrates comparing big and small containers by telling how many small ones can fill a big one and vice versa	Realia charts	Observation Oral questions	
5	1-2		Time (Daily routines)	By the end of the lesson, the learner should be able to: identify at least 3 daily routine activities they do before going to school	What do you do when you wake up in the morning before you come to school?	Critical thinking Communication and collaboration	Unity Peace humility	Guide learners to Identify and talk about morning routine activities in appropriate order	Realia charts	Observation Oral questions	
	3-4		Time (Daily routines)	By the end of the lesson, the learner should be able to: identify at least 3 daily routine activities they do before going to school	What do you do when you wake up in the morning before you come to school?	Critical thinking Communication and collaboration	Unity Peace humility	Guide learners to Identify and talk about morning routine activities in appropriate order	Realia charts	Observation Oral questions	

	5		Time (Daily routines)	By the end of the lesson, the learner should be able to: identify vocabulary related to time (today, yesterday, tomorrow	What do you do when you wake up in the morning before you come to school?	Critical thinking Communication and collaboration	Unity Peace humility	Guide learners to talk about activities related to time (today, tomorrow, yesterday)	Realia charts	Observation Oral questions	
6	1-2		Time (Daily routines)	By the end of the lesson, the learner should be able to: identify vocabulary related to time (today, yesterday, tomorrow	What do you do when you wake up in the morning before you come to school?	Critical thinking Communication and collaboration	Unity Peace humility	Guide learners to talk about activities related to time (today, tomorrow, yesterday)	Realia charts	Observation Oral questions	
	3-4		Time (Daily routines)	By the end of the lesson, the learner should be able to: demonstrate ability to manage their time well when doing activities	What do you do when you wake up in the morning before you come to school?	Critical thinking Communication and collaboration	Unity Peace humility	In groups or pairs, learners arrange pictures with various daily routine activities in a logical order	Realia charts	Observation Oral questions	
	5		Time (Daily routines)	By the end of the lesson, the learner should be able to: demonstrate ability to manage their time	How many small pieces can cover this surface	Critical thinking Communication and collaboration	Unity Peace humility	In groups or pairs, learners arrange pictures with various daily routine activities in	Realia charts	Observation Oral questions	

				well when doing activities				a logical order			
7	1-2		Area (surface of objects)	By the end of the lesson, the learner should be able to observe different surfaces of different objects in the environment	How many small pieces can cover this surface	Critical thinking Communication and collaboration	Unity Peace humility	Learners are guided to observe and identify different surfaces of objects in the environment	Realia charts	Observation Oral questions	
	3-4		Area (surface of objects)	By the end of the lesson, the learner should be able to observe different surfaces of different objects in the environment	How many small pieces can cover this surface	Critical thinking Communication and collaboration	Unity Peace humility	Learners are guided to observe and identify different surfaces of objects in the environment	Realia charts	Observation Oral questions	
	5		Area (surface of objects)	By the end of the lesson, the learner should be able to identify surfaces of different objects in the environment	How many small pieces can cover this surface	Critical thinking Communication and collaboration	Unity Peace humility	Few learners identify different surfaces of objects in the environment	Realia charts	Observation Oral questions	
8	1-2		Area (surface of objects)	By the end of the lesson, the learner should be able to identify surfaces of different objects in the environment	How many small pieces can cover this surface	Critical thinking Communication and collaboration	Unity Peace humility	Few learners identify different surfaces of objects in the environment	Realia charts	Observation Oral questions	
	3-4		Area (surface of	By the end of the lesson, the learner	How many small	Critical thinking Communication	Unity Peace	Demonstrate covering surfaces	Realia charts	Observation Oral	

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