

Mathematics Act. SCHEME OF WORK

SCHOOL	GRADE/ PP	LEARNING AREA	TERM	YEAR	NAME OF THE TEACHER
	PP1	MATHEMATIC S ACT.	ONE		

W K	L S N	STRAND	S- STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCE S	ASSESSM ENT	REF L
1	1	CLASSIFIC ATION	Sorting and grouping	By the end of the sub-strand, the learner should be able to: a) identify similarities among objects in the environment for distinguishing one object from the other b) identify differences among objects in the environment to appreciate their similarities and differences c) appreciate the materials in the environment for their uniqueness and diversity.	1. Which objects look alike? 2. Which objects have same colour, shape or size? 3. Which two objects are different? 4. Why have you grouped these objects together? 5. Why store materials after use?	<ul style="list-style-type: none"> • Learners look at and talk about objects with different colours, sizes and shapes. • Teacher demonstrates sorting and grouping objects by one attribute up to two groups (colour, size and shape). • Two learners demonstrate sorting, grouping and comparing objects by one attribute (colour, size and shape). 	Locally available materials of different colours, shapes and sizes such as flowers pebbles, shells, paper cut outs, bottle tops, seeds, feathers, fruits ,beads, shapes, pictures, DVDs, Computers.	Questions and answer, Observatio n, Exercise	
	2		Sorting and grouping	By the end of the sub-strand, the learner should be able to: a) identify similarities among objects in the environment for distinguishing one object from the other b) identify differences among objects in the environment to appreciate their similarities and differences c) appreciate the materials in the environment for their uniqueness and diversity.	1. Which objects look alike? 2. Which objects have same colour, shape or size? 3. Which two objects are different? 4. Why have you grouped these objects together? 5. Why store materials after use?	<ul style="list-style-type: none"> • Learners look at and talk about objects with different colours, sizes and shapes. • Teacher demonstrates sorting and grouping objects by one attribute up to two groups (colour, size and shape). • Two learners demonstrate sorting, grouping and comparing objects by one attribute (colour, size and 	Locally available materials of different colours, shapes and sizes such as flowers pebbles, shells, paper cut outs, bottle tops, seeds, feathers, fruits ,beads, shapes, pictures, DVDs, Computers.	Questions and answer, Observatio n, Exercise	

	3		Sorting and grouping	By the end of the sub-strand, the learner should be able to: a) identify similarities among objects in the environment for distinguishing one object from the other b) identify differences among objects in the environment to appreciate their similarities and differences c) appreciate the materials in the environment for their uniqueness and diversity.	1. Which objects look alike? 2. Which objects have same colour, shape or size? 3. Which two objects are different? 4. Why have you grouped these objects together? 5. Why store materials after use?	shape). • Learners look at and talk about objects with different colours, sizes and shapes. • Teacher demonstrates sorting and grouping objects by one attribute up to two groups (colour, size and shape). • Two learners demonstrate sorting, grouping and comparing objects by one attribute (colour, size and shape).	Locally available materials of different colours, shapes and sizes such as flowers pebbles, shells, paper cut outs, bottle tops, seeds, feathers, fruits ,beads, shapes, pictures, DVDs, Computers.	Questions and answer, Observation, Exercise	
	4		Sorting and grouping	By the end of the sub-strand, the learner should be able to: a) identify similarities among objects in the environment for distinguishing one object from the other b) identify differences among objects in the environment to appreciate their similarities and differences c) appreciate the materials in the environment for their uniqueness and diversity.	1. Which objects look alike? 2. Which objects have same colour, shape or size? 3. Which two objects are different? 4. Why have you grouped these objects together? 5. Why store materials after use?	• Learners look at and talk about objects with different colours, sizes and shapes. • Teacher demonstrates sorting and grouping objects by one attribute up to two groups (colour, size and shape). • Two learners demonstrate sorting, grouping and comparing objects by one attribute (colour, size and shape).	Locally available materials of different colours, shapes and sizes such as flowers pebbles, shells, paper cut outs, bottle tops, seeds, feathers, fruits ,beads, shapes, pictures, DVDs, Computers.	Questions and answer, Observation, Exercise	
	5		Sorting and grouping	By the end of the sub-strand, the learner should be able to: a) enjoy sorting and grouping objects in the environment b) group objects according to a specific attribute to create sets of similar objects c) appreciate the materials in the environment for their uniqueness and diversity.	1. Which objects look alike? 2. Which objects have same colour, shape or size? 3. Which two objects are different? 4. Why have you	• Learners in groups, pairs or individually, sort and group objects according to one attribute. • Learners relate specific attributes to other objects in the environment.	Locally available materials of different colours, shapes and sizes such as flowers pebbles, shells, paper cut outs, bottle tops, seeds, feathers, fruits ,beads,	Questions and answer, Observation, Exercise	