PP2 MATHEMATICS ACTIVITIES SCHEME OF WORK TERM ONE YEAR 2024

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQURY QUESTIONS	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFL
1	1										
2	1-5	CLASSIFICATION	Sorting & grouping	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	1. Which objects are similar or look alike? 2. What objects have same colour, size, shape, and texture? 3. Which objects look alike? 4. Which objects are different? 5. Why have you grouped these objects together? 6. Why should we store materials after use	Communication and collaboration Critical thinking and problem solving Imaginative and creative	Responsibility	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. Learners in groups or pairs, individually, sort and group objects according to more than one attribute up to four groups. Learners relate specific attributes to other objects in the environment Sing songs related to sorting and grouping	Realia Counters charts	**1.Observation** **2.Oral questions**	

								objects. Collect and store materials in their respective corners. Learners to sort and group objects according to more than one attribute using ICT devices			
3	1-5		Sorting & grouping **Matching and pairing**	By the end of the sub-strand, the learner should be able to: a)group objects in the environment according to more than one attribute b) appreciate the materials in the environment for their uniqueness and diversity c) identify similarities among objects in the environment d) identify differences among objects in the environment	1. Which objects look alike? 2. What makes them look alike? 3. What is the use of these items? 4. How can we care for	Communication and collaboration Critical thinking and problem solving Imaginative and creative	Responsibility	Learners collect a variety of objects from the environment Demonstrate how to match and pair objects according to likeness/sameness/use Few learners demonstrate matching and pairing according	Realia Counters charts	**.Observation** **2.Oral questions**	
4	1-5		**Matching and pairing**	By the end of the sub-strand, the learner should be able to: a) identify similarities among objects in the environment b) identify differences among objects in the	1. Which objects look alike? 2. What makes them look alike? 3. What is the use of these items? 4. How can we care for	Communication and collaboration Critical thinking and problem solving Imaginative and creative	Responsibility	Learners collect a variety of objects from the environment Demonstrate how to match and pair objects according to likeness/sameness/use Few learners	Realia Counters charts	**.Observation** **2.Oral questions**	

				environment c) match objects according to likeness or sameness in the environment d) pair objects related to each other according to sameness, likeness, use, type relationship, part and whole e) use appropriate vocabulary related to matching and pairing objects for effective communication f) appreciate the use of different objects in the environment				demonstrate matching and pairing according to more one attribute (sameness, likeness and use) □ In groups, pairs or individually learners match and pair objects according to more than one attribute (likeness, sameness or use) □ discuss the use of items matched or paired □ Learners sing songs/recite poems on relationship/use of objects from the environment. □ Learners to match and pair objects according to more than one attribute using ICT devices			
5	1-5	CLASSIFICATION	Ordering	By the end of the sub-strand, the learner should be able to: a) collect and identify different objects in their environment for exploration and enjoyment b) arrange objects in the immediate environment according to size in ascending up to five objects for	Which objects are (shorter, taller, smaller, bigger)? 2. Which among these two objects is shorter, longer, smaller or bigger	Critical thinking and problem solving Self efficacy	Responsibility	Learners talk about different objects in the environment in relation to size. □ Demonstrate ordering objects according to size up to five objects. □ A few learners demonstrate ordering objects according to size up to five objects. □ Learners in small groups, pairs,	Realia Counters charts	Observation	

				comparison. c) arrange objects in the immediate environment according to size in descending order. d) arrange objects in the environment according to more than one attribute e) differentiate objects of different sizes in the environment f) use different objects in the environment in their daily activities g) use appropriate vocabulary related to ordering in their daily life experiences for effective communication				individually order objects according to size up to five objects. □ In groups learners compare objects of different sizes up to five. □ Learners to draw big and small objects using ICT devices. □ Learners to arrange objects in ascending and descending order using ICT devices			

6	1-5		PATTERNS	By the end of the sub-strand, the learner should be able to: a) observe objects in the environment for the purpose of identifying patterns. b) identify similarities and differences among objects c) arrange similar objects to make a pattern d) use different objects to make patterns e) identify patterns in different objects within the environment (clothes, animals, seeds, leaves)	1. Which objects look alike? 2. Which objects comes next in the series? 3. What object has been used to make a pattern? 4. Which other pattern can you make? 5. Which part of the pattern repeats itself	Communication and collaboration Critical thinking and problem solving Self efficacy	Responsibility	Learners observe and talk about different objects in the environment. Learners demonstrate arranging objects to make a pattern. A few learners demonstrate arranging objects to make patterns (shape, colour). In small groups or pairs, individually, learners arrange objects to make pattern (shape, colour, number cut-outs). Learners fill in the missing objects in a series to make a pattern. Learners observe and talk about different patterns on their clothes, foot prints, buildings, flower gardens. Learners to draw different shapes using ICT devices to make patterns. Learners to make patterns using ICT devices	Realia Counters charts	**.Observation** **2.Oral questions**	
7	1-5		PATTERNS	By the end of the sub-strand, the learner should be able to: a) identify the	Which other pattern can you make? Which part of the pattern repeats itself?	Communication and collaboration Critical thinking and problem	Responsibility	f) identify the repeating part of the patterns. g) appreciate pattern s in their	Realia Counters charts	**.Observation** **2.Oral questions**	

		NUMBERS	Rote counting	repeating part of the patterns. b) appreciate pattern s in their environment c) enjoy making different patterns with objects found in the environment d) rote count numbers 1-50 for eeveloping numeracy skills f) rote count using actions up to 50 for enhancing		solving		environment h) enjoy making different patterns with objects found in the environment Demonstrate rote counting 1-50. Learners to rote count 1-50 with actions (clapping, nodding ,jumping, skipping, hopping). In groups or pairs Learners perform singing games or rhymes related to rote counting			
8	1-5	NUMBERS	Rote counting	By the end of the sub-strand, the learner should be able to: a) rote count numbers 1-50 for developing numeracy skills b) rote count using actions up to 50 for enhancing acquisition of numeracy c) enjoy rote counting up to 50 in their daily life.	Are you able to count1-50 with action? 2. Can you count 1 - 50?	Communication and collaboration Critical thinking and problem solving Self efficacy	Patience Responsibility	Demonstrate rote counting 1-50. Learners to rote count 1-50 with actions (clapping, nodding ,jumping, skipping, hopping). In groups or pairs Learners perform singing games or rhymes related to rote counting. Learners to listen to radio and television educational programmes on rote counting. Learners to watch video clips on rote counting with actions	Realia Counters charts	**.Observation 2.Oral questions**	
9	1-5		**Number recognitio**	By the end of the sub-strand, the learner should be	1. Which number can you see on the chart/	Communication and collaboration	Love Unity Patience	Learners observe and read numerals	Realia Counters charts	**.Observation 2.Oral**	

			n	able to: a) identify numerals 1-20 for enhancement of acquisition of formation of number symbols b) appreciate use of numbers and develop curiosity for numbers in daily life experiences	flashcard? 2. How many letters does your name have? 3. Which number have you modelled? 4. Which two numbers look alike on the chart?	Critical thinking and problem solving Self efficacy Imaginative and creative	Responsibility	on number flash cards or number charts. □ Learners to identifying numbers on flashcard or charts. □ Identify and talk about numbers found on objects in the environment. □ Learners sing songs and model numbers 1-20. □ Match numbers that look alike. □ In pairs or in groups, learners play number recognition games such as (fishing game, domino games, skittle game, snake and ladder games, treasure hand, post office game). □ Learners to form numbers, type number symbols, identify number numerals using ICT devices		**questions**	
10	1-5		**.4 Number sequencing**	By the end of the sub-strand, the learner should be able to: a) observe objects in different groups or sets for distinguishing different types of similar objects b) count concrete objects 1-20 for	How many (books, pencils rubbers are on the table? 2. How many learners are in your group? 3. How many boys/girls are in your group	Communication and collaboration	Love Respect Unity Peace Patience Responsibility	Teacher demonstrates counting objects 1-20 □ Few Learners count objects for numbers 1-20 (body parts, colours of the national flag, different types of food, objects in the	Realia Counters charts	**.Observation** **2.Oral questions**	

				developing skills c) demonstrate one to one correspondence while counting concrete objects d) enjoy counting objects within their environment e) appreciate the use of one appreciation of increase in value c) arrange number cards in sequence by completing missing numbers d) enjoy arranging numbers in sequence in day to day experiences				class) □ In groups or pairs, individually, learners count people or objects in their class up to 20 □ Learners play counting games involving counting objects 1-20 □ Learners match numerals with concrete objects for numbers 1-			
11	1-5		**.4 Number sequencing**	By the end of the sub-strand, the learner should be able to: a) observe objects in different groups or sets for distinguishing different types of similar objects b) count concrete objects 1-20 for developing skills c) demonstrate one to one correspondence while counting concrete objects d) enjoy counting objects within their environment e) appreciate the use	How many (books, pencils rubbers are on the table? 2. How many learners are in your group? 3. How many boys/girls are in your group	Communication and collaboration	Love Respect Unity Peace Patience Responsibility	Teacher demonstrates counting objects 1-20 □ Few Learners count objects for numbers 1-20 (body parts, colours of the national flag, different types of food, objects in the class) □ In groups or pairs, individually, learners count people or objects in their class up to 20 □ Learners play counting games involving counting objects 1-20	Realia Counters charts	**.Observation 2.Oral questions**	

				of one appreciation of increase in value c) arrange number cards in sequence by completing missing numbers d) enjoy arranging numbers in sequence in day to day experiences				Learners match numerals with concrete objects for numbers 1-			
12	1-5	NUMBERS	**Number Value**	By the end of the sub-strand, the learner should be able to: a) collect objects from the environment b) count groups of objects in the environment and select the corresponding number symbol. c) differentiate the number value of objects in the environment d) appreciate the value of numbers in their daily life experiences e) relate number value with objects in the environment	Which group has 3,4,5,...20 objects?	Critical thinking and problem solving Self efficacy	Responsibility	Learners demonstrate and relate the number symbol and their value. A few learners demonstrate and relate the number symbol and their value. In groups learners count concrete objects and relate them to the number symbol. In groups, pairs and individually learners complete number value puzzles. Learners to match and pair number symbols with corresponding quantity of objects using ICT devices	Realia Counters charts	**.Observation 2.Oral questions 3.written questions**	
13				END TERM 1 ASSESSMENT							
