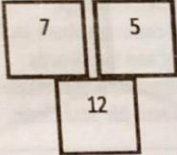
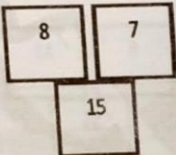
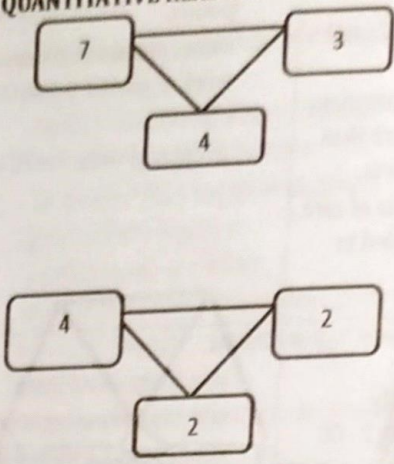
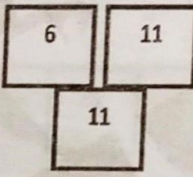
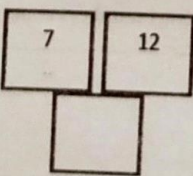
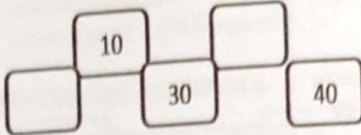
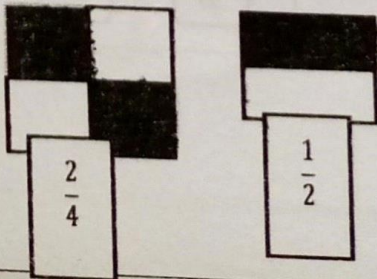


TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	AGE: 6 YEARS LEARNING RESOURCES
Revision of first term's work Counting Skill: Numbers 1-70 Writing Skill: Numbers 1 - 70	Pupils should be able to: count and write numbers 1 - 70 order numbers from 21 - 50. identify numbers from 1 - 70. add two 1- digit numbers with sum not more than 10 using math facts. describe the value of zero when zero is added to numbers	Pupils: classify objects like shells in groups according to the numbers given. create quantities of shells or other objects based on numbers given to them in groups. colour shapes in groups of numbers. work in groups to count objects within 1 - 50 count and write 1 - 70 and 70 - 1	Communication and collaboration Problem solving Personal development	Flashcards, Shells, Crayons
Introduction to Math facts: Addition of numbers Counting Skill: Numbers 71-80, 1-80	Pupils should be able to: count and identify numbers 71 - 80, 1 - 80 write numbers 1 - 80 in numerals explain the term "addition"	Pupils: sing songs on addition add numbers using objects count from 1 - 80 and 80 - 1 in small groups, use objects like pebbles, seeds or matches' sticks to count 1-digit number in twos or threes.	Communication and collaboration Critical thinking and problem solving Student leadership and personal development	AUDIO VISUAL RESOURCES Bottles tops, balls, pebbles, WEB RESOURCES https://www.education.com/lesson-plans/first-
Writing Skill: -Addition of two 1- digit numbers with sum not more than 20 -Addition of three 1 digit numbers with sum not more than 20. -The concept of doubles and near doubles -Count forward in 2s, 3s Importance: -Vocational Skills -Trading -Banking and Finance	describe real life situations on double in math statements E.g. 5 fingers + 5 fingers = 10 fingers, 2 eyes + 2 eyes = 4 eyes add two whole numbers with sum not more than 20 add three whole numbers with sum not more than 20 write simple math addition e.g. $7 + 8 = ?$, $9 + 9 = ?$ skip count in 2s, 3s apply addition of single digit numbers to real life situations (Real life problems) solve quantitative reasoning on addition	QUANTITATIVE APTITUDE Put the correct answer in the empty boxes  		https://www.splashlearn.com/math-skills/firstgrade/addition/add-using-pictures-within-20 https://www.eduplace.com/math/mathsteps/1/a/index.html
3 Introduction to Math facts: Subtraction of numbers Counting Skill: -Numbers 81- 90, 91-100 -Count the numbers backwards Writing Skill:	Pupils should be able to: count and identify numbers from 81 -90, 1 - 90 write numbers 1 - 90 in numerals explain the term "Subtraction" and its sign '-' list other terms related to 'to subtract' e.g. minus, take away, less, fewer, reduce analyse the order of numbers in subtraction	Pupils: learn the concept of subtraction by taking away number of objects from a group and give the number of the remaining items individually or in groups practice by removing some pupils from a group of pupils in front of the class and give subtraction statements to represent the number of pupils in front. practice subtracting zero from numbers and represent this using objects. sing subtraction songs like "10 green bottles etc subtract numbers using a number line in	Communication and collaboration Critical thinking and problem solving Student leadership and personal development	AUDIO VISUAL RESOURCES Bottles tops, balls, pebbles, fruits Flashcards WEB RESOURCES https://classace.io/learn/math/1stgrade/subtraction

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	-Subtraction of two 1-digit numbers within 10 -Application of the zero concept in subtraction Importance: -Vocational Skills -Trading -Banking and Finance	statements identify the minuend and subtrahend in a subtraction equation subtract zero from any number and identify the automatic answer subtract a number from itself count backward to subtract numbers subtract two whole numbers within 10 -subtract numbers on a number line apply subtraction of single digit numbers to real life situations (Real life problems) -solve quantitative reasoning on subtraction.	groups. count up to add numbers and count back to subtract numbers. count from 1 -100 frequently QUANTITATIVE REASONING 		https://www.eduplane.com/math/mathsteps/1/a/index.html
4	Counting Skill: Identification and counting of numbers 51-100 and 1 - 100 Writing Skill: -Writing of numbers 51 - 100 and 1 - 100 in numerals -Dictation of numbers Importance:	At the end of the lesson, pupils should be able to: count and identify numbers 51 - 100, 1 - 100 count number of objects from 51 - 100 write numbers 51 - 100 in numerals. arrange numbers 51 - 100 in order of magnitude. skip count in 2s and 10s from 1- 100 and backwards from 100 - 1. write dictated numbers	Pupils: as a class, read aloud from flash cards whole numbers between 51 to 100 in small groups work collectively, to write out numbers 51 - 100 on cardboard papers. in small group work collectively, selecting a leader who writes numbers in big circles on cardboards. in pairs, count numbers 51- 100 in turns sing number songs. speed count numbers and count slowly, orderly and backwards. Solve questions that relate to numbers 1 - 100 in real-life situations.	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 https://www.education.com/resources/identify-numbers-11-20/ VIDEO LINK https://www.youtube.com/watch?v=388Q44ReQWE
	Developing the skill to build and arrange numbers in order of magnitude	practice addition of two whole numbers with sum not more than 20 practice subtraction of numbers within 20 count numbers up to 100 and count on any number backwards to zero.	QUANTITATIVE APTITUDE 		
	Introduction to Math facts: Addition of numbers Counting Skill: Numbers 101- 110 Writing Skill: -Addition of 1- digit and 2-digit numbers with sum not more than 20 Count forward in 2s, 3s Importance: -Vocational Skills -Trading -Banking and Finance	Pupils should be able to: identify numbers from 101 -110 count from 1 - 110 write numbers 1 - 110 in numerals explain the term "addition" add two whole numbers with sum not more than 20 write simple math equations $10 + 8 = ?$, $11 + 5 = ?$ identify fact families in addition: $4 + 6 = 10$ and $6 + 4 = 10$ skip count in 2s, 3s and 10s apply addition of single digit and double-digit	Pupils: sing songs of adding numbers together add numbers using objects count from 1 -110 use playing cards. They pick two cards, add them, and pick another card with the sum printed on it. QUANTITATIVE APTITUDE Example: add the numbers and put the correct answer in the empty boxes 	Communication and collaboration Critical thinking and problem solving Student leadership and personal development	AUDIO VISUAL RESOURCES Bottles tops, balls, pebbles, WEB RESOURCES https://www.education.com/lesson-plans/first-grade/addition/ https://www.splashlearn.com/math-skills/firstgrade/addition/add-using-pictures-within-20 https://www.verywellfamily.com/1st-grade-math-what-is-a-fact-family-620980

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
6	Introduction to Math facts: Subtraction of numbers Counting Skill: Numbers 110- 120 Writing Skill: -Subtraction of two 1-digit numbers within 20 -Subtraction of 1-digit number from 2-digit number within 20 Importance: -Vocational Skills -Trading -Banking and Finance	numbers to real life situations (Real life problems) solve quantitative reasoning on addition find the missing addends in open sentences within 20 Pupils should be able to: identify numbers from 110 – 120 Count from 1 – 120 write numbers 1 – 120 in numerals explain the term "Subtraction" list other terms related to subtraction like minus, take away, less, fewer, reduce, lost, remain identify the minuend and subtrahend in a subtraction equation skip count forward and backwards in 2s and 3s count backward to subtract numbers subtract numbers 1 more or less than subtract two whole numbers within 20 write simple math equations $12 - 5 = ?$, $17 - 11 = ?$ subtract numbers on a number line apply subtraction of single digit numbers from double digit numbers to real life situation (Real life problems) count from 1 – 150 solve quantitative reasoning subtract up	Pupils: learn the concept of subtraction by watching the teacher take away number of objects from a group. Pupils give the number of the remaining items individually or in groups practice by removing some pupils from a group of pupils in front of the class and give subtraction statements to represent the number of children in front. practice subtracting zero from numbers and represent this using objects. sing subtraction songs like "10 green bottles etc in groups classify numbers as more or less a given number by the teacher subtract numbers using a number line in groups. add numbers and count back to subtract numbers. count from 1 – 120 frequently QUANTITATIVE REASONING	Communication and collaboration Critical thinking and problem solving Student leadership and personal development	AUDIO VISUAL RESOURCES Bottles tops, balls, pebbles, fruits Flashcards WEB RESOURCES https://classace.io/learn/math/1stgrade/subtraction https://www.eduplace.com/math/mathsteps/1/a/index.html
7	MID TERM BREAK	MID TERM BREAK	MID TERM BREAK	MID TERM BREAK	MID TERM BREAK
8	Whole Numbers Counting Skill: Numbers 121- 130 and 1- 130 Writing Skill: Numbers 121-130, 1- 130 -Dictation of numbers -Ordering of numbers: 51 – 100 -Comparing numbers within 1 - 100 Importance: -Vocational Skills	At the end of the lesson, pupils should be able to: identify numbers from 1 – 130. read and write numbers 1 – 130 in numerals compare numbers from 1 – 100 using more than, less than and equal to. count forward in ones from any number between 1 – 100. rote count from 1 – 130 order numbers in 2s and 10s write dictated numbers identify shapes used in counting numbers add two whole numbers	Pupils: classify objects into groups according to their numbers. identify quantity of objects that are more, less or equal in number. create quantities 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. 15 balls and 32 balls. write numbers that describe the amount of objects. count in circles and colour the circles in pairs. QUANTITATIVE APTITUDE EXAMPLE: Complete the missing boxes. <div style="display: flex; align-items: center; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">50</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">40</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">30</div> </div>	Communication and collaboration Critical thinking and problem solving Student leadership and personal development	AUDIO VISUAL RESOURCES Number flash cards Use of bottle tops, pebbles, sticks of matches WEB RESOURCES VIDEO LINK https://m.youtube.com/watch?v=yScIormUjYY&t=13 2s

TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	SKILLS	LEARNING RESOURCES
-Trading	with sum not more than 20 real life problems on addition of numbers with sum not more than 20			
Place value Counting Skill: -Numbers 140- 150 -Skip count in 10s Writing Skill: -Writing of the numbers Introduction to place values "Tens and Units" Increasing value of numbers. Importance: -Vocational Skills -Trading -Banking and Finance	By the end of the lesson, pupils should be able to: count and identify numbers 140 –150 count numbers 1 – 150 skip count in 10s identify the units and tens in place value describe the process of regrouping convert units into tens split tens into units write 2-digit numbers as tens and units	Pupils: use items to create a stack of tens and units. work in groups to match underlined digits in numbers to the value of the numbers. work individually to color the value of underlined digits in a group of stacked columns. work in teams to build numbers from tens and units. sing songs on tens and units.	Communication and collaboration Critical thinking and problem solving Digital Literacy	AUDIO VISUAL RESOURCES Charts, Crayons, Pebbles, Lego, Abacus WEB RESOURCES https://susanjonesteaching.com/place-value-activities/ https://www.youtube.com/watch?v=a4FXl4zb3E4
Fractions Counting Skill: Numbers 150- 160 ,1-160 Writing of the numbers Fractions identification ($\frac{1}{2}$, and $\frac{1}{4}$) with the use of objects and shapes Importance: -Vocational Skills -Trading -Banking and Finance -Sharing of commodities	By the end of the lesson, pupils should be able to: identify numbers from 150 –160 Count from 1 – 160 write numbers 1 – 160 in numerals draw different objects and divide into different parts of half, one quarter of an object. identify divided parts of a whole: halves, quarters apply fractions to real life situations around.	Pupils: discuss sharing a birthday cake, a biscuit, a sausage roll, etc. to explain the meaning of fractions. cut a cardboard into two resulting into $\frac{1}{2}$, the same action is repeated in the same pattern for each of the slices to give $\frac{1}{4}$ etc. in groups to create halves or quarters or thirds of plasticine or concret objects, colour fractions of whole. identify halves from quarters on a chart in small groups appoint a leader who brings out items in fractions (e.g. 3 brown bags out of 6 bags) and group the fraction of what he/she is holding observe pictures of fruits cut into halves or quarters. pair matching halves of objects to make a whole from a series of items analyze asymmetrical and symmetrical shapes in pairs to predict how they can be halved.	Communication and collaboration Critical thinking and problem solving Creativity and imagination	AUDIO VISUAL RESOURCES Shapes charts, Oranges, banana, plastercine, crayons WEB RESOURCES Site Link https://classace.io/learn/math/1stgrade/equal-parts-halves-and-fourths Video Link https://m.youtube.com/watch?v=zQuUNES0nM&t=1 42s
		QUANTITATIVE APTITUDE Write the fraction of the shaded portion in the box provided 		

LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
<p>By the end of the lesson, pupils should be able to:</p> <p>count and identify numbers from 160 –170</p> <p>select and pronounce numbers randomly from 1 – 170</p> <p>write numbers 1 – 170 in numerals</p> <p>describe ordinal numbers</p> <p>use ordinal numbers to show order and position from first – sixth.</p>	<p>Pupils:</p> <p>in groups arrange each other in order of ordinal numbers assigned to them by the teacher.</p> <p>paint pictures of items orderly with different colours.</p> <p>arrange marbles or crayons of different colours in position the teacher gives.</p> <p>6 pupils arrange themselves in front of the class and the other pupils call out their positions in order.</p> <p>sing songs on ordinal numbers with first, second, third.....</p>	<p>Communication and collaboration</p> <p>Student leadership and personal development</p>	<p>AUDIO VISUAL RESOURCES</p> <p>Marbles, Crayons, Toys station, Charts</p> <p>WEB RESOURCES</p> <p>http://www.rockabyebutterfly.com/2013/03/first-hand-drawn-printables.html</p>
Revision	Revision	Revision	Revision
Examinations	Examinations		