

# MATHEMATICS SCHEMES OF WORK GRADE 3

**NAME OF THE TEACHER:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_ **TERM: II** **YEAR:** \_\_\_\_\_

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
1	1	NUMBER CONCEPT	Position of objects in number symbols	By the end of the lesson, the learner should be able to: a. use ordinal numbers to identify position from 1-15 in symbols. b. Mention the position he/she was when coming to class c. recognize the use of positions of items in real-life situations.	The learner is to be guided to: ● name the position of an object from a reference point using 1st, 2nd up to 15th, ● race for a distance and assign each other the correct position using the words first, second to twentieth position depending on when they finish the race. Write their positions in the race in symbols and words,	In which position were you when you came to class in the morning?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 113-114 KLB Lower Pri. Maths teachers guide grade 3 pg1-4	written exercises, oral questions , observation.	
	2		Position of objects in words (up to 15 <sup>th</sup> )	By the end of the lesson, the learner should be able to: a. use ordinal numbers to identify position of objects from 1-15 in words b. Identify number positions c. Appreciate the importance of position in daily life	The learner is to be guided to: ● relate numbers 1 to 15 to positions first, second up to 15th and relate to real-life situations. For example, birth order in a family; 1st born, 2nd born	In which position were you when you came to class in the morning?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 115-116 KLB Lower Pri. Maths teachers guide grade 3 pg1-4	written exercises, oral questions , observation.	
	3	Whole numbers	Counting in fives (forward and backward	By the end of the lesson, the learner should be able to: a. count numbers forward and backward from 1-500 b. identify missing numbers in number patterns up to 500, c. appreciate number patterns as they skip on a number line	The learner is guided to: ● count forward in 1's, 10's, and 100's starting from any point up to 500 using a rope skipping game in a safe environment,	How would you get the total number of people in a group?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 117 KLB Lower Pri. Maths teachers guide grade 3 pg.4-12	written exercise, oral questions, observation.	

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	4		Place value	By the end of the lesson, the learner should be able to: a. identify place value up to hundreds. b. Work out place value of numbers up to hundreds. c. appreciate the importance of numbers and the value	The learner is guided to: ● discuss place value up to hundreds using place value apparatus in class.	How would you get the total number of people in a group?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 118-119 KLB Lower Pri. Maths teachers guide grade 3 pg.4-12	written exercise, oral questions, observation	
	5		Number patterns involving whole number	By the end of the lesson, the learner should be able to a. identify missing numbers in number patterns up to 1000. b. make patterns of different objects in class c. appreciate number patterns as they skip on a number line	The learner is guided to: ● team up to create number patterns up to 1000 and share with other groups.	How would you get the total number of people in a group?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 120 KLB Lower Pri. Maths teachers guide grade 3 pg.4-12	written exercise, oral questions, observation	
2	1		Number patterns involving whole number	By the end of the lesson, the learner should be able to a. Identify missing numbers in number patterns up to 1000, b. Fill missing numbers in number patterns up to 1000. c. appreciate number patterns as they skip on a number line	The learner is guided to: ● team up to create number patterns up to 1000 and share with other groups.	How would you get the total number of people in a group?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 121-122 KLB Lower Pri. Maths teachers guide grade 3 pg. 4-12	written exercise, oral questions, observation	
	2	Addition	Adding a 3-digit number to a 2-digit number without regrouping	By the end of the lesson, the learner should be able to: a. add a 3- digit number to up to a 2 - digit number without regrouping with sum not exceeding 1000, b. Practice addition without regrouping. c. practise the addition of numbers using digital devices or other resources.	The learner is guided to: ● add a 3-digit number to up to a 2-digit number without regrouping with a sum not exceeding 1000 using place value apparatus,	How do you arrange numbers when adding vertically 2) How do you identify the first two numbers to add when adding three single digit numbers?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 123-124 KLB Lower Pri. Maths teachers guide grade 3 pg.12-18	written exercise, oral questions, observation	

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	3		Adding a 3-digit number to a 2-digit number without regrouping	By the end of the lesson, the learner should be able to: a. add a 3- digit number to up to a 2 -digit number without regrouping. b. practice addition without regrouping. c. practise the addition of numbers using digital devices or other resources.	The learner is guided to: ● add a 3-digit number to up to a 2-digit number without regrouping with a sum not exceeding 1000 using place value apparatus,	How do you arrange numbers when adding vertically 2) How do you identify the first two numbers to add when adding three single digit numbers?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 125 KLB Lower Pri. Maths teachers guide grade 3 pg.12-18	written exercise, oral questions, observation	
	4		Add a 3-digit number to a 2-digit number with regrouping from ones to tens	By the end of the lesson, the learner should be able to: a. add a 3- digit number to up to a 2 -digit number with regrouping from ones to tens b. practice addition with regrouping. c. practise the addition of numbers using digital devices or other resources.	The learner is guided to: ● add a 3-digit number to up to a 2-digit number with regrouping with a sum not exceeding 1000 using place value apparatus,	How can you get the next number in a given pattern?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 126-127 KLB Lower Pri. Maths teachers guide grade 3 pg.12-18	written exercise, oral questions, observation	
	5		Add a 3-digit number to a 2 digit number with regrouping	By the end of the lesson, the learner should be able to: a. add a 3- digit number to up to a 2 -digit number with regrouping. b. practice addition with regrouping. c. practise the addition of numbers using digital devices or other resources.	The learner is guided to: ● work with peers to practise adding a 3-digit number to up to a 2-digit number with single regrouping with a sum not exceeding 1000,	How can you get the next number in a given pattern?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 128-129 KLB Lower Pri. Maths teachers guide grade 3 pg.12-18	written exercise, oral questions, observation	
3	1		Add a 3-digit number to a 2-digit number with regrouping from tens to hundreds	By the end of the lesson, the learner should be able to: a. add a 3- digit number to up to a 2 -digit number with regrouping from tens to hundreds b. practice addition with regrouping. c. practise the addition of numbers using digital devices or other resources.	The learner is guided to: ● work with peers to practise adding a 3-digit number to up to a 2-digit number with single regrouping with a sum not exceeding 1000,	How can you get the next number in a given pattern?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 130-131 KLB Lower Pri. Maths teachers guide grade 3 pg.12-18	written exercise, oral questions, observation	

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	2		Add a 3-digit number to a 2-digit number with regrouping	By the end of the lesson, the learner should be able to: a. add a 3- digit number to up to a 2 -digit number with regrouping. b. practice addition with regrouping. c. practise the addition of numbers using digital devices or other resources.	The learner is guided to: ● practise adding two 3- digit numbers with regrouping with a sum not exceeding 1000 using place value apparatus (abacus and place value tins),	How do you identify the first two numbers to add when adding three single digit numbers?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 132-133 KLB Lower Pri. Maths teachers guide grade 3 pg.12-18	written exercise, oral questions, observation	
	3		Add two 3 digit numbers without regrouping	By the end of the lesson, the learner should be able to: a. Add two 3- digit numbers without regrouping. b. add two 3- digit numbers with single regrouping with sum not exceeding 1000, c. practise the addition of numbers using digital devices or other resources.	The learner is guided to: ● practise addition horizontally and vertically using place value apparatus, ● practise adding two 3- digit numbers without regrouping with a sum not exceeding 1000 using place value apparatus (abacus and place value tins)	How do you identify the first two numbers to add when adding three single digit numbers?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 134-135 KLB Lower Pri. Maths teachers guide grade 3 pg.12-18	written exercise, oral questions, observation	
	4		Add two 3 digit numbers with regrouping from tens to hundreds	By the end of the lesson, the learner should be able to: a. add two 3- digit numbers without regrouping, b. add two 3- digit numbers with single regrouping with sum not exceeding 1000, c. practise the addition of numbers using digital devices or other resources.	The learner is guided to: ● practise adding two 3- digit numbers without regrouping with a sum not exceeding 1000 using place value apparatus (abacus and place value tins),	How do you identify the first two numbers to add when adding three single digit numbers?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 136-137 KLB Lower Pri. Maths teachers guide grade 3 pg.12-18	written exercise, oral questions, observation	
	5		Number patterns involving addition	By the end of the lesson, the learner should be able to a. work out missing numbers in patterns involving addition up to 1000, b. create number patterns involving addition up to 1000 c. practise the addition of numbers using digital devices or other resources.	The learner is guided to: ● create and work out missing numbers in patterns involving addition up to 1000,	How do you arrange numbers when adding vertically	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 138-139 KLB Lower Pri. Maths teachers guide grade 3 pg.12-18	written exercise, oral questions, observation	

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3	1	Subtraction	Subtracting Two 3 - digit numbers	By the end of the lesson, the learner should be able to: a. Subtract up to two 3 - digit numbers without regrouping, b. subtract up to 3- digit numbers involving two-digit number with single regrouping, c. appreciate subtraction in real-life situations.	The learner is guided to: ● work out subtraction of up to 3-digit numbers without regrouping using place value apparatus and share findings with others,	When do you regroup during subtraction? 2) How do you identify the missing number in a number pattern?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 140-141 KLB Lower Pri. Maths teachers guide grade 3 pg.19-23	written exercise, oral questions, observation	
	2		Subtracting Two 3 - digit numbers	By the end of the lesson, the learner should be able to: a. Subtract up to two 3 - digit numbers without regrouping, b. subtract up to 3- digit numbers involving two-digit number with single regrouping, c. appreciate subtraction in real-life situations.	The learner is guided to: ● work out subtraction of up to 3-digit numbers without regrouping using place value apparatus and share findings with others,	When do you regroup during subtraction? 2) How do you identify the missing number in a number pattern?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 142-143 KLB Lower Pri. Maths teachers guide grade 3 pg.19-23	written exercise, oral questions, observation	
	3		Subtract a 2- digit number from a 3- digit number with regrouping from tens to ones	By the end of the lesson, the learner should be able to a. subtract up to 2- digit numbers involving a three digit with single regrouping, b. work examples in their books c. appreciate subtraction in real-life situations.	The learner is guided to: ● jointly work out subtraction of up to 3- digit numbers with single regrouping using a place value chart,	When do you regroup during subtraction? 2) How do you identify the missing number in a number pattern?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 144-145 KLB Lower Pri. Maths teachers guide grade 3 pg.19-23	written exercise, oral questions, observation	
	4		Subtract a 2- digit number from a 3- digit number with regrouping	By the end of the lesson, the learner should be able to a. subtract up to 2- digit numbers involving a three digit with single regrouping, b. work examples in their books c. appreciate subtraction in real-life situations.	The learner is guided to: ● jointly work out subtraction of up to 3- digit numbers with single regrouping using a place value chart,	When do you regroup during subtraction? 2) How do you identify the missing number in a number pattern?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 146-147 KLB Lower Pri. Maths teachers guide grade 3 pg.19-23	written exercise, oral questions, observation	

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	5		Subtract a 2- digit number from a 3- digit number with regrouping from hundreds to tens	By the end of the lesson, the learner should be able to a. subtract up to 2- digit numbers involving a three digit with single regrouping, b. work examples in their books c. appreciate subtraction in real-life situations.	The learner is guided to: ● work out missing numbers in subtraction of up to 3-digit numbers with single regrouping using a variety of strategies.	When do you regroup during subtraction? 2) How do you identify the missing number in a number pattern?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 148-149 KLB Lower Pri. Maths teachers guide grade 3 pg.19-23	written exercise, oral questions, observation	
4	1		Subtract a 2- digit number from a 3- digit number with regrouping from hundreds to tens	By the end of the lesson, the learner should be able to a. subtract up to 2- digit numbers involving a three-digit number with regrouping from hundreds to tens. b. work examples in their books c. appreciate subtraction in real-life situations.	The learner is guided to: ● work out missing numbers in subtraction of up to 3-digit numbers with single regrouping using a variety of strategies.	When do you regroup during subtraction? 2) How do you identify the missing number in a number pattern?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 150-151 KLB Lower Pri. Maths teachers guide grade 3 pg.19-23	written exercise, oral questions, observation	
	2		Subtract a 2- digit number from a 3- digit number with regrouping from hundreds to tens	By the end of the lesson, the learner should be able to a. subtract up to 2- digit numbers involving a three-digit number with regrouping from hundreds to tens. b. subtract up to 3 - digit numbers without regrouping c. appreciate subtraction in real-life situations.	The learner is guided to: ● jointly work out subtraction of up to 3- digit numbers with single regrouping using a place value chart.	When do you regroup during subtraction? 2) How do you identify the missing number in a number pattern?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 152-153 KLB Lower Pri. Maths teachers guide grade 3 pg.19-23	written exercise, oral questions, observation	
	3		Number patterns involving subtraction	By the end of the lesson, the learner should be able to a. work out missing numbers in number patterns involving subtraction up to 1000. b. Create number patterns in a decreasing order c. appreciate subtraction in real-life situations.	The learner is guided to: ● work out missing numbers in patterns involving subtraction up to 1000.	When do you regroup during subtraction? 2) How do you identify the missing number in a number pattern?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 154-155 KLB Lower Pri. Maths teachers guide grade 3 pg.19-23	written exercise, oral questions, observation	

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	4	Multiplication	Multiplying numbers by 6	By the end of the lesson, the learner should be able to: a. multiply single digit numbers by numbers 6 in different contexts b. play digital games involving multiplication c. appreciate multiplication of numbers as repeated addition.	The learner is guided to: ● in turn, practise multiplication of single digit numbers by 6 using multiplication tables,	How can we get the answer to a multiplication question using the multiplication table?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 156-159 KLB Lower Pri. Maths teachers guide grade 3 pg.23-26	written exercise, oral questions, observation	
	5		Multiplying numbers by 8 using multiplication chart	By the end of the lesson, the learner should be able to: a. multiply single digit numbers by numbers 8 in different contexts b. play digital games involving multiplication c. appreciate multiplication of numbers as repeated addition.	The learner is guided to: ● in turn, practise multiplication of single digit numbers by 8 using multiplication tables,	How can you work out multiplication using repeated addition?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 160-161 KLB Lower Pri. Maths teachers guide grade 3 pg.23-26	written exercise, oral questions, observation	
5	1		Multiplication of single digit number by 9	By the end of the lesson, the learner should be able to: a. multiply single digit numbers by numbers 9 in different contexts b. play digital games involving multiplication c. appreciate multiplication of numbers as repeated addition.	The learner is guided to: ● in turn, practise multiplication of single digit numbers by 9 using multiplication tables,	How can you work out multiplication using repeated addition?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 162-163 KLB Lower Pri. Maths teachers guide grade 3 pg.23-26	written exercise, oral questions, observation	
	2		Multiplication of single digit number by 10	By the end of the lesson, the learner should be able to: a. multiply single digit numbers by numbers 10 in different contexts b. play digital games involving multiplication c. appreciate multiplication of numbers as repeated addition.	The learner is guided to: ● multiply a single-digit number by a single-digit number using a multiplication chart, ● in turn, practise multiplication of single digit numbers by 10 using multiplication tables,	How can you work out multiplication using repeated addition?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 164-165 KLB Lower Pri. Maths teachers guide grade 3 pg.23-26	written exercise, oral questions, observation	

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	3	Division	Dividing a 2-digit number by 6 without remainder	By the end of the lesson, the learner should be able to: a. divide a 2-digit number by a single digit number without a remainder, b. divide a 2-digit number by 6 without a remainder c. appreciate division as repeated subtraction in real-life situations.	The learner is guided to: ● work out the division of a 2-digit number by a single-digit number without a remainder, ● carry out the division of a 2-digit number by 6 without a remainder.	How can we use the multiplication table to work out division questions?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 166-167 KLB Lower Pri. Maths teachers guide grade 3 pg.27-29	written exercise, oral questions, observation	
	4		Dividing a 2-digit number by 7 without remainder	By the end of the lesson, the learner should be able to: a. divide a 2-digit number by a single digit number without a remainder, b. divide a 2-digit number by 7 without a remainder c. appreciate division as repeated subtraction in real-life situations.	The learner is guided to: ● work out the division of a 2-digit number by a single-digit number without a remainder, ● carry out the division of a 2-digit number by 7 without a remainder.	How can we use the multiplication table to work out division questions?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 168-169 KLB Lower Pri. Maths teachers guide grade 3 pg.27-29	written exercise, oral questions, observation	
	5		Dividing a 2-digit number by 8 without remainder	By the end of the lesson, the learner should be able to: a. divide a 2-digit number by a single digit number without a remainder, b. divide a 2-digit number by 8 without a remainder c. appreciate division as repeated subtraction in real-life situations.	The learner is guided to: ● work out the division of a 2-digit number by a single-digit number without a remainder, ● carry out the division of a 2-digit number by 8 without a remainder.	How can we use the multiplication table to work out division questions?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 170-171 KLB Lower Pri. Maths teachers guide grade 3 pg.27-29	written exercise, oral questions, observation	
6	1		Dividing a 2-digit number by 9 without remainder	By the end of the lesson, the learner should be able to: a. divide a 2-digit number by a single digit number without a remainder, b. divide a 2-digit number by 9 without a remainder c. appreciate division as repeated subtraction in real-life situations.	The learner is guided to: ● work out the division of a 2-digit number by a single-digit number without a remainder, ● carry out the division of a 2-digit number by 9 without a remainder.	How can we use the multiplication table to work out division questions?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 172-173 KLB Lower Pri. Maths teachers guide grade 3 pg.27-29	written exercise, oral questions, observation	

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	2		Dividing a 2-digit number by 10 without remainder	By the end of the lesson, the learner should be able to: a. divide a 2-digit number by a single digit number without a remainder, b. divide a 2-digit number by 10 without a remainder c. appreciate division as repeated subtraction in real-life situations.	The learner is guided to: ● work out the division of a 2-digit number by a single-digit number without a remainder, ● carry out the division of a 2-digit number by 10 without a remainder.	How can we use the multiplication table to work out division questions?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 174-175 KLB Lower Pri. Maths teachers guide grade 3 pg.27-29	written exercise, oral questions, observation	
	3	Fractions	Eighth as part of a whole	By the end of the lesson the learner should be able to: a. Identify $\frac{1}{8}$ as part of a whole. b. Model and $\frac{1}{8}$ using rectangular cut outs c. Appreciate fractions as part of a whole in daily activities.	The learner is guided to: ● safely make circular cut-outs from manila paper, ● make rectangular cut-outs and fold to get 8 equal parts and identify one part as the whole.	How can you represent a half, a quarter or an eighth of a group?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 176 KLB Lower Pri. Maths teachers guide grade 3 pg.29-32	written exercise, oral questions, observation	
	4		Quarter as part of a group	By the end of the lesson the learner should be able to: a. Identify $\frac{1}{4}$ as part of a group b. Draw and colour $\frac{1}{4}$ as part of a group c. Appreciate fractions as part of a whole in daily activities.	The learner is guided to: ● make rectangular cut-outs and fold them into 4 equal parts to get a quarter of a whole and identify each part as the whole.	How can you represent a half, a quarter or an eighth of a group?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 177-178 KLB Lower Pri. Maths teachers guide grade 3 pg.29-32	written exercise, oral questions, observation	
	5	MEASUREMENT	Length (adding length)	By the end of the lesson, the learner should be able to: a. measure length in metres, b. add length in metres, c. Desire to know more about measurement by using ICT devices to measure length	The learner is guided to: ● work out questions involving the addition of length in real-life situations,	How do you measure the distance between the flag post and the staffroom using a 5 metres long string?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 179-181 KLB Lower Pri. Maths teachers guide grade 3 pg.33-35	oral questions, observation' written exercise.	

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7	1		Length (subtracting length)	By the end of the lesson, the learner should be able to: a. measure length in metres, b. subtract length in metres, c. Desire to know more about measurement by using ICT devices to measure length	The learner is guided to: ● work out subtraction of length in metres based on real-life situations	How do you measure the distance between the flag post and the staffroom using a 5 metres long string?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 182-183 KLB Lower Pri. Maths teachers guide grade 3 pg.33-35	oral questions, observation' written exercise.	
	2	MASS	Adding mass in Kilograms	By the end of the lesson, the learner should be able to: a. measure mass in kilograms, b. add mass in kilograms, c. Desire to know more about measurement by using ICT devices to measure mass	The learner is guided to: ● role play addition of mass in kilograms using items in the classroom model shop.	How can you make a 1kg mass using a beam balance?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 184-185 KLB Lower Pri. Maths teachers guide grade 3 pg.36-39	written exercise, oral questions, observation	
	3		Subtracting mass in Kilograms	By the end of the lesson, the learner should be able to a. measure mass in kilograms b. subtract mass in kilogram c. Desire to know more about measurement by using ICT devices to measure mass	The learner is guided to: ● work out the differences between the masses of items in the classroom model shop.	How can you make a 1kg mass using a beam balance?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 186-187 KLB Lower Pri. Maths teachers guide grade 3 pg.36-39	written exercise, oral questions, observation	
	4	CAPACITY	Adding capacity	By the end of the lesson, the learner should be able to: a. measure capacity in litres, b. add and subtract capacity in litres c. appreciate measuring the capacity of containers in litres.	The learner is guided to: ● in turn, practise the addition of capacity in litres in real-life situations.	What can we use to measure capacity?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 188-189 KLB Lower Pri. Maths teachers guide grade 3 pg.39-42	written exercise, oral questions, observation	

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	5		Subtracting Capacity	By the end of the lesson, the learner should be able to: a. measure capacity in litres b. subtract capacity in litres c. appreciate measuring the capacity of containers in litres.	The learner is guided to: ● in turn, practise subtraction of capacity in litres in real-life situations.	What can we use to measure capacity?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 190-191 KLB Lower Pri. Maths teachers guide grade 3 pg.39-42	written exercise, oral questions, observation	
8	1		Estimating capacity	By the end of the lesson, the learner should be able to: a. measure capacity in litres b. estimate capacity up to 5 litres. c. appreciate measuring the capacity of containers in litres.	The learner is guided to: ● estimate capacity of containers up to 5 litres.	What can we use to measure capacity?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 192 KLB Lower Pri. Maths teachers guide grade 3 pg.39-42	written exercise, oral questions, observation	
	2	TIME	Reading and telling time "to" the hour	By the end of the lesson, the learner should be able to: a. Identify the minute as a unit of measuring time, b. read and tell time using the digital clock, c. Desire to know more about measurement by using ICT devices	The learner is guided to: ● discuss how to tell time on the clock face using "past" and "to" the hour, ● in turns, read and tell time on an analogue clock	How do we convert hours to minutes?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 193-195 KLB Lower Pri. Maths teachers guide grade 3 pg.43-46	written exercise, oral questions, observation	
	3		Writing time "past" the hour	By the end of the lesson, the learner should be able to: a. read and tell time using 'past' and 'to' the hour using the clock face b. write time using 'past' and 'to' the hour, c. Desire to know more about measurement by using ICT devices	The learner is guided to: ● discuss how to tell time on the clock face using "past" and "to" the hour, ● in turns, read and tell time on an analogue clock	How do we convert hours to minutes?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 196-197 KLB Lower Pri. Maths teachers guide grade 3 pg.43-46	written exercise, oral questions, observation	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	4		Writing time "to" the hour	By the end of the lesson, the learner should be able to: a. read and tell time using 'past' and 'to' the hour using the clock face b. write time using 'past' and 'to' the hour, c. Desire to know more about measurement by using ICT devices	The learner is guided to: ● discuss how to tell time on the clock face using "past" and "to" the hour, ● in turns, read and tell time on an analogue clock	How do we convert hours to minutes?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 198-199 KLB Lower Pri. Maths teachers guide grade 3 pg.43-46	written exercise, oral questions, observation	
	5	MONEY	Counting of money up to 1000	By the end of the lesson, the learner should be able to: a. count money in different denominations up to sh.1000 b. practice counting money. c. appreciate spending and saving money in real life situations.	The learner is guided to: ● sort Kenyan currency notes according to their value up to sh.1000, ● count Kenyan currency notes in different denominations up to sh1000,	What is the difference between needs and wants?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 200-201 KLB Lower Pri. Maths teachers guide grade 3 pg.47-51	written exercise, oral questions, observation	
9	<b>HALF TERM</b>								
10	1		Convertin g money into different denomina tions up to sh. 500	By the end of the lesson, the learner should be able to: a. identify Kenyan currency notes up to sh.500, b. represent the same amount of money in different denominations c. appreciate spending and saving money in real life situations.	The learner is guided to: ● role play changing money into different denominations up to sh. 500 in the classroom model shop,	What is the difference between needs and wants?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 202-203 KLB Lower Pri. Maths teachers guide grade 3 pg.47-51	written exercise, oral questions, observation	
	2		Adding Money	By the end of the lesson, the learner should be able to a. add money involving up to sh.1000, b. role play shopping activities involving giving change c. appreciate spending and saving money in real life situations.	The learner is guided to: ● add money up to sh.1000 in real life situations,	What is the difference between needs and wants?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 204-205 KLB Lower Pri. Maths teachers guide grade 3 pg.47-51	written exercise, oral questions, observation	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	3		subtracting Money	By the end of the lesson, the learner should be able to a. subtract money involving up to sh.1000, b. role play shopping activities involving giving change c. appreciate the importance of money and desire to use it wisely	The learner is guided to: ● subtract money up to sh.1000 in real-life situations.	What is the difference between needs and wants?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 206-207 KLB Lower Pri. Maths teachers guide grade 3 pg.47-51	written exercise, oral questions, observation	
	4	GEOMETRY	Position and direction (Turning to the right)	By the end of the lesson, the learner should be able to: a. move along a straight line from a point, b. turn to the right from a point, c. turn to the left from a point. d. appreciate the use of directions in real-life situations.	The learner is guided to: ▪ play a game of moving to the right and left sides from a point with peers, ▪ team up to move straight outside the classroom then turn to the right,	What do you do when you get to a road junction?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 208-209 KLB Lower Pri. Maths teachers guide grade 3 pg.52-54	written exercise, oral questions, observation	
	5		Turning to the Left	By the end of the lesson, the learner should be able to: a. move along a straight line from a point, b. turn to the left from a point. c. appreciate the use of directions in real-life situations.	The learner is guided to: ▪ team up to move straight outside the classroom then turn to the left, ▪ role play games with peers involving moving objects such as toy cars or models on a road,	What do you do when you get to a road junction?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 210 KLB Lower Pri. Maths teachers guide grade 3 pg.52-54	written exercise, oral questions, observation	
11	1		Moving straight and turning to the left or right from a point	By the end of the lesson, the learner should be able to: a. identify the right and left side from a point, b. turn to the right from a point, c. turn to the left from a point, d. appreciate the use of directions in real-life situations.	The learner is guided to: ▪ team up to move straight outside the classroom then turn to the left, ▪ role play games with peers involving moving objects such as toy cars or models on a road, ▪ play digital games with peers involving movement on straight lines and turning to the left and right.	What is the importance of directions in real-life situations?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 211-212 KLB Lower Pri. Maths teachers guide grade 3 pg.52-54	written exercise, oral questions, observation	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Ref
	2	Shapes	Drawing combined shapes	By the end of the lesson, the learner should be able to: a. identify the shapes in a combined shape made of two different shapes, b. draw a combined shape made of 2 shapes, c. appreciate the use of combined shapes in the environment.	The learner is guided to: ● draw combined shapes found in the environment that are made of 2 different shapes, e.g. the hut, ● play digital games involving shapes with peers.	What shapes can you identify in your school?	Locally available materials or resources KLB Lower Pri. Maths pupil's book 3 pg. 213 KLB Lower Pri. Maths teachers guide grade 3 pg.54-57	written exercise, oral questions, observation	
	3-5	<b>REVISION EXERCISE</b>							
12-13	<b>REVISION EXERCISES</b>								
14	<b>END TERM ASSESSMENT/CLOSING</b>								