



1<sup>st</sup> Term

**MATHEMATICS**

**ONE**


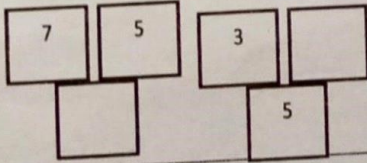
**AGE: 6 YEARS**

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1.	<b>WHOLE NUMBERS</b>  <b>Counting Skill:</b>  Counting numbers 1- 10 Reverse counting of the numbers.  <b>Writing Skill:</b> Writing numbers 1 – 10, 10 -1. Sorting and classification of objects on numbers 1-10  <b>Importance:</b>  -To develop a range of thinking skills  -Understanding the quantity/magnitude of numbers.	Pupils should be able to:  identify numbers from 1 - 10 count objects from 1 – 10 apply numbers in real life situations e.g. head count, parts of the body. categorize the number of different objects e.g. bottle tops, pencils etc rote count up to 10 and reverse counting of the numbers solve quantitative reasoning in exercises related to counting numbers.	Pupils:  - read aloud whole numbers written on flash cards placed around the classroom - pick numbers and read them in ascending order and descending order - recite poems on numbers 1–10 - arrange objects into groups of numbers - count objects in the classroom - in groups, identify specific numbers from a tray of numbers - speed count from 1–10, 10-1  <b>QUANTITATIVE APTITUDE</b> Example: Re-arrange numbers in ascending and ascending orders	- Critical thinking and Problem solving - Communication and Collaboration - Leadership and Personal development	<b>AUDIO VISUAL RESOURCES</b>  Flash cards Number charts Plastic numbers Bottle tops, Pebbles <b>WEB RESOURCES</b>  site links  <a href="https://www.education.com/lesson-plan/number-recognition-1-10/">https://www.education.com/lesson-plan/number-recognition-1-10/</a>  Video links  <a href="https://youtu.be/47016y3ZMtU">https://youtu.be/47016y3ZMtU</a>
2	<b>WHOLE NUMBERS</b>  <b>Counting Skill:</b> - Counting 11-20 - Reverse counting of the numbers.  <b>Writing Skill</b> - Writing numbers 11 –20, 1 – 20 and 20 -1 - Sorting and classification of objects on numbers 1 -20  <b>Importance:</b>  - To develop a range of thinking skills  - Identification of numbers  -Understanding the quantity of numbers.	Pupils should be able to: I) identify and count numbers 11 – 20, 1-20 ii) count objects from 11–20 write numbers 11 – 20 in numerals. iii) apply numbers in real life situations head count, part of the body. iv) categorize the number of different objects e.g. bottle tops, pencils etc rote count up to 20 and 20 -1 v) solve quantitative reasoning in exercises related to counting of numbers	Pupils:  - read aloud whole numbers written on flash cards placed around the classroom, pick numbers and read them in ascending and descending orders. - recite poems of numbers 11- 20 - divide objects into groups of numbers - count objects in the classroom in groups, identify specific numbers from a tray of numbers - speed count from 11–20. - count frequently up to 20  <b>QUANTITATIVE APTITUDE</b> Example: Re-arrange numbers in ascending and descending orders.	Critical thinking and problem solving Communication and Collaboration Leadership and Personal development	<b>AUDIO VISUAL RESOURCES</b>  • Flash cards • Number charts • Plastic numbers • Bottletops, Pebbles  <b>WEB RESOURCES</b>  site links  <a href="https://www.education.com/lesson-plan/number-recognition-1-10/">https://www.education.com/lesson-plan/number-recognition-1-10/</a>  Video links  <a href="https://youtu.be/47016y3ZMtU">https://youtu.be/47016y3ZMtU</a>
3	<b>WHOLE NUMBERS</b>  <b>Counting Skill:</b> numbers1–20 -Reverse counting of the numbers  <b>Writing Skill</b> - Identification of numbers 1 - 20 - Write numbers 1-20 in	Pupils should be able to: i) count numbers 1–20 and 20-1 ii) write numbers 1–20 in numerals. iii) identify numbers 1-20 relate numbers to quantity iv) assemble the numbers in order of their	Pupils:  • write the numbers 1 – 20 in numerals. • count objects and write the numbers in their books. count objects in the class, count actions etc • form circles, count with numbers. In the circles, each person says a number, claps to the number mentioned and passes it on to the	- Communication and collaboration - Critical thinking and problem solving - Student leadership and personal development	<b>AUDIO VISUAL RESOURCES</b>  Flash cards Number charts Plastic numbers Bottle tops, Pebbles  <b>WEB RESOURCES</b>



	<p>numerals</p> <p><b>Importance:</b></p> <ul style="list-style-type: none"><li>-It helps to develop a range of thinking skills to build the foundation</li><li>-Identification and finding number of objects.</li></ul>	<p>v) assemble the numbers in the reverse order</p> <ul style="list-style-type: none"><li>• identify numbers in flash cards from 1 - 20.</li><li>• write numbers 1 - 20 and 20 - 1.</li></ul>	<p><a href="https://www.edudelighttutors.com/lesson-plan/number-recognition-1-10/">https://www.edudelighttutors.com/lesson-plan/number-recognition-1-10/</a></p> <p><b>Video link</b></p> <p><a href="https://youtu.be/47016y3ZMTU">https://youtu.be/47016y3ZMTU</a></p>											
4	<p><b>WHOLE NUMBERS (Contd)</b></p> <p><b>Counting Skill:</b> Numbers 21-30, 1 - 30</p> <ul style="list-style-type: none"><li>-Reverse counting of the numbers</li></ul> <p><b>Writing Skill:</b> Writing numbers 21 - 30, 1 - 30 Writing numbers 1 - 10 in words.</p> <p><b>Importance:</b></p> <ul style="list-style-type: none"><li>-Banking and Finance</li></ul>	<p>By the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"><li>Identify numbers from 21-30, 1-30</li><li>count objects from 21 - 30, 1 - 30</li><li>write numbers 1 - 30 in numerals.</li><li>write numbers 1- 30 in ascending order and descending order.</li><li>write numbers 1-10 in words.</li></ol>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"><li>- spell numbers verbally</li><li>- identify numbers and the words on a chart</li><li>- take turns to write the spelling of numbers on the board</li><li>- paint pictures of numbers in words.</li><li>- sing number songs up to 20.</li><li>- identify numbers in flash cards from 1- 20.</li><li>- write from 1-20.</li><li>- count groups of lines For example:                How many lines are in all?"</li></ul> <p><b>QUANTITATIVE APTITUDE</b> Example: Trace numbers to their words:</p> <table><tr><td>9</td><td>6</td><td>7</td><td>8</td><td>10</td></tr><tr><td>Ten</td><td>Nine</td><td>Eight</td><td>Seven</td><td>Six</td></tr></table>	9	6	7	8	10	Ten	Nine	Eight	Seven	Six	<ul style="list-style-type: none"><li>• Communication and collaboration</li><li>• Critical thinking and problem solving</li><li>• Student leadership and personal development</li></ul> <p><b>AUDIO VISUAL RESOURCES</b></p> <p><b>Site links</b></p> <p><a href="https://www.math-only-math.com/order-of-numbers">https://www.math-only-math.com/order-of-numbers</a></p> <p><b>Subtraction of Whole Numbers</b></p> <p><b>Video links</b></p> <p><a href="https://m.youtube.com/watch?v=XaUxYtD8k6U">https://m.youtube.com/watch?v=XaUxYtD8k6U</a></p>
9	6	7	8	10										
Ten	Nine	Eight	Seven	Six										
5	<p><b>WHOLE NUMBERS (Contd)</b></p> <p><b>Counting Skill:</b> -Numbers 31-40, 1 - 40.</p> <ul style="list-style-type: none"><li>-Reverse counting of the numbers.</li></ul> <p><b>Writing Skill:</b> Write numbers 1 - 40</p> <ul style="list-style-type: none"><li>-Identify the number 0 as a digit.</li></ul>	<p>At the end of the lesson, pupils should be able to:</p> <ol style="list-style-type: none"><li>identify numbers from 31 - 40</li><li>count objects from 31 - 40 and do the reverse</li><li>counting of the numbers.</li><li>write numbers 31- 40, 1 - 40 in numerals.</li><li>relate with the symbol 0 as a number</li><li>identify the number 0. differentiate the number 0 from letter O.</li></ol>	<p><b>Pupils:</b></p> <p>as a class give instances of where they have come across the number zero (0) make use of flashcards, the board, phone and a keyboard to identify number 0 in the classroom. If the letter o comes up, differentiate between letters and numbers.</p> <ul style="list-style-type: none"><li>-count in order from 0 to 99 to 0.</li><li>draw the number zero and the letter O in wet sand, clay, on the board. Zero is an oval shape.</li><li>-write the numerals 0- 9, count and clap to the appropriate frequency of each number.</li><li>-sing along to songs like, 10 green bottles, five little monkeys jumping on the bed with signals to show the amount on their fingers.</li><li>-play games to describe the value of zero</li></ul> <p><b>QUANTITATIVE APTITUDE</b> Example: Complete the table below</p> <table><tr><td>4</td><td></td><td>2</td><td>1</td><td></td></tr><tr><td>0</td><td></td><td>2</td><td></td><td>4</td></tr></table>	4		2	1		0		2		4	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Student leadership and personal development</p> <p><b>AUDIO VISUAL RESOURCES</b></p> <p>Chart containing numbers.</p> <p>Use of bottle tops, pebbles, flashcard, Keyboard, items for games, Video projector for videos.</p> <p>Song on 10 green bottles standing on the wall</p> <p><b>WEB RESOURCES</b></p> <p><b>SITE LINK</b></p> <p><a href="https://www.brightideaseducation.com/preschool-crafts-activities/96901-learning-the-number-zero/">https://www.brightideaseducation.com/preschool-crafts-activities/96901-learning-the-number-zero/</a></p> <p><a href="https://www.childcarecenterly.com/pdf/winter16-zero.pdf">https://www.childcarecenterly.com/pdf/winter16-zero.pdf</a></p> <p><b>VIDEO LINK</b></p> <p><a href="https://m.youtube.com/watch?v=ZlsyWhfwV">https://m.youtube.com/watch?v=ZlsyWhfwV</a></p>
4		2	1											
0		2		4										



Comparing and ordering numbers		MATHEMATICS		
Counting Skill: -Numbers 41-50, 1-50 -Reverse counting of the numbers	Pupils should be able to: count and identify numbers from 41 - 50 count objects from 41 - 50 write numbers 41 - 50, 1-50 in numerals. identify and represent numbers from 1 - 20 on the number line identify the value of numbers compare the value of numbers using $<$ , $>$ and $=$ identify the equal to sign ( $=$ ) count in 2s from 1 - 20 increase a digit number by one in order	Pupils: classify objects like balls, pebbles in groups according to their numbers. identify quantity of objects that are more or less in number. create quantities of toys based on numbers given to them in groups. identify equal quantities. draw objects based on numbers given to them and identify which is more or less. E.g. 2 balls and 3 balls. write numbers that describe the amount of objects.	Critical thinking and problem solving Student leadership and personal development	AUDIO VISUAL RESOURCES Crayons, balls, Flash cards, Number of toys.  Web resources <a href="https://www.firstgradebuddies.com/2019/02/teaching-equality-in-math.html">https://www.firstgradebuddies.com/2019/02/teaching-equality-in-math.html</a>
MID TERM BREAK	MID TERM BREAK	MID TERM BREAK	MID TERM BREAK	MID TERM BREAK
Counting Skill: Identification, counting, reverse counting  Writing Skill: -Writing of numbers 21 - 50, 1-50 - Numbers 1 - 20 in words	At the end of the lesson, pupils should be able to:  Identify numbers 21 - 50, 1- 50 count number of objects from 21 - 50 and 1- 50 write numbers 21 - 50 in numerals. arrange numbers 21 - 50, 1- 50 in order of magnitude. skip count in 2s practice reverse counting of numbers.	Pupils: read aloud from flash cards whole numbers between 21 to 50 and 1 - 50. in small group work collectively, selecting a leader who writes numbers in big circles on cardboards. in pairs count numbers 1- 50 in turns sing number songs. speed count numbers and count slowly orderly and backwards.  relate the numbers 1 - 50 to real-life situations skip count in 2s count and reverse count frequently up to 50	Communication and collaboration Critical thinking and problem solving Student leadership and personal development	AUDIO VISUAL RESOURCES Number cards, bottle, tops, balls  Charts containing numbers WEB RESOURCES SITE LINK  <a href="https://www.education.com/resources/identifyingnumbers-11-20/">https://www.education.com/resources/identifyingnumbers-11-20/</a>  VIDEO LINK <a href="https://www.youtube.com/watch?v=388Q44ReOWE">https://www.youtube.com/watch?v=388Q44ReOWE</a>
Importance: -Developing the skill to build and arrange numbers in order of magnitude.  -Commerce and Industries  -Petty Trading		Count and write the number of shapes in the box provided  		
Introduction to Math facts:  Counting Skill: -Numbers 51-60 -Reverse counting of the numbers  Writing Skill: -Writing of numbers 51-60, 1-60 -Addition of two 1- digit numbers with sum not more than 10 -Introduce zero property -The concept of doubles	Pupils should be able to:  count and identify numbers from 51 - 60, 1-60 count objects from 51 - 60 write numbers 51 - 60 in numerals. explain the term "addition" and its sign '+' add zero to any number and identify the automatic answer add two whole numbers with sum not more than 10 e.g. $5 + 1 = 6$ , $2 + 8 = 10$ , $3 + 6 = 9$ add doubled numbers with sum not more than 10 e.g. $2 + 2 = 4$ , $3 + 3 = 6$ , $1 + 1 = 2$ apply addition of single	Pupils: practice adding groups of other pupils in front of the class and give addition statements to represent the number of pupils in front. practice adding zero to numbers and represent this using objects. sing songs on addition add numbers using objects or counters to count and add numbers. work in groups to create possible math statements to make numbers pupils count frequently from 1 - 60.  QUANTITATIVE APTITUDE  	Communication and collaboration Critical thinking and problem solving Student leadership and personal development	AUDIO VISUAL RESOURCES Bottles tops, balls, pebbles, seeds  WEB RESOURCES  <a href="https://www.education.com/lesson-plans/first-grade/addition/">https://www.education.com/lesson-plans/first-grade/addition/</a>  <a href="https://www.splashlearn.com/math-skills/firstgrade/addition/add-using-pictures-within-20">https://www.splashlearn.com/math-skills/firstgrade/addition/add-using-pictures-within-20</a>



	<p>-Count forward</p> <p><b>Importance:</b></p> <p>-Petty trading</p>	<p>digit numbers to real life situation (Real life problems)</p> <p>solve quantitative reasoning on addition.</p>			
10	<p><b>Comparison and Ordering of Numbers</b></p> <p><b>Counting Skill:</b></p> <p>-Numbers 61-70</p> <p>-Reverse counting of the numbers.</p> <p><b>Writing Skill:</b></p> <p>Writing of the numbers</p> <p>Ordering of numbers: 1 - 50</p> <p>Comparing numbers 1 - 50</p> <p><b>Importance:</b></p> <p>- Trading</p>	<p>At the end of the lesson, pupils should be able to:</p> <p>count and identify numbers 61 - 70, 1 - 70</p> <p>identify numbers from 1 - 50 on a number line</p> <p>read and write numbers 1 - 70 in numerals</p> <p>compare numbers from 1 - 50 using more than, less than, and equal to.</p> <p>count in 2s and 10s from any number between 1 - 50.</p> <p>Practice adding numbers with sum not more than 10 in real life situations.</p>	<p>Pupils:</p> <p>classify objects in groups according to their numbers.</p> <p>identify quantity of objects that are more, less or equal in number.</p> <p>create quantities based on numbers given to them in groups.</p> <p>identify equal quantities.</p> <p>draw objects based on numbers given to them and identify which is more or less. e.g. 15 balls and 32 balls.</p> <p>write numbers that describe the amount of objects.</p> <p>count circles and colour the circles in pairs.</p> <p>colour all the twos, fives, tens in different colours on 1 to 100 number chart.</p> <p>in small groups, arrange a picture puzzle labeled with skipped numbers.</p> <p><b>QUANTITATIVE APTITUDE</b></p> <p>EXAMPLE: Complete the missing boxes the correct boxes</p> <div data-bbox="817 1062 1126 1184"> </div>	<p>Communication and Collaboration</p> <p>Critical thinking and Problem solving</p> <p>Student leadership and Personal development</p>	<p><b>AUDIO VISUAL RESOURCES</b></p> <p>Number flash cards</p> <p>Use of bottle tops, pebbles, sticks of matches</p> <p><b>WEB RESOURCES</b></p> <p><b>VIDEO LINK</b></p> <p><a href="https://m.youtube.com/watch?v=ySclomU3Y4c">https://m.youtube.com/watch?v=ySclomU3Y4c</a></p> <p>26</p>