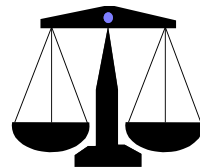


# MINISTRY OF EDUCATION

## REVISED CURRICULUM GUIDE

### MATHEMATICS

#### GRADE 1



**PRODUCED BY CURRICULUM DEVELOPMENT AND IMPLEMENTATION UNIT, NATIONAL CENTRE FOR EDUCATIONAL RESOURCE  
DEVELOPMENT  
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**CURRICULUM GUIDE  
MATHEMATICS: GRADE 1**

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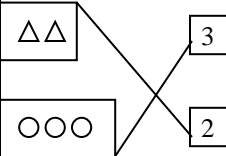
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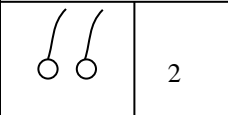
**GRADE 1**  
**SETS, NUMBERS AND NUMERATION**

TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
<b>Sets:</b> Sorting	Sorting objects.	Sort sets of objects.	Work together.	Sort and classify objects into sets. Sort and classify objects according to size, shape, colour, texture, use etc.	Put objects into sets that are alike or different in some ways using a variety of objects in the classroom. Sort objects according to their colour, size, shape etc. Discuss similarities and differences of sorted sets..	Sort sets of objects given the criterion for sorting e.g. red objects.	<u>Science.</u> Investigate some of the differences between plants and animals. Observe similarities of human groups e.g. existence of the family, similar roles of members of the family
Matching	Matching sets of objects by pairing .	Understand the concepts of more than, fewer than and as many as.	Solve problems for one's own satisfaction	One to one correspondence. Comparison of two sets of objects to show sets which have more objects than, fewer objects than, and as many objects as another set.	Select partners within groups using one to one correspondence using small objects. Match numbers of one group with those of another group Match objects from one set with those of another set. Discuss each matching and make statements about each. Match pictures on the wall chart e.g. animals with their	Match objects in two sets in a one to one correspondence.	<u>Science:</u> Match animals to their homes. Match objects used in health care with parts of the body e.g. hair- comb teeth-toothbrush

TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
					homes.		
Equal Sets	Identifying the same object or objects by different names.	Recognise that a set of objects can have different names..	Share objects with other.	Equal sets.	Identify and name sets of objects in different ways e.g. pupils of Level One, children of Level One, boys and girls in Level One. Call a friend by his "home name" and his "school name."	Sort sets of objects and giving them more than one name e.g. corks, bottle tops.	<u>Social Studies:</u> Use terms to show the same set of objects e.g. Flag of Guyana, The Golden Arrowhead.
Equivalent Sets	Identifying sets. Matching sets.	Recognise equivalent sets. Match sets using one to one correspondence. Make and complete picture sentences.	Develop self reliance when doing independent work	A set equivalent to another set will have as many objects as the other set. The meanings and uses of the comparison symbols =, >, <. The concept of the empty set.	Make sets which have many/few objects. Make sets which have more objects than, less objects than, and as many objects as another set. Match sets using one to one correspondence and make statements about the sets. Identify equivalent and non-equivalent sets by observing and matching. Make and complete picture sentences to show equivalence and non-equivalence..	Complete pairs of equivalent sets.  Cards with equality and inequality symbols.  <div style="display: flex; justify-content: space-around; align-items: center;"> <span style="border: 1px solid black; padding: 2px 5px;">=</span> <span style="border: 1px solid black; padding: 2px 5px;">&lt;</span> <span style="border: 1px solid black; padding: 2px 5px;">&gt;</span> </div> Complete picture sentences Compare for equivalent sets and non equivalent sets.	<u>Language Skills:</u> Construct sentences using the following terms: more than, less than, is equal to.  <u>Physical Education:</u> Form groups with the same number of children

TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION			
	SKILLS	KNOWLEDGE	ATTITUDE							
One more/one less relationship	Identifying sets. Ordering sets according to size.	Identify sets with one more/one less object and order sets according to size.	Show determination to succeed	Concepts of one more and one less. Arrange sets in order of size. (ascending and descending order).	Make non-equivalent sets by taking away or adding one object and discuss what was done. Introduce the terms "one more", "one less" and compare sets using these terms. Order sets of objects according to size. Discuss these arrangements. Discuss ascending and descending order. Use labels to compare two sets.	Match pairs of sets that show one more/one less.  Put given sets in ascending/descending order of size.  Use function machines e.g.  In <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>one more</td></tr><tr><td>than</td></tr></table> Out → <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td></tr></table> → 6 → 7 8 → 9	one more	than		<u>Science:</u> Field Trip: Observe sets of things in the environment e.g. plants that prefer shades, plants that like a lot of light.
one more										
than										
					<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>One Less</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>One more</td></tr></table>	One Less	One more			
One Less										
One more										
Number names	Recognising numbers. Describing sets. Matching sets Sorting objects according to identified	Recognise that the number of objects in a set has a number name and use number names to describe sets of	Approach mathematics activities willingly.	Number names one to five, zero, six to ten.	Make sets equivalent to given sets. Match pairs of sets with the same number of objects. State the reasons	Match number cards with number names.	<u>Language Skills</u> Repeating and dramatising rhymes that tell of numbers e.g. Two little cherries (Vary and extend			

TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
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	properties e.g. uses of objects.	objects.			for the matching. Sort sets into groups with like quantities e.g. all sets with “threeness” together. Assign to each group a number name. Match number names with sets.		to cater for higher numbers and other fruits in the environment.)  .
Number symbols (numerals)	Recognising number symbols (numerals). Matching picture number cards with objects. Tracing/copying/ writing number symbols (numerals).	Recognise and write the number symbols (numerals) for 1 to 5, 0, and 6 to 10.	Share objects with each other.	Number symbols 1 to 5, 0, and 6 to 10.	Match picture number cards with objects. Match given sets of objects with appropriate numerals.   Use sand trays/boxes with sand on which to trace numerals. Use picture number card.	Match sets of objects with numerals. Trace/write numerals 0-10.	<u>Art:</u> Use numerals to make designs e.g. 0000000000 11111 2222222222 33333333  <u>Science:</u> Draw objects of the day and night e.g. sun, moon. stars  <u>Guidance</u> Recognise people’s names as symbols of belonging to the human group.

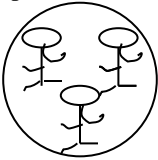
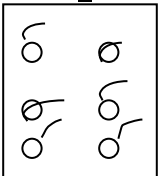
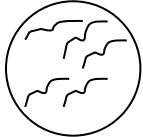
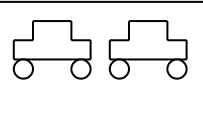

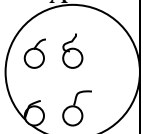
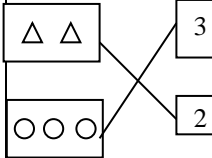
TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
							
					<p>Trace/copy/write numerals. Fix numeral jigsaws 1-5, 0, 6-10.</p>		
Sequencing numbers	Matching sets. Writing numerals.	Recognise the sequence of numbers 11-15, 16-20, 21-25 and complete sequences to 25.	Recognise and use patterns meaningfully.	Sequence of numbers 0 to 25.	<p>Arrange numerals in order from 11 to 15, 16-20 and 21-25. Match sets with appropriate numeral cards. Discuss the sequence of the numbers 11 to 25. Write the missing numerals to complete sequences to 25 Use the number ladder.</p> <p>Part of the Number ladder</p>	<p>Order numeral cards from 0 to 25.</p> <p>Complete sequences to 25</p>	<p><u>Science:</u> Discover patterns in nature</p> <p><u>Music:</u> Use rhythmic patterns in music e.g. clapping 1,2; 1,2; 1,2,1.</p> <p><u>Physical Education:</u> Display rhythmic movements in dances.</p>

TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
Ordinals	Using ordinal number names in everyday life.	Identify and use some of the ordinal number names	Use ordinal number names intelligently in situations e.g. positions in races.	Ordinal number names first to fifth, sixth to tenth	<p>Discuss:.</p> <ol style="list-style-type: none"> <li>1. Position in racing.</li> <li>2. Positions of pupils lining up.</li> <li>3. Games to select who was placed first, second, etc.</li> </ol> <p>Arrange objects in a given order from a particular direction and state position of each object using ordinal number names.</p>	<p>Identify positions of objects, pictures, and children in class, etc.</p> <p>Identify the positions of the school days of the week using ordinal number names</p> <p>Place an object in a given position e.g. fifth position in a row from left to right</p>	<p><u>Physical Education.</u></p> <p>Use ordinals to identify one's position in a line.</p> <p>Use ordinals to show order of participation in a team e.g. first to bat, eleventh batsman on the team</p>
Odd and even numbers	Examining and identifying odd and even numbers.	Identify odd and even numbers to 25.	Think carefully before classifying.	<p>Odd and even numbers to 25</p> <p>Odd numbers: e.g. 1, 3, 5, 7, 9.</p> <p>Even numbers</p>	<p>Collect and pair sets of up to 25 objects using one to one correspondence.</p> <p>Make statements</p>	<p>List odd and even numbers to 25.</p> <p>Complete sequence involving odd/even</p>	<p><u>Art and Craft:</u></p> <p>Make domino numeral cards.</p> <p><u>Music:</u></p> <p>Chanting number</p>

TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
				2, 4, 6, 8, 10.	<p>about what was done and what was observed e.g. the sets have the same number of objects; one set has one object more or one object less than the other</p> <p>Introduce the terms "odd" and "even".</p> <p>Skip count to recognise odd and even number to twenty five on a number line in</p> <p>(1) Twos from zero to identify even numbers</p> <p>(2) Twos from one to identify odd numbers.</p>	<p>numbers.</p> <p>Use domino numeral cards to match odd numbers with odd numbers and even numbers with even numbers.</p>	<p>names rhythmically e.g. a loud clap when naming an even number and a soft clap when naming an odd number in the sequence: 1,2,3,4,5,6,7,8, 9, 10</p>

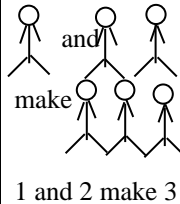
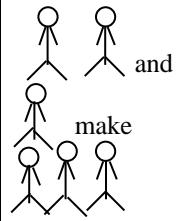
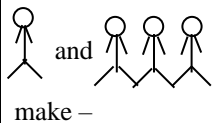
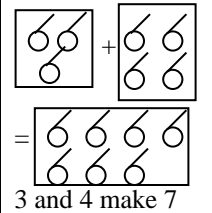
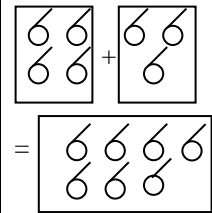
## NUMBER CONCEPTS

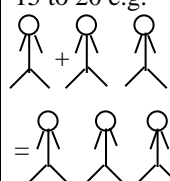
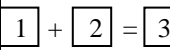
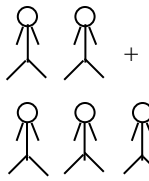
TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
Number Concepts Counting forward in sequence	Counting Repeating numbers in sequence	Repeat the sequence zero, one, two, three to twenty- five.	Co-operate in small group activities	1, 2, 3, ....., 25	<ul style="list-style-type: none"> <li>- Use objects to count</li> <li>- Make and use counting chart from zero to 25.</li> <li>- Use number line to repeat sequence zero, one, two, three to twenty five</li> </ul>	Complete number sequence e.g. 1, 2, - , 4.	<u>Poetry:</u> Repeat counting rhymes e.g. <ul style="list-style-type: none"> <li>- 1, 2 buckle my shoe.</li> <li>- 25 little black birds.</li> </ul> <u>Science:</u> Investigate patterns in nature e.g. arrangement of veins in leaves
		Repeat the sequence twenty five, twenty four, twenty three to zero	Confidence to participate in small group activities.	25,24,23,..., 0	<ul style="list-style-type: none"> <li>- Use objects to count backwards e.g. 25,24,23,22....,0</li> <li>- Make and use counting chart to count backwards from twenty five to zero.</li> <li>- Use number line to count backwards from twenty five to zero</li> </ul> Use number ladder to count backwards from twenty five to zero.	Complete number sequences e.g. 5, 4, 3, - , 1, 0	<u>Science</u> Naming parts and number of parts of the body e.g. I have 1 nose. I have 2 eyes  <u>Art:</u> Draw number ladders  <u>Physical Education:</u> Co-ordinate movements to rhythm e.g. clap and dance to the chant of number sequences.

TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
Counting the number of objects in a set	Counting	Find out how many objects there are in a set up to 25 objects	Participate willingly in class activities.	Counting objects in a set up to 25  3  6	<ul style="list-style-type: none"> <li>- Counting how many objects are in a set</li> <li>- Use objects to make sets of given numbers of objects</li> </ul>	Write how many objects are in these sets e.g.  _____  _____ Make a set with given numbers of objects e.g. 6 cherries, 12 marbles	<b>Science</b> <ul style="list-style-type: none"> <li>- Group living and non – living thing</li> <li>- Use pictures to count the number of living and non – living things in a set</li> </ul> <b>Guidance:</b> Know human rights as it relates to a member of the family e.g. the right to education, and right to life.
Last number in a count of a set of objects	Grouping Counting	Recognise that the size of a set is the last number in the count of objects in the set.	Show patience in solving problems	 A 	<ul style="list-style-type: none"> <li>- Use objects to make sets.</li> <li>- Count how many objects are in the set.</li> <li>- Identify the bigger set giving reasons</li> </ul>	Match numerals with objects.  Identify the set with the greater number of	<b>Picture Study</b> Count the number of objects in groups e.g. number of persons in the picture.  <b>Art:</b> Make a greeting card using groups of natural objects e.g. trees, birds

TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
				B - Set ___ has 3 objects. - Set ___ has 4 objects. - Set ___ has more objects.		objects.	
Counting forward in tens	Grouping Counting	Count in 10's from ten to one hundred	Appreciate mathematical activities	Count in 10's, from ten to one hundred: e.g 10, 20, 30, 40, ..., 100.	Group objects in tens.	Complete sequences, e.g: 30, 40, 50, __, 70 60, 70, __, 90.	Physical Education Skip to the count of tens, forward and backward
Counting backward in tens	Grouping Counting	Count forward or backward in tens, starting from a given number e.g. count on three tens from 40.	Appreciate the use of patterns in mathematics to solve problems	Counting backward in tens e.g. 40, 30, __, 10. 90, 80, __, 60.	Grouping objects in tens.	Complete these sequences: 70, 60, __, 40 30, 20, __.	

## OPERATIONS, RELATIONS AND PROPERTIES



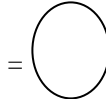
TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
<p>Operations, relations and properties</p> <p>Combining sets</p>	<p>Collecting</p> <p>Combining</p> <p>Counting</p>	<p>Combine two sets to make a total of up to 10.</p>	<p>Discover mathematical relationships</p>	<p>Number combinations to 5 and 10, Number sentence using "and ", "make" e.g</p> <p></p> <p></p> <p><b>2 and 1 make 3</b></p>	<ul style="list-style-type: none"> <li>- Show the combinations in picture form and stating the number sentence for each combination – include the commutative</li> <li>- Combine two sets of objects in different ways and noting the result</li> <li>- Write number sentences using "and" and "make" to show combinations</li> <li>- Complete picture and number sentences</li> <li>- Combine pairs of sets in two different ways and write the number</li> </ul>	<p>Complete picture sentence e.g.</p> <p></p> <p>Write number sentences for combinations – including the commutative e.g.</p> <p></p> <p></p> <p>4 and 3 make 7</p>	<p>Science</p> <p>Classify for solid waste disposal</p>

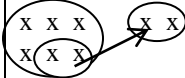

TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
					sentence for each		
Number combinations to 25	Collecting, Grouping, counting Interpreting, Communicating	To use the symbols +, = to write number sentences to show combinations to a total of 20	Work in groups	Number combinations to 5, to 10, to 15 to 20 e.g.  	<ul style="list-style-type: none"> <li>- Make picture sentences to show these combinations</li> <li>- Combine, in different ways, two sets to a total of 5, 10, 15 and 25 objects.</li> <li>- Write number sentences replacing "and" and "make" with (+) and (=) signs</li> <li>- Read the number sentences</li> <li>- Complete number sentences</li> </ul>	Complete picture and number sentences e.g. <u>Complete picture sentences</u>  = <input type="text"/> <u>Complete number sentences</u> 6 + 4 = <input type="text"/>  Write number sentences to show combinations	Picture Study Group objects in picture according to properties.
Basic facts in addition	Combining. Identifying. Comparing	Use horizontal and vertical algorithms to show basic	Appreciate Mathematical activities	Addition algorithm – vertical and horizontal e.g.	<ul style="list-style-type: none"> <li>- Combine two sets of objects and make statements</li> </ul>	Add two sets of numbers (to a total of 25 objects) in	<u>Language Skills:</u> Sentence constructions Use

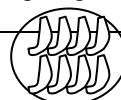
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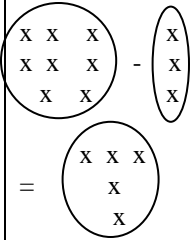
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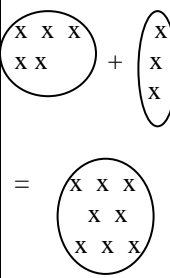
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TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
		addition facts up to a total of 18		1)     + 3 + 2 = 5 2) + 3 +2 5	about what was done. Write number sentences to show these combinations Make picture sentences horizontally and vertically and write the corresponding number sentences. - Compare the number sentences and make statement about them - Complete vertical presentation	horizontal and vertical presentations.	relevant/related words on topic e.g. add, total, put together  <b>Story Telling</b> Tell stories related to numbers and the environment e.g. Father reaped 3 boulangers and then 2 more. He reaped 5 boulangers in all.
Partitioning a set	Combining sets Identifying different sets	Partition sets to show all the combinations of sets up to 25 objects and write numbers sentences to show these partitions	Make decisions with confidence	Partition sets up to 5, 10, 15 and 20 objects	- Make two sets (in different ways) using a set of not more than 10 objects e.g.  +  = 	Partition given sets and write their number sentences.  Complete number sentences for a partition.	<b>Science.</b> Take apart natural things and reassemble e.g. leaves, stem, and root

TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
					Draw a picture sentence for each partition - Read the picture sentence and write the appropriate number sentence		
Subtracting one or more objects from up to 25 objects	Collecting objects to make sets Counting number of objects in a set	Take away one more object from up to 25 objects and write number sentences to show	Develop good health habits e.g. washing hands after activity with objects.	Take away one or more objects from up to 25 objects e.g.   6 take away 2 = 4	Taking away a given number of objects from a given set of up to 25 objects and make statements about what was done. Make picture sentences to show "take away". Write number sentences to show what was done. Complete picture – number sentences to show take away.	Take away some objects from a set of objects and state how many are left in the original set.  Write number sentences to show what was done.  Games involving subtraction	<u>Agriculture.</u> <u>Science</u> Reap crops, if possible.  <u>Science</u> Disposal of solid waste
Using the minus sign	Collecting Grouping Interpreting Subtracting	Subtract from sets of up to 25 objects. Use the minus (-) sign to write number	Clean up after an activity Resent littering	Subtract from up to 25 objects using the minus (-) sign e.g.	Take away a stated number of objects from a given set of not more than 25 objects. Introduce the	Take away one set of objects from another set Complete simple subtraction number sentences,	<u>Health</u> <u>Education</u> Tidy classroom after activity.



TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
		sentences.		<p>-</p> <p>=</p> <p>8 - 4 = 4</p>	<p>minus (-) sign. Make picture sentences and write appropriate number sentences for each subtraction Replace "taking away" with the "-" sign. Complete simple subtraction number sentences. e.g. 9 - 4 =</p> <p>5 - □ = 3 □ - 6 = 3</p>	using the "-" sign.	
as the inverse operation of addition	Comparing Computating Observing Drawing Manipulating Subtracting	Demonstrate the relationship between addition and subtraction and write number sentences for these up to 20 e.g. 5 + 4 = 9 9 - 4 = 5 9 - 5 = 4	Enjoy manipulating objects.	<p>Inverse relationship between addition and subtraction. e.g. 5 + 3 = 8 8 - 5 = 3 8 - 3 = 5</p> 	<p>Make/display two non-equivalent sets and make statements about how the two sets can be made equivalent by either removing the extra members from the bigger set <u>or</u> adding more to the set with fewer objects. e.g. 10 - 5 = 5 5 + 5 = 10</p>	<p>Complete number sentences showing the inverse operation e.g. 9 - 5 = □ 4 + 5 = □</p>	<p><u>Physical Education</u> Do opposites to given commands e.g. run to the command "walk"</p> <p><u>Organised Games</u> Form unequal groups then act to make them equal</p> <p><u>Science:</u> Observe and record weather conditions e.g</p>

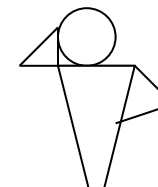
TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
				$8 - 5 = 3$			.sunny days , rainy days
Addition in twos and threes	Grouping Counting Comparing Identifying Adding	Form sets of two to show numbers up to 24	Develop awareness of the need to care body parts  Appreciate what the environment provides e.g.. fruits, leisure spots, etc.	 <p>Count by 2's up to 24 e.g. 2, 4, 6, ...,24. Form sets of twos e.g. XX + XX+ XX <math>2 + 2 + 2 = 6</math>.</p> <p>xxx + xxx + xxx <math>3 + 3 + 3 = 9</math></p>	Place children in groups of 2's and use repeated addition to record the total number of children in the groups.  Group objects in sets of 2's  Draw pairs of objects.  Write repeated addition statement to show these. Use the number line showing jumps in 2's	Write number sentences to represent repeated addition  Use the number line to show addition in 2's	Science. Identifying paired parts of the body – e.g. eyes, ears. Pair animals according to gender e,g hen - cock; cow- bull.

TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
Problem solving	Reading to solve problems Grouping Regrouping Analysing a problem	Solve simple problems of addition and subtraction.	Appreciate object in the environment.	Solve one step problem. e.g. I had 6 rubber bands. My brother gave me 3 more. How many rubber bands do I have in all?  I had 8 mangoes, I ate 2 of them. How many mangoes are yet to be eaten?	Dramatise one step problems to show addition and subtraction.  Identify the telling part of the problem and the asking part  Write statements when solving problem.	Write number sentences to show the solution to simple one step problems.	<u>Science</u> The Environment Solve real life mathematical problems especially within the home and school environments.

## GEOMETRY

TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
GEOMETRY Sorting.	Collecting Sorting Identifying Naming Discussing.	Recognise and describe similarities and differences among different solids in the environment.	Develop self reliance	Similarities and differences among solids such-as-a box, a ball, a can, and a cone e.g a ball can be rolled, a box cannot.	- Sort a given set of objects (without direction) and give reasons for the sorting. - Name the objects in each group and describe them. - Identify objects	- State the similarities/ differences in some solid objects - Match objects with names and drawings. - Identify	<u>Science.</u> Collect small solids in the environment . <u>Language Skills</u> Write sentences to describe features of solids.

TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION										
	SKILLS	KNOWLEDGE	ATTITUDE														
					<p>which have similar features e.g. objects which can roll, slide and pile up.</p> <ul style="list-style-type: none"> <li>- Discuss the similarities and differences in the objects.</li> <li>- Make Models of objects with straight edges</li> <li>- Using clay/dough to make one object which rolls/slides/can be piled up, etc.</li> <li>- Identifying objects in a game “what am I?” by giving clues e.g. I am round I can bounce/roll. What am I?</li> </ul>	<p>similarities and differences in objects.</p> <ul style="list-style-type: none"> <li>- Complete a table.</li> </ul> <p>e.g.</p> <table border="1"> <tr> <td>Object</td> <td>Features</td> </tr> <tr> <td>ball</td> <td>rolls</td> </tr> <tr> <td>matches</td> <td>pile up</td> </tr> <tr> <td>box</td> <td>-</td> </tr> <tr> <td>can</td> <td>-</td> </tr> </table>	Object	Features	ball	rolls	matches	pile up	box	-	can	-	e.g This solid can slide.
Object	Features																
ball	rolls																
matches	pile up																
box	-																
can	-																
Models of solids	Sorting Arranging Making models.	Use solids objects to make models of other objects.	Appreciate group work.	Make models of solids such as boats, houses, vehicles, etc.	<ul style="list-style-type: none"> <li>- Put together solid objects to represent other objects such as van, truck, etc.</li> <li>- Present simple scenes e.g. a boat in the river, a car on the road.</li> </ul>	Play with blocks and say what is being done.	<b>Science</b> Identify things that take up space in the environment										
Plane shapes	Observing. Identifying. Naming. Making shapes Drawing plane shapes	Identify and make plane shapes, rectangles, circles, squares and triangles.	Develop self reliance.	Recognise squares, rectangles, circles and triangles.	<ul style="list-style-type: none"> <li>- Identify the flat surfaces/faces of solid shapes.</li> <li>- Trace around the edges of these faces and discuss the</li> </ul>	<ul style="list-style-type: none"> <li>- Identify all the squares, circles, rectangles and triangles in a given picture.</li> </ul>	<b>Art and Craft</b> Construct tangrams and use them to make various shapes Make shapes on										

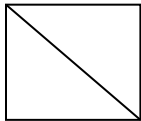
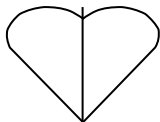
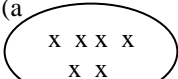


TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
					shapes formed. - Name the objects from which the shapes were made and the shapes made e.g. match box – rectangle cone hat - circle - Make squares, rectangles, triangles on a geoboard using coloured rubber bands	e.g.          The number of circles is 1 The number of triangles is 5 Draw and name shapes made on geoboard.	rectangular and circular geoboards Draw and name shapes made on geoboards.
Sorting plane shapes	Sorting. Classifying	Recognise and describe similarities and differences among these plane shapes.	Enjoy helping others	Similarities and differences among plane shapes.	- Sort plane shapes and discuss the sorting in terms of their similarities and differences. - Describe plane shapes.	List differences and similarities between plane shapes.	<u>Science</u> Look for shapes on buildings, objects, etc.

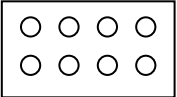
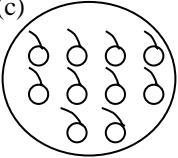

### FRACTIONS

TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
FRACTIONS Wholes	Identifying and drawing whole	Identify wholes	Co operating with each other	Concept of a whole e.g. an	Field Trip Observe whole	Draw objects that show wholes:-	<u>Science</u> Colour these















TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
	objects.		in sharing objects,	orange, a bun, a child.	things in the environment and name them	(a) a mango (b) a cake (c) a circle.	whole oranges in green
One half of a whole	Identifying one half of a whole.	Recognise that when an object is divided into two equal parts, each part is called one half Name the number of halves in wholes and write the numeral for one half ( $\frac{1}{2}$ )	Attend to classroom discussion	The concept of one half of an object. The numeral for one half is $\frac{1}{2}$ .	Tear paper to show each piece is a fraction of one whole Fold strips of paper and other geometric shapes into two equal parts. Shade one part and naming it one half Write the numeral for one half as $\frac{1}{2}$	Write the numeral for the shaded part in each of the diagrams  (a)   (b) 	<u>Art and Craft – Collage.</u> Paste halves of objects to form patterns.
Half of a set containing an even number of objects	Dividing sets containing an even number of objects into halves.	Recognise one half of a number of objects	Develop confidence in making decisions.	Half of a set of 2, 4, 6, 8, 10, ..., 24 objects.	Make two equal sets from a given set of objects not exceeding 24 Make/draw picture sentences to describe activity done, e.g.	Show $\frac{1}{2}$ of the number of objects in each of the following sets.  (a) 	<u>Language Skills – Grammar.</u> Making sentences e.g. Half of ten is five.



TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
					$\frac{1}{2}$ of        is  $\frac{1}{2}$ of 4 is 2	(b)   (c) 	
Quarters of wholes	Identifying one quarter of a whole	Name the number of quarters in a whole and write the numeral for one quarter as $\frac{1}{4}$ Recognise that one whole is more than one quarter and one quarter is less than a whole.	Assist one another to divide wholes into quarters. Seek to discover for oneself.	The concept of quarter of an object. The numeral for one quarter is $\frac{1}{4}$ .	Fold congruent cut outs of circles, squares, and rectangles to show one quarter  Divide wholes into quarters. Shade and name one part of four equal parts as one quarter Cut out and paste one quarter of a whole and write the numeral $\frac{1}{4}$ on each.	Write $\frac{1}{4}$ under the picture that shows a quarter. e.g.  	<u>Language Skills –</u> Spelling: quarters half, halves wholes  Science Recognise that some natural things are made up of different parts e.g. the flower
		State that a whole is more than one		Comparison:- Quarters and	Fold congruent strips of paper into	Use the symbols $>$ , $<$ or $=$ to	Art and Craft

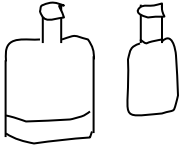
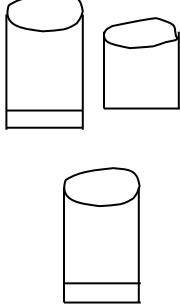
TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
		half and one quarter and that one half is more than one quarter.		<p>whole. Quarters and quarters. Use the symbols shown to compare: &gt; is greater than &lt; is less than = is equal to</p>	<p>quarters. Shading quarters and name them. Fold and cut strips of paper into quarters. Write numerals for wholes, two quarters, three quarters, four quarters Comparing these with a whole strip and with one another. Writing statements to show comparisons e.g. 1 &gt; 3/4 one is more than one quarter  1/4 &lt; 2/4 one quarter is less than two quarters</p>	<p>compare the following</p> <p>(a) 3/4      2/4 (b) 2/4      1/2 (c) 1/4      3/4</p> <p style="text-align: center;">○ ○</p>	<p>Use colours with shaded quarters to make patterns.</p> <p><u>Guidance:</u> Recognise self as a part of a family and community</p>

## MEASUREMENT - LENGTH

TOPIC	OBJECTIVES			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION						
	SKILLS	KNOWLEDGE	ATTITUDE										
MEASUREMENT LENGTH.	Grouping objects according to lengths Measuring length	Compare objects of different lengths	Share objects Cooperate and communicate with group members.	Some objects are short and some are long	Compare given objects. Group objects according to lengths – long, short.	Make a picture chart using objects or pictures. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Long</th> <th>Short</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> </tbody> </table>	Long	Short					<p><b>Science</b> Display labels with names of body parts e.g. hand, fingers. Classify as long as or as short as</p> <p><b>Picture Study</b> Discuss a picture of the same aspect of the environment and identify long and short objects.</p>
Long	Short												
													
													
Arrange objects according to length /height	Observing and differentiating various lengths of objects Comparing objects by length/height.	Arrange objects in ascending or descending order of length/height.	Share objects Enjoy helping others Value objects in the environment	Objects have various lengths.	Arrange objects according to their lengths /heights in ascending/descending order.	Make a picture chart using objects or pictures. to show objects have various lengths e.g. drinking – straws, pencils, match – sticks, crayons.							
Non-standard units of length	Observing Estimating lengths/heights of objects. Measuring as accurately as possible.	Estimate and measure the length/height of objects using non - standard units Compare lengths/heights of objects using	Develop open-mindedness to views of others	Some objects are longer/higher than others.	Estimate then measure the length/height of objects – (e.g) table, across chalk-board, desk and height of pupils using non – standard units of	Compare estimated measurements and actual measurements using non-standar units of measurementd	<p><b>Science</b> Observe growth of plants.</p> <p><u>Guidance:</u> Recognise growth as a part of life.</p>						

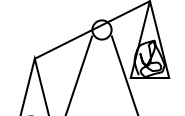
TOPIC	OBJECTIVES			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
		non – standard units.			measure – (e.g) toothpaste boxes, exercise books, pieces of strings Compare number of standard units of measurement between objects measured.		<u>Health Education:</u> Develop health habits to facilitate growth
Standards units of length	Observing and estimating lengths/heights of objects. Measuring as accurately as possible	Estimate, measure and compare the length/height of objects using standard units – metre and one half metre.	Appreciate the beauty of the environment View the environment as a field for learning Care the environment	Some objects are longer/higher than others as determined by standard units of measure.	Discuss and make metre rulers/strips. Estimate then measure length/height of objects - –e.g. table top, across chalk – board, desk top and height of pupils using standard units of measure, ,the metre and half metre. Compare number of metres and half metre with respect to objects measured Estimate and measure lengths and heights of objects in the environment.	Measure distances in metres and half metres e.g. across the classroom. Report findings. Compare estimated measurements and actual measurements using standard units of measurement.	<u>Physical Education</u> Running distances measured in metres e.g. One hundred metre race..

# CAPACITY

TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
Capacity  Comparing capacity of containers	Comparing Ordering	Compare containers of different sizes and shapes.	Co-operate with others during activities. Respect views of others	All containers do not hold the same amount. The shape of a container does not always determine its capacity	Order containers according to size.	Mark an X on the container that will hold more water.    Say why.	<u>Science.</u> Field Trip Describe an area in terms of natural containers of water e.g. ponds, trenches.
Estimating capacity of containers using non standard units	Estimating, measuring and comparing the capacity of containers	Estimate the capacity of different containers using non-standard measures.	Show determination to succeed	Capacity – A container , compared with others,holds more, less, or the same amount.  Arrange containers according to capacity	Estimate the capacity of containers of different shapes and sizes by stating which container will hold more, less or the same amount as another.  Use non-standard containers to measure capacity e.g. tins, cups, bottles.	<u>Mark an X on the pictures of two containers that seem to hold the same amount.</u>    Say why.	<u>Science –</u> Investigate and discuss the uses of containers e.g. bottles for sodas, buckets for water and sand.  <u>Health Education</u>

TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
							Be aware that medicine is stored in containers. Show care in handling containers that are breakable.
Measuring Capacity using standard units	Measuring	Measure the capacity of containers in litres, ½ litres	Accept assistance if necessary	Measure liquids in litres and ½ litres.	Fill litre containers using the ½ litre containers stating the number of 1/2 litre containers needed to fill the litre container.	Fill containers stating their capacity in litres and half litres	Science Measuring capacity.

### MEASUREMENT - MASS

TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
Mass Arranging objects according to their masses	Weighing objects. Measuring. Estimating. Valuing.	Recognise that all objects do not have the same mass.	Cooperate in group activities.	Different objects have different mass.	State which of two objects is lighter or heavier. Compare objects by their masses and arrange these objects from lightest to heaviest and vice versa. Suggest the mass of two children in terms of lighter/heavier Use a sea-saw to verify who is the lighter or heavier of the two.	Given a variety of objects – pupils put same in order of lightest to heaviest and vice versa.	Science Measuring mass.
Comparing mass of objects	Exploring Interpreting Communicating. Measuring	Estimate, measure and compare mass of objects.	Recognise and accept differences of persons in the human group.	Comparison of mass using non-standard measures.	- Discuss the uses of a simple improvised balance and name things that are measured using same. - Estimate and	Name which one is heavier/lighter. 	Craft Make balances using suitable hangers Science Collect objects

TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
					<p>compare the mass of pairs of objects then use the balance to verify the estimates.</p> <ul style="list-style-type: none"> <li>- Discuss the results and making simple statements about what happened when objects were placed in the pans of the balance e.g. objects with the same mass cause the two pans to balance.</li> </ul>	<p>is lighter is heavier</p>	<p>in the environment for comparison of mass</p> <p><u>Physical Education</u> Balance oneself using body parts.</p>
Standard units of mass	Communicating. Interpreting. Estimating. Measuring.	Estimate, measure and compare mass of objects in kilogram; one half kilogram.	Willingness to co-operate with one another.	2 – one half kilogram is equal to 1 kilogram. Some items that are measured in kilograms are flour, sugar, chicken, beef etc.	<ul style="list-style-type: none"> <li>- Manipulate packages of 1kilogram mass and ½ kilogram mass</li> <li>- Collect labels/food packets with mass of content identified in kilograms.</li> <li>- Discuss the 1-kilogram mass and identify objects that may be lighter than/heavier than or the same as the 1 kilogram mass.</li> <li>- Estimate then use a balance to check the estimates.</li> <li>- List items that are sold in kilograms.</li> <li>- Using ½ kilogram mass to balance 1</li> </ul>	<p>Name three things that are sold in kilograms.</p> <ul style="list-style-type: none"> <li>- How many ½ kg will be needed to balance 1kg? 4 kg?</li> <li>- How many ½kg of sugar can be had from 1kg of sugar?</li> </ul>	<p><b>Social Studies</b> Set up a shop corner with empty food packets and labels showing mass of contents</p>

TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
					kilogram and state the findings.		

### MEASUREMENT - TIME

TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
TIME Discussing time	Exploring Explaining Observing.	Relate time to one's daily activities.	Volunteer to perform tasks	Time: The 24-hour clock, (a real clock or a model). - Time children wake up. - Time children leave for school. - Time school assembles. - Time for lunch. - Time school dismisses. - Time children go to bed. AM PM Night, midday etc.	- Discuss activities related to time one wakes up in the morning, has breakfast, and leaves for school - Discuss activities linked to time school assembles, recreation , lunch etc - Dismissal. - Talk about time for certain daily activities e.g. doing mathematics, going into the garden - Discuss the clock in relation to face, hands, hours Answer questions based on content e.g. around what time do you leave for school? - Demonstrate movement of the clock hands	Compile a chart showing daily activities and time	Art Cut and paste pictures showing an activity to match time Draw clock face in sand box/ tray Draw different shapes of the clock face  <u>Drama/Role Play</u> Recite poems /rhymes dealing with time Act out events Related to particular time  Music Rhythmic

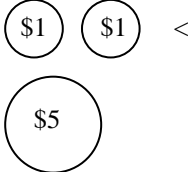
TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
					-		<p>movements to music</p> <p><b>Science</b> Listen to sounds in the environment e.g. chirpings of birds, croakings of frogs.</p>
Using the 24-hour clock to tell time	Counting Communicating Reading an instrument Recording observations .	Recognise the order and position of the numerals on the clock face. Classify the clock as an instrument measuring time.	Work and cooperate with others. Value time	Use the 24- hour clock to tell and show time on the hour e.g. I get up at around seven hours	<ul style="list-style-type: none"> <li>- Count in ones to 24.</li> <li>- Read numerals on clock face as hands turn.</li> <li>- Show stated time on clock face and recording same</li> <li>- Tell time that has elapsed in one hour intervals.</li> </ul>	Display and tell the time shown on a clock face.	<p><b>Art</b> – Drawing the clock face.</p> <p><b>Craft</b> Making models of clock faces putting in hands</p> <p><b>Games</b> Games involving the movements of the hands of the clock e.g. Neighbour, neighbour, what is the time?</p>


TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
							<u>Physical Education</u> Coordinated body movements chanting tick-tock, tick-tock.
The calendar as another measure of time	Discussing Reading Identifying Observing	Identify the calendar as a means of telling time - Name the days of the weeks and months of the year. - Read dates of special events on calendar.	Take pride in being a member of the human group. Take pride in being regular and punctual.	A large calendar showing in dates, days and months of the year.	Discuss the calendar - its uses and features. - Read the names of days of the week and months of the year from calendar. - Name the birth-months of each child, national holidays and their dates or approximate dates. - State the date for today, yesterday and tomorrow.	Complete: Sunday; ____; Tuesday; ____; Thursday; ____; Saturday.	<b>Music</b> Sing songs, dance  <b>Poetry</b> Reciting poems e.g. Uncle Time is an old old man  <b>Story Telling</b> Listening and retelling stories

## MONEY

TOPIC	OBJECTIVES			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION								
	SKILLS	KNOWLEDGE	ATTITUDE												
MONEY Properties of coins	Identifying coins according to their size, shape and colour.	Identify and describe coins up to 10 dollars.	Value money as helping us to meet our needs View money as important in providing services for us e.g. education., transportation	<ul style="list-style-type: none"> <li>- Coins have different size, shape, colour, mass and value.</li> <li>- Coins up to 10 dollars.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the usefulness of money to us.</li> <li>- Identify and naming 1 dollar, 5 dollar and 10 dollar coins.</li> <li>- Talk about each coin – its colour, size, shape, mass, markings edges etc.</li> <li>- Recognise that these coins are used in our country</li> <li>- Make pictures of the coins by placing the coin under a plain piece of paper and rubbing it firmly with a pencil or crayons.</li> </ul>	Match coins with appropriate names to show the value of the coins. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">COIN</th> <th style="width: 50%;">VALUE</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">( \$1 )</td> <td>One dollar</td> </tr> <tr> <td style="text-align: center;">( \$1 ) ( \$1 )</td> <td>Two dollars</td> </tr> <tr> <td style="text-align: center;">( \$5 )</td> <td>Five dollars</td> </tr> </tbody> </table>	COIN	VALUE	( \$1 )	One dollar	( \$1 ) ( \$1 )	Two dollars	( \$5 )	Five dollars	<b>Social Studies</b> Role play using money Make up rhymes/ songs about money Visit shopping centres , markets etc Set up a play shop in the classroom.
COIN	VALUE														
( \$1 )	One dollar														
( \$1 ) ( \$1 )	Two dollars														
( \$5 )	Five dollars														
Comparing coins	Comparing Discussing Examining for differences.	Stating the relationship between coins - up to 10 dollars	Value money	Different coins have different values. The value of 5 – one dollars coins have the	<ul style="list-style-type: none"> <li>- Discuss and compare coins,- their value which can buy most sweets etc.</li> </ul>	Show five dollars/ten dollars in different ways using 1 – dollar coins, 5 dollar coins and	<u>Art</u> – Using coins to make patterns.								

TOPIC	OBJECTIVES			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
				same value of 1 five dollar coin which has the same value as 1 – ten dollar coin.	<ul style="list-style-type: none"> <li>- Recognise that the biggest coin is not necessarily the most valuable one.</li> <li>- Compare a pile of five 1 – dollar coins and another pile of one 5 – dollar coin and make statements about values</li> <li>- Repeat above to show the relationship between the value of the 1 - dollar, 5 dollar and 10 –dollar coins.</li> </ul>	10 dollar coins	
Compare the value of coins	Comparing Using comparison symbols Discussing	Compare the value of coins using symbols is less than <, is greater than >, is equal to = up to ten dollars.	Appreciate and care money. Sharing coins in groups.	5 – one dollar coins have the same value as 1 five dollar coin.	<ul style="list-style-type: none"> <li>- Discuss shopping experience (i.e) what can be bought with the coins, how much can be bought etc.</li> <li>- Compare</li> <li>- given sets of 1 – dollar coins with a 5 – dollar coin and make</li> </ul>	Make cards with symbols <div style="display: flex; justify-content: space-around; align-items: center;"> <span style="border: 1px solid black; padding: 2px 5px;">=</span> <span style="border: 1px solid black; padding: 2px 5px;">&gt;</span> <span style="border: 1px solid black; padding: 2px 5px;">&lt;</span> </div> Use cards and coins to complete number sentence (e.g)  \$1.   \$1 . \$1.  <   5 dollars	<u>Social Studies</u> Budgeting The use of money in the family

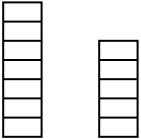
TOPIC	OBJECTIVES			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
					<p>statements about these comparisons.</p> <ul style="list-style-type: none"> <li>- Record these in pictures and number sentence using symbols e.g</li> </ul> <p>  </p> <p>Read these sentences</p> <ul style="list-style-type: none"> <li>- Use similar activities to show the relationship between the values of the 1 dollar, 5 dollar and 10 dollar coins.</li> </ul>		
Combining coins to a total of 10 dollars or less	Counting coins. Recording the value of coins	Combine set of coins to produce a total of 10 – dollars or less and write number sentences to show these combinations	Sharing coins. Sharing ideas Display good manners Respect the rights of others.	Combinations of coins to a total of 10 dollars or less.	Talk freely about shopping experience e.g what item was bought, what was the cost of the item and the coins with which payment was made.	Complete picture and number sentences	<u>Social Studies</u> Budgeting. Picture Study Discuss a shopping scene  Role Play Act out shopping experiences

TOPIC	OBJECTIVES			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
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					<ul style="list-style-type: none"> <li>items in pocket chart and state the price for the item</li> <li>- Pay for the <input type="radio"/> item <input type="radio"/> using and naming coins <input type="radio"/> used</li> <li>- Record how payment was made e.g four-1 dollar coins and one-5 dollar coin were used.</li> <li>- Read number sentences</li> <li>- Buy two items of a total cost of not more than 10 dollars and write number sentences to show the total cost e.g.</li> <li>- 1 dollar + 2 dollars = 3 dollars.</li> </ul>		
Combining and partitioning coin values	Combining Partitioning	Develop understanding of how to combine and partition coins when making purchases	Show care when purchasing by counting change received	Combinations and partitions of 1 dollar, 5 dollar and 10 dollar coins.	<ul style="list-style-type: none"> <li>- Buy items costing less than 10 dollars and receive change</li> <li>- Discuss change received.</li> </ul>	Complete picture and number sentences. A Sweet  Costs 4 dollars	Role Play Play at shopping using different coins.



TOPIC	OBJECTIVES			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
					<p>- Use a ten dollar coin to show two sets totalling 10 dollars (e.g)</p> <p>\$5 + \$5 =</p> <p>10 dollars</p> <p>\$1 \$1</p> <p>\$1 \$1 \$1</p> <p>\$1 \$1</p> <p>\$1 \$1 \$1</p> <p>= 10 dollars</p>	<p>Pays \$10</p> <p>Change</p> <p>\$1 \$5</p>	

## STATISTICS - GRAPHS

TOPIC	OBJECTIVE			CONTENT	METHODS/ STRATEGIES-	EVALUATION	AREAS OF INTEGRATION
	SKILLS	KNOWLEDGE	ATTITUDE				
<b>GRAPHS</b> Two – row pictographs .	Interpreting Reading Comparing	Use concrete materials, make two – rows pictographs and read information from pictographs.	Working in groups co-operatively.	Two – row pictographs  e.g. <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 2px;">             x x x x           </div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 2px;">             x x x x           </div>	Discuss topics of interest e.g. pets, fruits, vegetables Use pictures to represent objects Making two – rows pictographs. Read and compare information on pictograph.	Gather information e.g. favourite sodas, most liked fruits ,	<b>Science</b> Collect information Share information e.g. things that float, things that sink  <u>Craft</u> -Collages Collect materials from the environment to paste on background to form picture
Two - column block – graphs	Comparing Arranging Reading	Use concrete materials to make two – column block – graphs and read information from block – graph	Assist one another.	Two – column block – graphs  	Compare two sets of different objects arrange to form two block. Read information from graph.	Read information from block graph.  Make a block graph.	<b>Games/Play</b> Use blocks to make representation of objects.
Two – column block – graphs where one object represents another object	Interpreting Reading Discussing.	Make a two column block graph using one objects to represent another. Reading information from blocks – graphs	Work together	Two – column block – graphs (where one object represents another objects) e.g. a cork stands for a particular	Discuss preferences for such thing as games, fruits, vegetables and flavours of sodas Making two - column block graph to show	Make two – columns block – graph where one object represents another object. Compare the information on the block – graph	<b>Traffic Education</b> Know meanings of the colours of traffic lights <b>Craft</b> Make paper plate puppets- cut out

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				soda, a cube represents a house etc	preferences for one of two objects by pasting coloured circles, squares and rectangles in column to represent the number of preferences. Compare the column on the graph to find preference for each fruit, the better liked.		circles to represent eyes, and other shapes to represent nose, mouth etc,  Games Play games where one pretends to be someone else or something e.g. a teacher, a preacher, a wild animal etc.  <u>Physical Education</u> Imitate movements of animals