

## MATHS SCHEME OF WORK

**CLASS: PRIMARY THREE**

**TERMS: ONE TO THREE**

WK	PD	THEME	SUB-THEME	COMPETENCES	METHODS	SKILLS	ACTIVITIES	T/AIDS	REF	RM
1	1&2		<u>Holiday work</u>	Pupils should be able to: 1-Write corrections for holiday work	Whole class discussion	Neatness Observation	Writing Answering oral questions	Past papers	Chalk board Past papers	
	3&4	OUR SUB COUNTY/ DIVISION	<u>Set concepts</u> A set is a collection of well defined members.	Pupils should be able to: 1-Explain what a set is. 2-Match sets correctly. 3-Name the given sets. 4-list the given sets.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustration	MK Primary Mathematics 2000 bk3 pgs 1 Understanding Mathematics bk3 pgs	
	5&6		<u>Comparing sets</u>	Pupils should be able to: 1-Compare the given sets 2-Write down the given sets..	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustration	MK Primary Mathematics 2000 bk3 pgs Understanding Mathematics bk3 pg1	

	7&8		<u>Types of sets and there symbols</u>	Pupils should be able to: 1-Name the sets and their symbols.. .	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustration	MK Primary Mathematics 2000 bk3 pgs 1 Understanding Maths book 3 page 2	
2	1&2		<u>Union sets(U)</u>	Pupils should be able to: 1-Explain what union of sets is. 2-Write down members of given sets without repeating.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions Drawing	Pupils text books C/board illustration	MK Primary Mathematics 2000 bk3 pgs Primary school Maths book 3 page 4	
	3&4		<u>Intersection sets</u>	Pupils should be able to: 1-Explain what intersection of sets is. 2-Identify the common members of the given sets and write them down. .	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions Drawing	Pupils text books C/board illustration	Primary school Mathematics book3 pg4 Understanding Mathematics bk3	
	5&6		<u>Empty set</u>	Pupils should be able to: 1-Explain what an empty set is. 2-Write down the symbol for an empty set.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustration	MK Primary Mathematics 2000 bk3 pgs 12 Understanding	

				3-Identify empty sets among others.					Mathematics bk 4 pgs 6-7	
	7&8		<u>A Venn diagram</u>	Pupils should be able to: 1-Represent the given information on a Venn diagram.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions Drawing	Pupils text books C/board illustration	MK Primary Mathematics 2000 bk3 pgs Understanding Mathematics bk3 pgs 6-9	
3	1&2		<u>Topical questions</u>	Pupils should be able to: 1-Answer the given questions correctly. 2-Be time conscious	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration	Teachers collection	
	3&4	LIVELIHO OD IN OUR SUB COUNTY/ DIVISION	<u>Numeration system and place values</u>	Pupils should be able to: 1-Name the numbers and their symbols. 2-Form numbers using basic digits.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustration	MK Primary Mathematics 2000 bk3 pgs 8-10 Primary Mathematics for Uganda bk3 pg 10	
	5&6		<u>Forming numbers</u>	Pupils should be able to: 1-Form numbers and arrange in ascending and descending order.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustration	Primary Mathematics for Uganda pg 10 Primary School	

									Mathematics bk 3 pg 8-10	
	7&8		<u>Arranging numbers</u>	Pupils should be able to: 1- Arrange numbers according to the given instructions	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustration	Primary Mathematics page 7 Primary School Mathematics bk 3 pg 10	
4	1&2		<u>Grouping in hundreds, tens and ones</u>	Pupils should be able to: 1-Identify the given numbers and group them accordingly. 2-Use bundles correctly.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Bundles of sticks	Teachers collection	
	3&4		<u>Abacus</u>	Pupils should be able to: 1-Identify the given numbers and represent them on the abacus.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	abaci	MK Primary Mathematics 2000 bk3 pg 21	
	5&6		<u>Word problems</u>	Pupils should be able to: 1-Write numbers in words or vice versa.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustration	Primary Mathematics for Uganda bk3 pgs 12  Primary School Mathematics bk 3 pgs31	
	7&8		<u>Writing</u>	Pupils should be	Whole class	Accuracy	Writing	Pupils	MK	

			<u>number symbols in figures</u>	able to: 1-Read the given words and understand. 2-Wite the given word symbols in figures.	discussion Brain storming	Neatness	Answering oral questions	text books C/board illustration	Primary Mathematics 2000 bk3 pgs 24 Primary School Mathematics bk 3 pgs28	
5	1&2		<u>Place values</u>	Pupils should be able to: 1-Identify the given place values in a number. 2-Find the values of given digits.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustration	Primary School Mathematics bk 3 pgs19	
	3&4		<u>Adding numbers using an abacus</u>	Pupils should be able to: 1-Identify the given numbers. 2-Add the given numbers correctly in an abacus..	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustration	MK Primary Mathematics 2000 bk3 pgs 12 Primary School Mathematics bk 3 pgs12	
	5&6		<u>Roman numerals</u>	Pupils should be able to: 1-Name the basic Roman numerals. 2-Change Hindu Arabic to Roman numerals and vice versa.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustration Chart	Teachers collection	
	7&8		<u>Application on Roman</u>	Pupils should be able to:	Whole class discussion	Accuracy Neatness	Writing Answering oral	Pupils text	Teachers collections	

			<u>numerals</u>	1-Draw clock faces and use Roman numerals 2-Change ones age in Roman numerals.	Brain storming		questions	books C/board illustrati on Chart		
6	1&2		<u>Topical questions</u>	Pupils should be able to: 1-Answer the given questions correctly. 2-Be time conscious	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustrati on	Teachers collections	
	3&4	OUR ENVIRONMENT IN OUR SUB COUNTY	<u>Operation on numbers</u>	Pupils should be able to: 1-Identify the given signs correctly. 2-Use the given signs correctly.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustrati on	Teachers collections	
	5&6		<u>Addition of numbers - three by three</u>	Pupils should be able to: 1-Identify the given numbers and add them correctly. 2-Add word problems correctly.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustrati on Chart	MK Primary Mathematic s 2000 bk4 pgs 43-44 Teachers collections	
	7&8		<u>Subtraction</u>	Pupils should be able to: 1-Identify the given numbers and subtract them correctly. 2-Subtract word problems correctly	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustrati on	Primary Mathematic s book 3 pgs 33  Teachers collections	
8	1&2		<u>Multiplication</u>	Pupils should be	Whole class	Accuracy	Drawing	C/board	Teachers	

				able to: 1-Show the multiplication of numbers on a number line	discussion Brain storming	Neatness	Answering oral questions	illustrati on Pupils text books Chart	collections	
	3&4		<u>Multiplication of digits</u>	Pupils should be able to: 1-Multiply two digits by one digit number. 2-Multiplying three digits by one digit number.	Whole class discussion Brain storming	Accuracy Neatness	Drawing Answering oral questions	C/board illustrati on Pupils text books Chart	Teachers collections Primary Mathematic s book 3 page 40 Primary school Mathematic s book 3 pages 36-37	
	5&6		<u>Multiplication of digits</u>	Pupils should be able to: 1-Multiply a two digit by two digit number. 2-Read and understand word problems.	Whole class discussion Brain storming	Accuracy Neatness	Drawing Answering oral questions	C/board illustrati on Pupils text books Chart	Teachers collections Primary Mathematic s bk3 pg 40 Primary school Mathematic s bk 3 pgs 36-37	
	7&8		<u>Division of numbers</u>	Pupils should be able to: 1-Divide the given numbers accurately (one by one and then two by one)	Whole class discussion Brain storming	Accuracy Neatness	Drawing Answering oral questions	C/board illustrati on Pupils text books Chart	Teachers collections Primary Mathematic s bk3 pg Primary school Mathematic	


									s bk 3 pgs	
9	1&2		<u>Division of numbers</u>	Pupils should be able to: 1-Divide the given numbers accurately (long division) 2-Read and understand word problems in division.	Whole class discussion Brain storming	Accuracy Neatness	Drawing Answering oral questions	C/board illustration Pupils text books Chart	Teachers collections Primary Mathematics bk3 pg Primary school Mathematics bk 3 pgs	
	3&4		<u>Topical questions</u>	Pupils should be able to: 1-Answer the given questions correctly. 2-Be time conscious	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration	Teachers collections	
	5&6	ENVIRONMENT AND HEALTH IN OUR SUB COUNTY/ DIVISION	<u>Number facts and sequence</u>	Pupils should be able to 1-Explain what even, odd, prime, counting, whole numbers are.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart	Teachers collections	
	7&8		<u>Missing numbers</u>	Pupils should be able to 1-Work out the missing numbers using the four rules of number.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart	Teachers collections	
10	1&2		<u>Multiples of natural numbers</u>	Pupils should be able to 1-Explain how to get them.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils	Teachers collections	



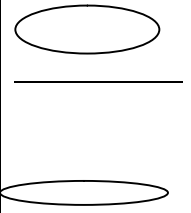
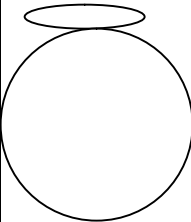
								text books Chart		
	3&4		<u>Factors of numbers</u>	Pupils should be able to 1-Explain how to get them.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart	Teachers collections	
	5&6		<u>Lowest Common Multiple (LCM)</u>	Pupils should be able to 1-Explain how to get the LCM of given numbers.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart	Teachers collections	
	7&8		<u>Magic square</u>	Pupils should be able to 1-Explain how to get the LCM of given numbers.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart	Teachers collections MK Primary Mathematics 2000 book 3 page87	
1 1	1&2	LIVING THINGS: ANIMALS AND PLANTS IN OUR ENVIRONMENT	<u>Geometry (Rectangle)</u>	Pupils should be able to 1Name the shape drawn. 2-Name the properties of the shape given.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions Drawing	C/board illustration Pupils text books Chart	Teachers collections MK Primary Mathematics 2000 book 3 page117	

	3&4		<u>Square</u>	Pupils should be able to 1-Name the shape drawn. 2-Name the properties of the shape given.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions Drawing	C/board illustration Pupils text books Chart	Teachers collections MK Primary Mathematics 2000 book 3 pages117-118	
	5&6		<u>Triangle</u>	Pupils should be able to 1-Name the shape drawn. 2-Name the properties of the shape given.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions Drawing	C/board illustration Pupils text books Chart	Teachers collections MK Primary Mathematics 2000 book 3 pages117-118	
	7&8		<u>Circle</u>	Pupils should be able to 1-Name the shape drawn. 2-Name the parts of the shape given.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions Drawing	C/board illustration Pupils text books Chart	Teachers collections MK Primary Mathematics 2000 book 3 pages117-118	
1 2	1&2		<u>Trapezium</u>	Pupils should be able to 1-Name the shape drawn. 2-Name the properties of the shape given.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions Drawing	C/board illustration Pupils text books Chart	Teachers collections	
		SECOND	TERM	SECOND	TERM	SECOND	TERM		SECOND	TERM

1	1&2		<u>Holiday work</u>	Pupils should be able to: 1-Write corrections for holiday work	Whole class discussion	Neatness Observation	Writing Answering oral questions	Past papers	Chalk board Past papers	
	3&4	MANAGING RESOURCES	<u>Fractions</u> <u>What a fraction is</u> $\frac{4}{5}$ 4 is a whole no 3 is a numerator 5 is denominator	Pupils should be able to 1-Explain what a fraction is. 2-Name the parts of a fraction.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart	Teachers collections MK Primary Mathematics 2000 book 3 pages 94	
	5&6		<u>Types of fractions</u> Proper e.g $\frac{2}{5}$ Improper e.g $\frac{9}{2}$ Mixed e.g $2\frac{7}{9}$	Pupils should be able to 1-Name the types of fractions with examples.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart	Teachers collections MK Primary Mathematics 2000 book 3 pages 94	
	7&8		<u>Writing in fractions words</u> $\frac{1}{2}$ = a half $\frac{1}{9}$ = a ninth	Pupils should be able to 1-Writing fractions in words and vice versa.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart	Teachers collections MK Primary Mathematics 2000 book 3 pages 95-96	
2	1&2		<u>Shaded and un shaded fractions</u> <u>shaded fractions</u> = $\frac{2}{5}$ <u>unshaded</u> = $\frac{3}{5}$	Pupils should be able to 1-Naming the shaded and un shaded fractions. 2-Draw and shade the given fractions.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions Drawing	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pgs 46-49 MK Primary Mathematics 2000 book 3	

									pages 97-98	
	3&4		<p><u>Comparing fractions</u> Which is greater? <math>\frac{1}{2}</math> or <math>\frac{1}{3}</math></p> 	Pupils should be able to 1-Naming the shaded and unshaded fractions. 2-Draw and shade the given fractions.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions Drawing	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pgs 50-51 MK Primary Mathematics 2000 book 3 pages 97-99	
	5&6		<p><u>Equivalent fractions</u> <math>\frac{1}{2} = \frac{2}{4} = \frac{4}{8}</math> <math>\frac{1}{3} = \frac{2}{6} =</math></p>	Pupils should be able to 1-Explain what equivalent fractions are. 2-Draw equivalent fractions.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions Drawing	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pgs 50-51 MK Primary Mathematics 2000 book 3 pages 97-98	
	7&8		<p><u>Addition of fraction</u> <math>\frac{1}{2} + \frac{1}{2} = \frac{2}{4}</math> <math>\frac{1}{5} + \frac{2}{5} = \frac{3}{5}</math></p>	Pupils should be able to 1-Identify the given fractions. 2-Add the given fractions correctly.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg 54 MK Primary Mathematics 2000 book 3 pages 101-104	
3	1&2		<p><u>Subtraction of fractions</u> <math>\frac{3}{5} - \frac{1}{5} = \frac{2}{5}</math> <math>\frac{7}{9} - \frac{3}{9} = \frac{4}{9}</math></p>	Pupils should be able to 1-Identify the given fractions. 2-Subtract the given fractions correctly.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg 53 MK Primary Mathematics 2000	

									book 3 pages 105-108	
	3&4		<u>Addition of fractions with different denominators</u> Using renaming method $\frac{1}{2} + \frac{1}{3}$ $\frac{1}{2} \times 3 = \frac{3}{6}$ $\frac{1}{3} \times 2 = \frac{2}{6}$ $\frac{3}{6} + \frac{2}{6} = \frac{5}{6}$	Pupils should be able to 1-Identify the given fractions. 2-Add the given fractions correctly.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg MK Primary Mathematics 2000 book 3 pages	
			<u>Subtraction of fractions with different denominators</u> Using renaming method $\frac{1}{2} - \frac{1}{3}$	Pupils should be able to 1-Identify the given fractions. 2-Subtract the given fractions correctly.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg MK Primary Mathematics 2000 book 3 pages	
			Multiplication of fractions $\frac{1}{2} \times \frac{1}{3}$ What is $\frac{1}{2}$ of 10 = $\frac{1}{2} \times 10 = (10 \div 2) \times 1 = 5$	Multiplies fractions correctly Draw diagrams to show multiplication of fractions.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg MK Primary Mathematics 2000 book 3 pages	
	5&6		<u>Topical questions</u>	Pupils should be able to: 1-Answer the given questions correctly.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration	Teachers collections	

				2-Be time conscious						
7&8	KEEPING PEACE IN OUR SUB COUNTY	<u>Time by hour, a half past,</u> 	Pupils should be able to 1-Identify the given time 2-Tell the time according to the clock face.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg 74-75 MK Primary Mathematics 2000 book 3 pages 127		
4	1&2	<u>Time by quarter past, a quarter to</u> 	Pupils should be able to 1-Identify the given time 2-Tell the time according to the clock face.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart Clock face	Understanding Mtc bk 3 pg 74-75 MK Primary Mathematics 2000 book 3 pages 131-135		
3&4		<u>Changing hours to minutes</u> 1hour 60min 3hours = $3 \times 60 = 180m$ 240mins to hr $240 \div 60 = 4 = 4hours.$	Pupils should be able to 1-Identify the hours given. 2-Change hours to minutes and vice versa.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	board illustration Pupils text books Chart Clock face	Understanding Mtc bk 3 pg MK Primary Mathematics book 4 pages 162-164		
5&6		<u>Addition of time</u> Hrs      mins 12        07	Pupils should be able to 1-Identify the hours and minutes given.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils	Understanding Mtc bk 3 pg MK		

			$\begin{array}{r} + 22 \quad 22 \\ \underline{34 \quad 29} \end{array}$	2-Add the hours and minutes correctly.				text books Chart Clock face	Primary Mathematics 2000 book 4 pages 168	
	7&8		<u>Subtraction of time</u> Hours    mins 76       45 -45      20 ----- 31      25	Pupils should be able to 1-Identify the hours and minutes given. 2-Subtract the hours and minutes correctly.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart Clock face	Understanding Mtc bk 3 pg MK Primary Mathematics 2000 book 4 pages 168	
5	1&2		<u>Days of the week, months of the year</u> 1week 7days 4weeks = 4x 7 =28 days	Pupils should be able to 1-Name the days of the week.. 2-Name the months of the year.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg MK Primary Mathematics 2000 book 4 pages	
	3&4		<u>Changing weeks to days</u> 1wk = 7days 77days = 77 ÷ 7=11 wks	Pupils should be able to 1-Identify the days of the week. 2-Identify the months of the year. 3-Change weeks to days and vice versa.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg MK Primary Mathematics 2000 book 4 pages	
	5&6		<u>Addition of weeks and days</u> Wks    day	Pupils should be able to 1-Identify the weeks and days	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils	Understanding Mtc bk 3 pg MK	

			$\begin{array}{r} 5 \quad 5 \\ +6 \quad 1 \\ \hline 11 \quad 6 \end{array}$	given. 2-Add weeks and days correctly..				text books Chart	Primary Mathematics 2000 book 4 pages 180-182	
	7&8		<u>Subtraction of weeks and days</u> $\begin{array}{r} \text{Wks} \quad \text{day} \\ 8 \quad 4 \\ -4 \quad 2 \\ \hline 4 \quad 2 \end{array}$	Pupils should be able to 1-Identify the weeks and days given. 2-Subtract weeks and days correctly.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg MK Primary Mathematics 2000 book 4 pages 180-182	
6	1&2		<u>Duration</u> A baby slept at 6.00 pm and woke up at 9.00 pm. How long did the baby take?	Pupils should be able to 1-Read the questions and comprehend.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg 76 MK Primary Mathematics 2000 book 3 pages	
	3&4		<u>Topical questions</u>	Pupils should be able to: 1-Answer the given questions correctly. 2-Be time conscious	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration	Teachers collections	
	5&6	CULTURE AND GENDER	<u>Graphs(pictograph)</u> A pictograph is called a picture graph	Pupils should be able to 1-Explain what a pictograph is. 2-Read and	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions Drawing	C/board illustration Pupils text	Understanding Mtc bk 3 pg 56-57 MK Primary	



			This is where pictures are used to represent information.	interpret the information given.				books Chart	Mathematics 2000 book 3 pages 110-112	
	7&8		<u>Column graphs</u> This where bars are used to represent information. Vertical and horizontal are drawn.	Pupils should be able to 1-Explain what a column graph is. 2-Read and interpret the information given.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions Drawing	C/board illustration Pupils text books Chart	Understanding Mtc bk 3 pg 58-59 MK Primary Mathematics 2000 book 3 pages 113-115	
7	1&2	OUR HEALTH	<u>Money</u> Legal tender Different denomination Notes and shillings and their different features	Pupils should be able to 1-Explain what a money is. 2-Name the type of money used in Uganda	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart Real money	Teachers collection	
	3&4		<u>Conversion of money</u> How many 100 shilling coins are in a five hundred shilling coin? $500 \div 100 = 5$ There are 5 one hundred shilling coins.	Pupils should be able to 1-Identify the money given. 2-Convert the money given correctly.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart Real money	Teachers collection	
	5&6		<u>Addition of</u>	Pupils should be	Whole class	Accuracy	Writing	C/board	Teachers	

			<u>money</u> Shs 200 +400 <hr/> 600	able to 1-Identify the money given. 2-Add the money given correctly. 3-Read and comprehend the word problems.	discussion Brain storming	Neatness	Answering oral questions	illustrati on Pupils text books Chart Real money	collection MK Primary Mathematic s 2000 book 3 pages 177- 178	
	7&8		<u>Subtraction of money</u> shs 850 -350 <hr/> 500	Pupils should be able to 1-Identify the money given. 2-Subtract the money given correctly. 3-Read and comprehend word problems.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustrati on Pupils text books Chart Real money	Teachers collection MK Primary Mathematic s 2000 book 3 pages 179- 180	
8	1&2		<u>Multiplication of money</u> Find the cost of 3 pens at the cost of shs 500 each. Sh $500 \times 3 =$ Shs 1500.	Pupils should be able to 1-Identify the money given. 2-Multiply the money given correctly. 3-Read and comprehend word problems.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustrati on Pupils text books Chart Real money	Teachers collection MK Primary Mathematic s 2000 book 3 pages 184- 186	
	3&4		<u>Division of money</u> The cost of 7 books is sh 2100. what is the cost of 1 book? Sh $2100 \div 7 =$	Pupils should be able to 1-Identify the money given. 2-Divide the money given correctly. 3-Read and comprehend word	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustrati on Pupils text books Chart Real	Teachers collection MK Primary Mathematic s 2000 book 3 page 187	

			300 shillings.	problems.				money		
5&6			<u>Shopping</u> Item cost Pen sh 500 Book sh 700 Pencil sh 200 Find the cost of all the above items.	Pupils should be able to 1-Identify the money given. 2-Read and comprehend word problems.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration Pupils text books Chart Real money	Teachers collection MK Primary Mathematics 2000 book 3 page 181-184	
7&8			<u>Topical questions</u>	Pupils should be able to: 1-Answer the given questions correctly. 2-Be time conscious	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration	Teachers collections	

## GREENHILL ACADEMY-MATHS SCHEME OF WORK

**CLASS: PRIMARY THREE**

**TERM: THREE**

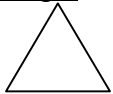
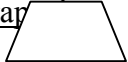
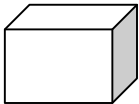
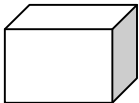
**YEAR: 2012**

WK	PD	THEME	SUB-THEME	COMPETENCES	METHODS	SKILLS	ACTIVITIES	T/AIDS	REF	RM
1	1&2		<u>Holiday work</u>	Pupils should be able to: 1-Write corrections for holiday work	Whole class discussion	Neatness Observation	Writing Answering oral questions	Past papers	Chalk board Past papers	
	3&4	BASIC TECHNOLOGY	<u>Length</u> -What is length? -Measuring things in the class. Tables, books, chalk, chalkboard charts.	Pupils should be able to: 1-Explain what length is. 2-Measure some things in the class. 3-Name the units used in measuring length ( introduction of units)	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustration	MK Primary Mathematics 2000 bk3 pgs 141-144 Understanding Mathematics bk3 pgs77-80	
	5&6		<u>Converting different units</u> -Changing to cm. 1m = 100cm 3m = 3x100 = 300cm Changing to m. 1m = 100cm 800cm = 800 ÷ 100 = 8m	Pupils should be able to: 1-Change the given units correctly.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustration	MK Primary Mathematics 2000 bk4 pgs 186 Understanding Mathematics bk3 pg79-80	

	7&8		<u>Adding length</u> <table style="margin-left: 20px;"> <tr> <td>M</td> <td>cm</td> </tr> <tr> <td>12</td> <td>34</td> </tr> <tr> <td>+ 34</td> <td>40</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>46</td> <td>74</td> </tr> </table>	M	cm	12	34	+ 34	40	<hr/>		46	74	Pupils should be able to: 1-Add the given length correctly. 2-Read the word problems and comprehend.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustration	MK Primary Mathematics 2000 bk3 pgs 147-148 MK Primary Mathematics 2000 bk4 pgs 187-188	
M	cm																			
12	34																			
+ 34	40																			
<hr/>																				
46	74																			
2	1&2		<u>Subtraction in length</u> <table style="margin-left: 20px;"> <tr> <td>M</td> <td>cm</td> </tr> <tr> <td>34</td> <td>40</td> </tr> <tr> <td>-19</td> <td>22</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>15</td> <td>18</td> </tr> </table>	M	cm	34	40	-19	22	<hr/>		15	18	Pupils should be able to: 1-Subtract the given length correctly. 2-Read the word problems and comprehend.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustration	MK Primary Mathematics 2000 bk3 pgs 149-150 MK Primary Mathematics 2000 bk4 pgs 188-189	
M	cm																			
34	40																			
-19	22																			
<hr/>																				
15	18																			
	3&4		<u>Mass</u> What mass is Units used in measuring mass The metric system,	Pupils should be able to: 1-Define mass. 2-Name the basic unit used for measuring mass. 3-Demonstrate.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions Demonstrate	Pupils text books C/board illustration	MK Primary Mathematics 2000 bk3 pgs 167-170 Understanding Mathematics bk3 pg 86											
	5&6		<u>Converting</u> Kg to g 1kg = 1000g 4kg = 4x 1000	Pupils should be able to: 1-Change Kg to g and vice versa.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustration	MK Primary Mathematics 2000 bk4											

			<p>4000g g to Kg 1kg = 1000g 3000g = ? 3000 ÷ 1000 = 3kg</p>						pgs 229-230 Understanding Mathematics bk3 pg 87	
	7&8		<p><u>Adding mass</u> Kg      g 26      500 +13      200 <hr/>39      700</p>	<p>Pupils should be able to: 1-Add mass correctly. 2-Read the word problems and comprehend.</p>	<p>Whole class discussion Brain storming</p>	<p>Accuracy Neatness</p>	<p>Writing Answering oral questions</p>	<p>Pupils text books C/board illustration</p>	<p>MK Primary Mathematics 2000 bk3 pgs 171-172 Understanding Mathematics bk3 pg 87</p>	
3	1&2		<p><u>Subtracting mass</u> Kg      g 57      750 -24      450 <hr/>33      300</p>	<p>Pupils should be able to: 1-Subtract the mass correctly. 2-Read the word problems and comprehend.</p>	<p>Whole class discussion Brain storming</p>	<p>Accuracy Neatness</p>	<p>Writing Answering oral questions</p>	<p>Pupils text books C/board illustration</p>	<p>MK Primary Mathematics 2000 bk3 pgs 173-175 Understanding Mathematics bk3 pg 87</p>	
	3&4		<p><u>Capacity</u> Capacity is ability of being able to hold Here we deal with liquids L dl cl ml are common units</p>	<p>Pupils should be able to: 1-Explain what capacity is. 2-Compare capacities</p>	<p>Whole class discussion Brain storming</p>	<p>Accuracy Neatness</p>	<p>Writing Answering oral questions Experiment</p>	<p>Pupils text books C/board illustration Containers Water</p>	<p>MK Primary Mathematics 2000 bk3 pgs 159-161 Understanding Mathematics</p>	

			in capacity						s bk3 pg 88
	5&6		<u>Adding capacity</u> $\begin{array}{r} L \quad cl \\ 12 \quad 57 \\ +23 \quad 35 \\ \hline 35 \quad 92 \end{array}$	Pupils should be able to: 1-Add capacity correctly. 2-Read word problems and comprehend.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustration	MK Primary Mathematics 2000 bk3 pgs 162-163 Primary School Mathematics bk 3 pg 52
	7&8		<u>Subtracting capacity</u> $\begin{array}{r} L \quad cl \\ 89 \quad 75 \\ -53 \quad 44 \\ \hline 36 \quad 31 \end{array}$	Pupils should be able to: 1-Subtract the capacity correctly. 2-Read the word problems and comprehend.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustration	MK Primary Mathematics 2000 bk3 pgs 164-166 Primary School Mathematics bk3 pg 53
4	1&2		<u>Topical questions</u>	Pupils should be able to: 1-Answer the given questions correctly. 2-Be time conscious	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration	Teachers collections
	3&4	ENERGY	<u>Algebra</u> $2a = 10.$ $a = 10 \div 2$ $a = 5$	Pupils should be able to: 1-Identify the given letters.. 2-Work out the given algebraic numbers correctly.	Whole class discussion Brain storming	Accuracy Neatness	Accuracy Neatness	Pupils text books C/board illustration	MK Primary Mathematics 2000 bk4 pgs Primary School

									Mathematics bk 3 pgs	
	5&6		<u>Finding out perimeter of a triangle</u> 	Pupils should be able to: 1-Find out the perimeter of the given shape (triangle).	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustration	Teachers collection	
	7&8		<u>Finding out perimeter of trap</u> 	Pupils should be able to: 1-Find out the perimeter of the given shape (trapezium).	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustration	Teachers collection	
5	1&2		<u>Substitution</u> If $a=4$ $b=3$ $c=1$ find $ab$ , $abc$	Pupils should be able to: 1-Identify the given numbers. 2-Substitute correctly.	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board illustration	MK Primary Mathematics 2000 bk4 pgs Primary School Mathematics bk 3 pgs	
	3&4		<u>GEOMETRY</u> -cube 	Pupils should be able to: 1-Make nets from cubes.	Whole class discussion Brain storming	Accuracy Neatness	Drawing Answering oral questions	Pupils text books C/board illustration	Teachers collections	
	5&6		- cuboid 	Pupils should be able to: 1-Make nets from cuboids	Whole class discussion Brain storming	Accuracy Neatness	Drawing Answering oral questions	Pupils text books C/board illustration	Teachers collections	
	7&8		-triangular prism	Pupils should be able to: 1-Make nets from a	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	Pupils text books C/board	Teachers collections	



				triangular prism				illustration Chart		
6	1&2		<u>Topical questions</u>	Pupils should be able to: 1-Answer the given questions correctly. 2-Be time conscious	Whole class discussion Brain storming	Accuracy Neatness	Writing Answering oral questions	C/board illustration	Teachers collections	
			<b>REVISION</b>		<b>REVISION</b>		<b>REVISION</b>		<b>REVISION</b>	