# Primary Three Mathematics Scheme of Work for Term Two
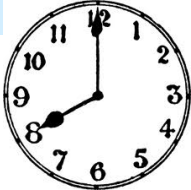
| WK | PRD | THEME | SUB THEME / CONTENT | COMPETENCES | METHODS | SKILLS | ACTIVITIES | INST. MATERIALS | REF. | REM. |
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| 2 | 1&2 | | **Fractions ;** $\frac{1}{2}$  1 is a numerator  2 is a denominator | 1-Explains what a fraction is.  2-Names the parts of a fraction. | Whole class discussion  Brain storming | Accuracy  Neatness  Appreciation | Explaining what a fraction  Naming parts of a fraction | C/board illustration  Pupils text books  Chart | Teachers collections, MK Primary Mathematics 2000 book 3 pages 94 | |
| 3 | | | **Types of fractions**  Improper e.g. $\frac{3}{2}$  Proper e.g. $\frac{1}{3}$  Mixed e.g. $3\frac{1}{3}$ | 1-Names the types of fractions with examples. | Whole class discussion  Brain storming | Accuracy  Neatness | Naming the different types of fractions  Answering oral and written questions | C/board illustration  Pupils text books  Chart | Teachers collections, MK Primary Mathematics 2000 book 3 pages 94 | |

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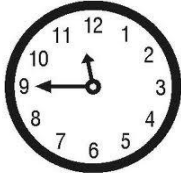| | | | | | | | | |
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| | 3&4 | **Writing fractions in words**<br><br>e.g. a half - $\dfrac{1}{2}$<br><br>$\dfrac{1}{3}$ a third<br><br>two quarters $\dfrac{2}{4}$ | 1-Writes fractions in words and vice versa. | Whole class discussion<br><br>Brain storming | Accuracy<br><br>Neatness | Writing fractions in words<br><br>Answering oral and written questions | C/board illustration<br><br>Pupils text books<br><br>Chart | Teachers collections, MK Primary Mathematics 2000 book 3 pages 95-96 | |
| | 5&6 | **Shaded and un shaded fractions**<br><br>e.g.<br><br>Shaded $= \dfrac{3}{5}$<br><br>Un shaded $= \dfrac{2}{5}$ | 1-Names the shaded and un shaded fractions.<br><br>2-Draws and shades the given fractions. | Whole class discussion<br><br>Brain storming | Accuracy<br><br>Neatness | Naming shaded and un shaded fraction<br><br>Drawing and shading given fractions | C/board illustration<br><br>Pupils text books<br><br>Chart | Understanding Mtc bk 3 pgs 46-49, MK Primary Math 2000 book 3 pages 97-98 | |
| 3 | 7&8 | **Comparing fractions** e.g.<br><br>A half is greater than a third.<br><br>A quarter is less than a third. | 1-Compares fractions well. | Whole class discussion<br><br>Brain storming | Accuracy<br><br>Neatness | Comparing fractions using greater than and less than | C/board illustration<br><br>Pupils text books<br><br>Chart | Understanding Mtc bk 3 pgs 50-51, MK Primary Mathematics 2000 book 3 | |

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| | | | Content | Competences | Methods | Values | Teaching/Learning activities | Materials | References | |
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| 4 | 1&2 | | **Equivalent fractions**<br><br>e.g.<br><br>$\dfrac{1}{3}$ is equivalent to $\dfrac{2}{6}$<br><br>$\dfrac{1}{3}$ is equivalent to $\dfrac{3}{9}$ | 1-Explains what equivalent fractions are.<br><br>2-Draws equivalent fractions.<br><br>3- Works out the missing equivalent fractions.<br><br>4- Fills in the missing equivalent numbers | Whole class discussion<br><br>Brain storming | Accuracy<br><br>Neatness | Explaining equivalent fractions<br><br>Drawing equivalent fractions as given | C/board illustration<br><br>Pupils text books<br><br>Chart | Understanding Mtc bk 3 pgs 50-51, MK Primary Mathematics 2000 book 3 pages 97-98 | |
| 4 | 3&4 | | **Addition of fraction**<br><br>e.g.<br><br>$\dfrac{1}{3}+\dfrac{1}{3}=\dfrac{2}{3}$<br><br>$\dfrac{2}{4}+\dfrac{1}{4}=\dfrac{3}{4}$<br><br>$\dfrac{1}{3}+\dfrac{2}{3}=\dfrac{3}{3}=1$ | 1-Identifies the given fractions.<br><br>2-Adds the given fractions correctly.<br><br>3- Adds the given fractions to make whole numbers. | Whole class discussion<br><br>Brain storming | Accuracy<br><br>Neatness | Identifying given fractions<br><br>Adding given fractions correctly | C/board illustration<br><br>Pupils text books<br><br>Chart | Understanding Mtc bk 3 pg 54, MK Primary Mathematics 2000 book 3 pages 101-104 | |

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| 5&6 | **Subtraction of fractions** e.g. $\dfrac{2}{3}$ - <br><br> $\dfrac{1}{3} = \dfrac{1}{3}$ <br><br> $\dfrac{5}{10} - \dfrac{2}{10} = \dfrac{3}{10}$ <br><br> $1 - \dfrac{3}{5} = \dfrac{5}{5} - \dfrac{3}{5} = \dfrac{2}{5}$ | 1-Identifies the given fractions. <br><br> 2-Subtracts the given fractions correctly. | Whole class discussion <br><br> Brain storming | Accuracy <br><br> Neatness | Identifying given fractions <br><br> Subtracting given fractions correctly | C/board illustration <br><br> Pupils text books <br><br> Chart | Understanding Mtc bk 3 pg 53, MK Primary Mathematics 2000 book 3 pages 105-108 |
| 7&8 | **Addition of fractions with different denominators** <br><br> e.g. <br><br> $\dfrac{1}{4} + \dfrac{1}{2} =$ <br><br> Equivalent of $\dfrac{1 x 2 = 2}{2 x 2 = 4}$ <br><br> $\dfrac{1}{4} + \dfrac{2}{4} = \dfrac{3}{4}$ | 1-Identifies the given fractions. <br><br> 2-Adds fractions with different denominators | Whole class discussion <br><br> Brain storming | Accuracy <br><br> Neatness | Identifying given fractions <br><br> Adding fractions with different denominators | C/board illustration <br><br> Pupils text books <br><br> Chart | Understanding Mtc bk 3 pg MK Primary Mathematics 2000 book 3 pages |

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| 5 | 1&2 | | **Subtraction of fractions with different denominators** $$\frac{1}{2} - \frac{1}{4} = \frac{1}{3}$$ Equivalent of $\frac{1 \times 2}{2 \times 2} = \frac{2}{4}$ $$\frac{2}{4} - \frac{1}{4} = \frac{1}{4}$$ | 1-Identifies the given fractions. 2-Subtracts given fractions with different denominators | Whole class discussion Brain storming | Accuracy Neatness | Identifying given fractions Subtracting fractions with different denominators | C/board illustration Pupils text books Chart | Understanding Mtc bk 3 pg , MK Primary Mathematics 2000 book 3 pages | |
| 5 | 3&4 | | **Multiplication of fractions.** $$\frac{2}{3} \times \frac{1}{3} = \frac{2}{9}$$ | Multiplies fractions correctly. | Whole class discussion Brain storming | Accuracy Neatness | Multiplying fractions | C/board illustration Pupils text books Chart | Understanding Mtc bk 3 pg , MK Primary Mathematics 2000 book 3 pages | |

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| | 5&6 | | **Multiplication of fractions by whole numbers** $$\frac{3}{6} \times 4 = \frac{12}{6} = 2$$ | Multiplies fractions by whole numbers correctly. | Whole class discussion  Brain storming | Accuracy  Neatness | Multiplying fractions by whole numbers. | C/board illustration  Pupils text books  Chart | Understanding Mtc bk 3 pg , MK Primary Mathematics 2000 book 3 pages | |
| 6 | 1&2 | KEEPING PEACE IN OUR SUB COUNTY | **Time by hour, a half past,** e.g.  It is 8 O'clock  It is a half past 8 o'clock | 1-Identifies the given time  2-Tells the time according to the clock face. | Whole class discussion  Brain storming | Accuracy  Neatness | Identifying given time  Telling time according to the clock face | C/board illustration  Pupils text books  Chart | Understanding Mtc bk 3 pg 74-75, MK Primary Mathematics 2000 book 3 pages 127 | |

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| | 3&4 | | **Time by quarter past, a quarter to**<br><br><br><br>It is a quarter past 10<br><br><br><br>It is a quarter to 12 o'clock | 1-Identifies the given time<br><br>2-Tells the time quarter past and quarter to. | Whole class discussion<br><br>Brain storming | Accuracy<br><br>Neatness | Telling time by quarter past and a quarter to<br><br>Answering oral questions | C/board illustration<br><br>Pupils text books<br><br>Chart<br><br>Clock face | Understanding Mtc bk 3 pg 74-75 , MK Primary Mathematics 2000 book 3 pages 131-135 | |
| 6 | 5&6 | | **Changing hours to minutes**<br><br>**1hr = 60min**<br><br>2hrs = 60 x 2 = <u>120min</u><br><br>3hrs = 60 x 3 = <u>180min.</u> | 1-Identifies the hours given.<br><br>2-Changes hours to minutes correctly.<br><br>3-Writes down the units. | Whole class discussion<br><br>Brain storming | Accuracy<br><br>Neatness | Identifying given hours<br><br>Changing hours to minutes | C/board illustration<br><br>Pupils text books<br><br>Chart<br><br>Clock face | Understanding Mtc bk 4pg , MK Primary Mathematics book 4 pages 162-164 | |

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| | 7&8 | | **Changing minutes to hours.** Change 180minutes to hours. 1hr = 60min. ?hr = $\dfrac{180}{60}$ min = 18 ÷ 6 = <u>3hours</u> | 1. Changes minutes to hours correctly. 2. Writes down the units. | Whole class discussion Brain storming | Accuracy Neatness | Identifying given hours Changing minutes to hours | C/board illustration Pupils text books Chart Clock face | Understanding Mtc bk4 pg , MK Primary Mathematics book 4 pages 162-164 |
| 7 | 1&2 | | **Addition of time** e.g. Hrs    min 20    15 +10    12 _____ _____ | 1-Identifies the hours and minutes given. 2-Adds the hours and minutes correctly. | Whole class discussion Brain storming | Accuracy Neatness | 1-Identifiying the hours and minutes given. 2-Adding the hours and minutes correctly. | C/board illustration Pupils text books Chart Clock face | Understanding Mtc bk 3 pg , MK Primary Mathematics 2000 book 4 pages 168 |

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| 3&4 | **Subtraction of time**<br><br>Hrs       min<br><br>20      15<br><br>-   10      12<br><br>_____<br><br>10      03<br>_____ | 1-Identifies the hours and minutes given.<br><br>2-Subtracts the hours and minutes correctly. | Whole class discussion<br><br>Brain storming | Accuracy<br><br>Neatness | 1- Identifying the hours and minutes given.<br><br>2- Subtracting the hours and minutes correctly. | C/board illustration<br><br>Pupils text books<br><br>Chart<br><br>Clock face | Understanding Mtc bk 3 pg , MK Primary Mathematics 2000 book 4 pages 168 |
| 5&6 | **Days of the week, months of the year**<br><br>**Days** e.g. Sunday, Monday, Tues<br><br>**Months** e.g. January, February, etc<br><br>Change 3 weeks to days.<br><br>3 weeks = 3 x 7 = 21 days | 1-Names the days of the week.<br><br>2-Names the months of the year.<br><br>3- Changes weeks to days. | Whole class discussion<br><br>Brain storming | Accuracy<br><br>Neatness | Writing<br><br>Answering oral questions | C/board illustration<br><br>Pupils text books<br><br>Chart | Understanding Mtc bk 3 pg , MK Primary Mathematics 2000 book 4 pages |

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| 7 | 7&8 | | **Changing days to weeks**<br><br>Change 42 days to weeks<br><br>1 week = 7 days<br><br>? weeks = $\dfrac{42}{7}$ days<br><br>= <u>6 weeks</u> | 1. Changes days to weeks correctly.<br><br>2. Writes down the units correctly. | Whole class discussion<br><br>Brain storming | Accuracy<br><br>Neatness | Changing days to days weeks | C/board illustration<br><br>Pupils text books<br><br>Chart | Understanding Mtc bk 4 pg, MK Primary Mathematics 2000 book 4 pages | |
| 8 | 1&2 | | **Addition and subtraction of weeks and days ;**<br><br>3 weeks + 5 days =<br><br>(3 x 7) + 5 = 21 + 5 = 26 days<br><br>Wks    Days<br><br>5       4<br><br><u>- 3      1</u><br><br>2     3 | 1-Identifies the weeks and days given.<br><br>2-Adds weeks and days correctly.<br><br>3- Subtracts weeks and days correctly | Whole class discussion<br><br>Brain storming | Accuracy<br><br>Neatness | Writing<br><br>Answering oral questions | C/board illustration<br><br>Pupils text books<br><br>Chart | Jomo Kinyata pri. Mtc bk3 pg, MK Primary Mathematics 2000 book 4 pages 180-182 | |

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| 8 | 3&4 | | **Adding and subtracting months and years**.<br><br>Years       Months<br><br>  4          8<br><br>+ 2         4<br><br>  7        0 | The learner;<br><br>1- Adds years and months correctly.<br><br>2- Subtracts years and months correctly. | Whole class discussion<br><br>Brain storming | Accuracy<br><br>Neatness | Writing<br><br>Answering oral questions | C/board illustration<br><br>Pupils text books<br><br>Chart | Teacher's own collection | |
| 8 | 5&6 | | **Duration** e.g.<br><br>A race started at 9:30, and ended at 9:32. How many minutes did the race take?<br> Hrs      min<br><br>  9   :   32<br><br>- 9   :   30<br><br>  0      02<br><br>It took 2 minutes | 1-tells the duration spent on a given activity<br><br>2- Reads and comprehends the given questions. | Whole class discussion<br><br>Brain storming | Accuracy<br><br>Neatness | Telling the duration of various activities<br><br>Answering oral questions | C/board illustration<br><br>Pupils text books<br><br>Chart | Understanding Mtc bk 3 pg 76, MK Primary Mathematics 2000 book 3 pages | |

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| 9 | 7&8 | | **Topical questions** | 1-Answers the given questions correctly. 2-learns to keep time | Whole class discussion Brain storming | Accuracy Neatness | Answering oral and written questions | C/board illustration | Teachers collections |
| | 1&2 | CULTURE AND GENDER | **Graphs(pictograph)** e.g. *(book image)* **Stands for 10 books.** 1 book stands for 10 books. How many books did Moses get? Moses got (3 x 10) books = 30 books. **OR** 10 + 10 + 10 = 30 books | 1-Explains what a pictograph is. 2-Reads and interprets the information given. | Whole class discussion Brain storming | Accuracy Neatness | Explaining pictographs Answering oral and written questions about pictographs | C/board illustration Pupils text books Chart | Understanding Mtc bk 3 pg 56-57, MK Primary Mathematics 2000 book 3 pages 110-112 |
| | 3&4 | | **Column graphs e.g. refer to the notes** | 1-Explains what a column graph is. 2-Reads and interprets the information given. | Whole class discussion Brain storming | Accuracy Neatness | Explaining what a column graph is. 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 |

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| | 5&6 | | **Circle or pie charts** | 1-Explains what a circle or pie chart graph is. 2-Reads and interprets the information given. | Whole class discussion Brain storming | Accuracy Neatness | Explaining what a circle or pie chart is . Answering oral questions Drawing | C/board illustration Pupils text books Chart | Understanding Mtc bk 4pg 58-59, MK Primary Mathematics 2000 book 4 pages 113-115 | |
| 9 | 7&8 | | **Recording information (project work) and making tallies** | 1.Collects item and groups them correctly 2.making correct tallies | Whole class discussion Brain storming | Accuracy Neatness | Explaining what a circle or pie chart is. Answering oral questions Drawing | C/board illustration Pupils text books Chart | Understanding Mtc bk 4pg 58-59, MK Primary Mathematics 2000 book 4 pages 113-115 | |
| 10 | 1&2 | **OUR HEALTH** | **Money** e.g. Background of money and the meaning. Things that were used long ago e.g. cowries shells, rupees. Types of money used in Uganda today coins and notes. **Features** 500 shilling coin 100 shilling coin etc 2000 shilling note 5000 shilling note etc | 1-Explains what a money is 2-Names the type of money used in Uganda | Whole class discussion Brain storming | Accuracy Neatness | Explaining what money is Naming the types of money used in Uganda | C/board illustration Pupils text books Chart Real money | Teachers collection | |

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| | 3&4 | **Conversion of money** e.g. Changing money from bigger denomination to smaller denomination e.g. 1. How many 100-shilling coins are in 500 shillings? $$100\overline{)500}\phantom{0}^{5}$$ 5x100 = 500 000 There are 5 one-hundred-shilling coins in 500 /=. | 1-Identifies the money given. 2-Converts 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 |
| 10 | 5&6 | **Addition of money** e.g. 100 shillings + sh 300 = 400 shillings **Or** Sh. 100 + sh. 300 Sh. 400 | 1-Identifies the money given. 2-Adds the money given correctly. 3-Reads and comprehends the word problems | Whole class discussion Brain storming | Accuracy Neatness | Adding given sums about money | C/board illustration Pupils text books Chart Real money | Teachers collection MK Primary Mathematics 2000 book 3 pages 177-178 |
| | 7&8 | **Subtraction of money** e.g. Sh. 880 – sh. 490 Sh. 880 or  - Sh. 490 Sh. 390 | 1-Identifies the money given 2-Subtracts the money given correctly. 3-Reads and comprehend word problems | Whole class discussion Brain storming | Accuracy Neatness | Subtracting given sums about money. | C/board illustration Pupils text books Chart Real money | Teachers collection MK Primary Mathematics 2000 book 3 pages 179-180 |

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| 11 | 1&2 | | **Multiplication of money** e.g<br><br>One book costs sh. 100. How much money will Angella pay for two books?<br><br>1 book coast sh. 100<br>2 books will cost  sh. 100<br><br>                    2 books<br>will cost<br> 2  x  sh. 200 = sh 400 | 1-Identifies the money given.<br><br>2-Mutiplies the money given correctly<br><br>3-Reads and comprehends word problems. | Whole class discussion<br><br>Brain storming | Accuracy<br><br>Neatness | Writing<br><br>Answering questions about multiplication of money. | C/board illustration<br><br>Pupils text books<br><br>Chart<br><br>Real money | Teachers collection MK Primary Mathematics 2000 book 3 pages 184-186 | |
| 11 | 3&4 | | **Division of money**<br><br>E.g. Mr. Kasule had sh. 800. He shared it equally between his two pupils. How much did each pupil get?<br>2 children shared 800/=<br>1 child gets 800 ÷ 2<br>$$2\overline{)800}\phantom{x}400$$<br>4 x 2 = 8<br>          0 0<br>0 x 2 =       0<br>          0 0<br>0 x 2 =       0<br>               0<br><br>Each child gets 400/= | 1-Identifies the money given.<br><br>2-Divides the money given correctly.<br><br>3-Reads and comprehends word problems. | Whole class discussion<br><br>Brain storming | Accuracy<br><br>Neatness | Writing<br><br>Answering questions about division of money | C/board illustration<br><br>Pupils text books<br><br>Chart<br><br>Real money | Teachers' collection MK Primary Mathematics 2000 book 3 page 187 | |