

Longhorn MATHEMATICS Act. SCHEME OF WORK

SCHOOL		GRADE/ PP	LEARNING AREA	TERM	YEAR	NAME OF THE TEACHER			
		PP2	MATHS 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 – Identifying similarities and differences between objects	By the end of the sub- strand, the learner should be able to: a) identify similarities and differences between objects for distinguishing one object from the other b) sort and group objects in their environment c) group objects in the environment according to more than one attribute d) appreciate the materials in the environment for their uniqueness and diversity	1. Which objects are similar or look alike? 2. What objects have same colour, size, shape, and texture? 3. Which objects look alike?	<ul style="list-style-type: none"> • Learners look at and talk about objects with different colour, size, shape and texture. • Learners demonstrate sorting and grouping objects by more than one attribute (colour, size, shape, texture, use and type). • Two learners demonstrate sorting, grouping and comparing objects by more than one attribute (colour, size, shape, texture, use and type) up to four groups. 	Locally available materials of different colours, shapes, texture, use, types and sizes such as leaves flowers, pebbles, shells, paper cut outs, bottle tops, seeds, feathers, fruits, beads, pictures, DVDs, Computers. Longhorn Maths Act. Teachers Guide Pg. 14-24	Self-assessme nt, Questions and answer, observati on	
	2		Sorting and grouping- Sorting and grouping by colour and size	By the end of the sub- strand, the learner should be able to: a) identify similarities and differences between objects for distinguishing one object from the other b) sort and group objects in their environment c) group objects in the	1. Which objects are similar or look alike? 2. What objects have same colour, size, shape, and texture? 3. Which objects look	<ul style="list-style-type: none"> • Learners look at and talk about objects with different colour, size, shape and texture. • Learners demonstrate sorting and grouping objects by more than one attribute (colour, size, shape, texture, use and type). • Two learners demonstrate sorting, 	Locally available materials of different colours, shapes, texture, use, types and sizes such as leaves flowers, pebbles, shells, paper cut outs, bottle tops,	Self-assessme nt, Questions and answer, observati on	

				environment according to more than one attribute d) appreciate the materials in the environment for their uniqueness and diversity	alike?	grouping and comparing objects by more than one attribute (colour, size, shape, texture, use and type) up to four groups.	seeds, feathers, fruits, beads, pictures, DVDs, Computers. Longhorn Maths Act. Teachers Guide Pg. 14-24		
	3		Sorting and grouping- Sorting and grouping by colour and size	By the end of the sub-strand, the learner should be able to: a) identify similarities and differences between objects for distinguishing one object from the other b) sort and group objects in their environment c) group objects in the environment according to more than one attribute d) appreciate the materials in the environment for their uniqueness and diversity	1. Which objects are similar or look alike? 2. What objects have same colour, size, shape, and texture? 3. Which objects look alike?	<ul style="list-style-type: none"> • Learners look at and talk about objects with different colour, size, shape and texture. • Learners demonstrate sorting and grouping objects by more than one attribute (colour, size, shape, texture, use and type). • Two learners demonstrate sorting, grouping and comparing objects by more than one attribute (colour, size, shape, texture, use and type) up to four groups. 	Locally available materials of different colours, shapes, texture, use, types and sizes such as leaves flowers, pebbles, shells, paper cut outs, bottle tops, seeds, feathers, fruits, beads, pictures, DVDs, Computers. Longhorn Maths Act. Teachers Guide Pg. 14-24	Self-assessment, Questions and answer, observation	
	4		Sorting and grouping – Sorting and grouping by colour and shape	By the end of the sub-strand, the learner should be able to: a) identify similarities and differences between objects for distinguishing one object from the other b) sort and group objects in their environment c) group objects in the environment according to more than one attribute d) appreciate the materials in the	1. Which objects are similar or look alike? 2. What objects have same colour, size, shape, and texture? 3. Which objects look alike?	<ul style="list-style-type: none"> • Learners look at and talk about objects with different colour, size, shape and texture. • Learners demonstrate sorting and grouping objects by more than one attribute (colour, size, shape, texture, use and type). • Two learners demonstrate sorting, grouping and comparing objects by more than one attribute (colour, size, shape, texture, use 	Locally available materials of different colours, shapes, texture, use, types and sizes such as leaves flowers, pebbles, shells, paper cut outs, bottle tops, seeds, feathers, fruits, beads, pictures, DVDs, Computers.	Self-assessment, Questions and answer, observation	