**DISTRICT RUTSIRO FORMAT OF UNIT PLAN/SCHEME OF WORK**

**ACADEMIC YEAR 2024-2025**

**SUBJECT: MATHEMATICS**

**SCHOOL NAME: TEACHEAR’S NAME: …………………………………**

**CLASS: P1**

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| **TERM 1 ACADEMIC YEAR: 2024-2025** | | | | | | |
| **WEEKS AND DATES** | TITLE OF UNITS | LESSONS | LEARNING OBJECTIVES | TEACHING METHODS | RESOURCE AND REFERENCE | OBSERVATION |
| **WEEK 1**  **9-13/09/2024**  **WEEK 2**  **16-20/09/2024**  **WEEK 3**  **23-27/09/2024**  **WEEK 4**  **30/09-4/10/2024**  **WEEK 5**  **7-11/10/2024**  **WEEK 6**  **14-18/10/2024**  **WEEK 7**  **21-25/10/2024**  **WEEK 8**  **28/10-1/11/2024**  **WEEK 9**  **4-8/11/2024**  **WEEK 10**  **11-15/11/2024**  **WEEK 11**  **18-22/11/2024**  **WEEK12**  **25-29/11/2024**  **WEEK13**  **2-6/12/2024** | **UNIT 1**  **Whole number from 1 up to 5**  **Unit 2:**  **Number from 1to9**.  Addition  Subtraction  **Unit 3**  **Numbers from 0 up to 10**  Addition  **UNIT 4:**  **Numbers from 0 up to 20** | **LESSON 1**  Counting objects in groups from 1 to 5.  **LESSON 2**  Pronunciation, reading and  Appropriate writing of numbers from 1 to5.  **LESSON 3**  Comparing the number of objects not exceeding 5.  **LESSON 4**  Addition of numbers with the sum does not exceed 5.  **LESSON 5**  Subtraction of numbers with the first term does not exceed 5.  **LESSON 6**  Word problems on addition and subtraction of whole numbers (the sum and the first term should not exceed 5).  **LESSON 7**  **Summative assessment**  **LESSON 1**  Counting objects in groups from 1to 9.  **LESSON 2**  Pronunciation, reading and  Appropriate writing of numbers from1 to9.  **LESSON 3**  Comparing the numberof objects not exceeding 9.  **LESSON 4**  Addition of numbers whose sum does not exceed 9.  **LESSON 5**  Subtraction of numbers whose first term does not  exceed9.  **LESSON 6**  Comparison of numbers from  1 to 9 using comparison symbols (<, > or=).  **LESSON 7**  Word problems  involving  addition and  subtraction of  numbers less  than or equal to 9  (the sum and the  first term should  not exceed 9  **LESSON 8**  **Summative assessment**  **LESSON 1**  ––The concept of zero.  **LESSON 2**  ––Reading and writing numbers from 0 to 10.  **LESSON 3**  ––Counting objects in various groups from 0 up to 10.  **LESSON 4**  ––Comparing two numbers less than or equal to 10  using comparison symbols (<,> or=  **LESSON 5**  ––Addition of two numbers whose sum is less than or equal to 10.  **LESSON 6**  ––Subtraction of numbers whose first term does not exceed 10.  **LESSON 7**  ––Word problems involving addition and subtraction of numbers (the sum and the first term should not exceed 10).  **LESSON 8**  **Summative assessment & revision**    **LESSON 1**  ––Counting various objects in groups from 0 up to 20.  **LESSON 2**  ––Reading and writing numbers from 0 up to 20.  **LESSON 3**  ––Decomposing two digit numbers less than or equal to 20 in ones and tens  **LESSON 4**  ––Ordering numbers  from 0 up to 20 and  comparing numbers  using the symbols of  Comparison (<, >, or =).  **LESSON 5**  ––Addition of numbers  Whose sum does not exceed 20.  **LESSON 6**  ––Subtraction of  numbers whose  first term does not  exceed 20.  **LESSON 7**  ––Word problems  involving addition  and subtraction  (the sum and the  first term should  not exceed 20). | **Knowledge and**  **understanding**  - Understand and discover the concept of a number from 1to 5.  - Clearly understand the use of addition, subtraction and equal signs: +, and =.  - Mentally add numbers whose sum does not exceed 5.  **Skills**  ––Count, read, write, order, numbersfrom 1 to 5.  ––Group various objects /draw groups of various objects for which the number does not exceed 5  –– Compare groups of objects which the number does not exceed 5.  ––Add and subtract  numbers by counting and  writing (the sum should  not exceed 5)  ––Read whole numbers from1 to 5 wherever they are written.  **Attitude and value**  ––Count without mistakes, read fluently and write correctly the learnt numbers (from 1to 9).  ––Appreciate the importance of learning counting, reading and writing numbers in daily life.  ––Develop the culture of working together with other harmoniously.  **Key unit competence**  Counting, reading, writing, ordering, comparing, adding and subtracting whole numbers from 1 to 5.  **Written assessment**  **Knowledge and**  **understanding**  ––Understand and discover the  Concept of a number from 1 to 9.  ––Clearly understand the  symbols of comparison (<, >,  =) and mental arithmetic on  comparison of numbers from  1 to 9.  ––Mentally add numbers  whose sum does not exceed  9.  ––Mentally subtract numbers  Whose first term does not exceed 9.  **Skills**  ––Count, read, write and order numbers from 1 to 9.  ––Group objects/drawing proups of various objects whose number does not exceed 9.  ––Compare groups of objects whose number does not exceed 9.  ––Add and subtract numbers by counting and writing (the sum should not exceed 9).  **Attitude and values**  ––Count without mistakes, read fluently and write correctly the numbers learnt  (from1to 9).  ––Appreciate the importance of  learning counting, reading and  Writing numbers in their daily life.  ––Develop the culture of working together with others in  Harmony.  **Key unit competence:**  Counting, reading, writing, ordering, comparing, adding and subtracting whole numbers from 1 to 9.  **Written assessment**  **Knowledge and Understanding**  ––Discover and understand the concept of numbers 0and10.  ––Mentally add and subtract numbers less than or equal to10.  **Skills**  ––Count, read, write, order, numbers from 0 up to 10.  ––Group various objects less than or equal to 10 using  Counters /drawings.  ––Compare groups of objects having elements or members less than or equal to 10.  ––Compare two numbers less than or equal to 10 using comparison symbols (<,> or =).  ––Addition and subtraction of  Numbers (the sum and the terms used should not exceed 10).  **Attitudes and values**  ––Appreciate the importance  of learning counting, reading  and writing numbers in the  daily life.  ––Develop the culture of working together with others in  Harmony.  ––Apply correctly numbers from 0 up to 10 in daily life.  ––Show order in various activities of daily.  **Key unit competence**  Counting ,reading ,writing ,ordering, comparing, adding and subtracting whole numbers from 0 to 10.  **Written assessment**  **Knowledge**  ––Discover and Understand the concept  of numbers from 0 up to 20.  ––Understand the place  value of the digits in  numbers not exceeding  20.  ––Mentally add and subtract numbers less than or equal to 20.  **Skills**  ––Group various objects whose number does not exceed 20.  ––Count, read, write, and order numbers less than or equal to 20.  ––Count and list scholastic and household materials whose number does not exceed 20.  ––Decompose numbers less than or equal to 20 into ones and tens.  ––Add and subtract numbers (the sum and the terms used should not exceed 20).  **Attitude and values**  ––Show orderliness in daily activities.  ––Appreciate the importance of addition and subtraction in daily life.  **Key unit competence**  Counting, reading, writing, ordering, comparing, adding and subtracting whole numbers from 0 up to20. | - Play games  -Pair discussion  -Demonstration  - Group work  - brain storming  - question and answer method  - Play games  -Pair discussion  -Demonstration  - Group work  - brain storming  - question and answer method  - Play games  -Pair discussion  -Demonstration  - Group work  - brain storming  - question and answer method  Group work  Group discussions | **Teaching/ learning aids:**  Various counters (bottles, stones, ......), number cards, from number one to five.  **Reference**  . Curriculum of mathematic p1-p3.  . Mathematics pupil’s book primary 1  **Teaching/ learning aids:**  Various counter (bottles, stones,.....), number cards, from number 1 to 9.  **Reference**  . Curriculum of mathematic p1-p3.  . Mathematics pupil’s book primary 1  **Teaching/ learning aids:**  Various counters (bottles, stones,......), number cards having numbers from 0 up to 10.  **Reference**  . Curriculum of mathematic p1-p3.  . Mathematics pupil’s book primary 1  Manila cards or slips of paper for labeling learners with numbers |  |

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| **WEEK 14** : 9**-13/12/2024** | REVISION |
| **WEEK 15: 16-19/12/2024** | TERM ONE EXAMINATIONS AND MARKING |
| **220/12/2024** | GIVING SCHOOL REPORT TO THE LEARNERS |

**SCHEME OF WORK “MATHEMATICS” “P1” TERM 2**

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| TERM 2 ACADEMIC YEAR: 2024-2025 | | | | | | |
| Date And Weeks | Title Of Unit | Title Of Lesson | Learning Objectives | Teaching Methods | Resources &  Reference | Observation |
| **WEEK 1 6-10/01/2025**  **WEEK 2**  **13-17/01/2025**  **WEEK 3**  **20-24/01/2025**  **WEEK 4**  **27-31/01/2025**  **WEEK 5**  **03-07/02/2025**  **WEEK 6**  **10-14/02/2025** | **Revision**  **Unit 5**  **: Multiplication and division by 2.**  **Unit6:Numbers from 0 up to 50.** | **LESSON 1**  *-* Multiplication by 2 numbers whose product does not exceed 20.  **LESSON 2**  ––Multiples of 2 less  than or equal to 20.  **LESSON 3**  ––Exercises on multiplication by 2 (The product should not exceed 20).  **LESSON 4**  ––Word problems  Involving multiplication by2 (The product should not exceed 20).  **LESSON 5**  Exact division of numbers by 2 (The dividend should not exceed 20 and the quotient should not exceed 10).  **LESSON 6**  ––Exercises on exact division of numbers by2.  **LESSON 7**  ––Word problems involving exact division of numbers by 2.  **Summative assessment**  **LESSON 1**  ––Counting objects in groups from 1 up to 50.  **LESSON 2**  ––Reading and writing  numbers from 0 up to  50.  **LESSON 3**  ––Decomposition of numbers into ones and tens.  **LESSON 4**  ––Ordering and comparing numbers up to 50 using the symbols of comparison *(*<, >or =).  **LESSON 5**  ––Addition of numbers whose sum does not exceed 50.  **LESSON 6**  ––Subtraction of numbers less than or equal to 50.  **LESSON 7**  ––Word problems involving addition and  subtraction of numbers  less than or equal to 50.  **LESSON 8**  **Summative assessment**  **Written assessment** | **Knowledge and understanding**  –Understand the concept of multiplication by 2 using repetitive addition.  ––Understand the concept of exact division of numbers by 2 (The dividend should not exceed 20).  **Skills**  –*–*Multiply by 2  (The product should not exceed 20).  ––Exactly divide the  number of various  objects by 2, (The  dividend should not  exceed 20)/ exactly divide numbers by two.  **Attitude and values**  ––Work courageously and show the importance of Multiplication in daily life.  ––Appreciate the importance of division in daily life.  ––Develop the culture of good relationship and sharing with others.  **Key unit competence**  Multiplying and dividing by 2 (The product and the dividend should not exceed 20).  **Written assessment**  **Knowledge and understanding**  ––Discover and Understand the concept of numbers from 0 up to 50.  ––Understand the place values of the digits in  Numbers not exceeding 50.  ––Add and subtract numbers not exceeding 50.  **Skills**  ––Group various objects  whose number does not  exceed 50.  ––Count, read, write, order numbers less than or equal to 50.  ––Compare the quantity of various objects showing less and more quantity, order numbers less than or equal to 50 from the smallest to the greatest.  ––Decompose numbers less than or equal to 50 into ones and tens.  ––Add and subtract numbers (the sum and the terms used should not exceed  50).  **Attitude and values**  ––Show orderliness in daily activities.  ––Appreciate the importance of addition and subtraction in daily life.  **Key unit competence:**  Counting,reading,writing,ordering, comparing, adding and subtracting whole numbers from 0 up to 50. | -  Group work  - brain storming  - question and answer method  - Math games  -Demonstration  - Group work  - brain storming  - question and answer method  - Math games  -Demonstration  - Group work | .  Teaching aids:   * Top of bottle * Books * Pencils * Notebooks * Small stones   **Reference**  . Curriculum of mathematic p1-p3.  . Mathematics pupil’s book primary 1 |  |
| **WEEK 7**  **17-21/02/2025**  **WEEK 8**  **24-28/02/2024**  **WEEK9**  **3-7/03/2025**  **WEEK 1O**  **10-14/03/2025**  WEEK11  17-21/03/2025 | **UNIT 7:**  **Numbers from 0 up to 100**  **Ordering and comparing**  **Unit 8:**  **Fractions** ½  **and** ¼ | **LESSON 1**  ––Counting objects in groups from 1 up to 100.  **LESSON 2**  ––Reading and writing numbers from 0 up to 100.  **LESSON 3**  ––Decomposenumbers less than or equal to 99 into ones and tens.  **LESSON 4**  ––Ordering andComparing numbers from1 up to 99 using  Comparison symbols  *(*<, > or=).  **LESSON 5**  ––Addition of numbers whose sum does notexceed 99.  **LESSON 6**  ––Subtraction of numbers whose first term does not exceed 99.  **LESSON 7**  ––Word problems involving addition and subtraction of numbers less than or equal to 99.  **LESSON 8**  **Summative assessment**  **General assessment**  **LESSON 1**  ––The concept of a fraction.  **LESSON 2**  ––The parts of a fraction.  **LESSON 3**  ––Reading and writing of  ½ and ¼  **LESSON 4**  **Summative assessment** | **Knowledge and understanding**  ––Discover and  Understand the concept of numbers from 0 up to 99.  ––Understand the place value of the digits in numbers not exceeding 99.  ––Add and subtract numbers not exceeding 99.  **Skills**  ––Count, read, write, order, numbers not exceeding 99.  ––Compare the quantity  of various objects showing less and more quantity, order numbers less than or equal to 99 from the smallest to the greatest .  ––Decompose numbers less than or equal to 99 into ones and tens.  ––Add and subtract  numbers whose the  sum and the first  term do not exceed  99.  **Attitude and values:**  ––Show orderliness in daily activities.  ––Appreciate the importance of addition and subtraction in daily life.  **Key unit competence:**  Counting, reading, writing,ordering, comparing, adding and subtracting whole numbers from 0 up to 99.  **Written assessment**  **Knowledge and Understanding**  –Discover the concept of a fraction.  ––Showa half and a quarter of a whole.  ––Read and write a half and a quarter.  **Skills**  ––Divide a whole into two equal parts.  ––Divide a whole into four equal parts.  ––Show the parts of a fraction for a whole.  **Attitudes and Values**  Develop the culture of  Sharing with others.  **Key Unit competence:**  Showing a half and a fourth/quarter of a whole.  **Written assessment** | - brain storming  - question and answer method- Math games  -Demonstration- Group work  - brain storming  - question and answer method   * Demonstration * Group work   Question and answers | **Teaching aids:**  Pencils, pens, notebooks, top of bottles…….  **Reference**  . Curriculum of mathematic p1-p3.  . Mathematics pupil’s book primary 1  **Teaching/learning aids:**  Various counters (bottles, stones,....), number cards having number from 1 up to 99*.*  **Reference**  . Curriculum of mathematic p1-p3. Mathematics pupil’s book primary 1  **Teaching aids**:  A paper, oranges, pawpaw, knife sugarcane  **Reference :**  Mathematics pupil’s book primary 1  Curriculum of Mathematic p1-p3 |  |

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| **WEEK 12: 24-28/03/2025** | REVISION |
| **WEEK 13: 31/3--3/04/2025** | EXAMINATIONS AND MARKING |
| **04/04/2025** | GIVING SCHOOL REPORT TO THE LEARNERS |

**TEACHER’S NAME**:………………………………………………………**SCHOOL**: **…………………………………………………….**

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| **TERM 3 ACADEMIC YEAR 2024-2025** | | | | | | |
| Date and Weeks | Title of Unit | Title of Lesson and Evaluation | Learning Objectives | Teaching methods | Teaching Aids and reference | Observation |
| **WEEK 1**  **21-25/04/2025** | **Unit 9:Number patterns** | **LESSON 1**  ––Using addition or subtraction to introduce the concept of number patterns.  **LESSON 2**  ––Finding the common difference /ratio used in a number pattern.  **LESSON 3**  ––Number patterns Involving addition and subtraction.  **LESSON 4**  **Summative assessment** | **Knowledge and**  **Understanding:**  ––Order numbers following the given instructions.  ––Discover the missing number in the number patterns using addition or subtraction.  ––Discover the next missing number in the number patterns having a known ratio/interval.  ––Discover the ratio/ interval used between two consecutive numbers in the number patterns  **Skills**  Make number patterns with a constant ratio / interval.  **Attitudes and**  **Values**  ––Develop the capacity of critical thinking.  ––Show orderliness in daily life.  **Key Unit competence*:***  Finding the missing number in a number pattern and how to find it in numbers composed by 1 and 2 digits.  **Written assessment** | Demonstration.  .Question and answers  .Pair discussion  .Group work | **Teaching aids:**  Various counters, number cards, cards of various drawings*.*  **Reference :**  Mathematics pupil’s book primary 1.  Curriculum of Mathematic p1-p3 |  |
| **WEEK 2**  **28/4-2/04/2025**  **WEEK 3**  **5-9/05/2025** | **UNIT 10: Measuring the length less than or equal to 10 m** | **LESSON 1**  ––Standard unit of length measurements (Meter).  **Lesson 2**  ––Tools used for measuring the length in meter (tape measure, folding meter, meter ruler).  **Lesson 3**  ––Measuring the length of objects less than 10m using a meter.  **Lesson 4**  ––Reading and writing length measurements in meter.  **Lesson 5**  ––Comparison, addition and subtraction of length  Measurements less than or equal to10 m.  **Lesson 6**  ––Word problems involving length measurements.  **Summative assessment** | **Knowledge and understanding.**  ––Discover the concept of length and the concept of meter.  ––Add and subtract length measurements of various objects having the length not exceeding 10 m.  **skills**  ––Compare the length of various objects with equal length or different length but their length should be less than or equalto 10 m.  ––Measure various objects  using span of hand, ropes, steps of legs, feet, sticks, and meter ruler but their length should  be less than or equal to 10 m  ––Classify objects according to their length.  ––Read and write length measurements of various objects in figures.  **Attitude and values**  ––Understand the reason why length measurements are used for measuring the length.  ––Measure the length of various objects accurately.  **Key Unit competence*:***  Measuring, comparing length of various objects having the length not exceeding 10 m, working out activities on addition and subtraction of length measurements.  **Written assessment** | Demonstration.  Question and answers  Group work | **Teaching/ learning aids:**  A ruler measuring 1 m of length, rope, sticks, tape measure, folding meter…  **Reference :**  Mathematics pupil’s book primary 1  Curriculum of Mathematic p1-p3 |  |
| **WEEK 4**  **12-16/05/2025**  **WEEK 5**  **19-23/05/2025** | **Unit 11: Main parts of the day and days of a week** | **Lesson 1**  ––Main parts of the  day:  . Morning,  . Afternoon,  . Evening and Night.  **Lesson 2**  ––Characteristics of the main parts of the day.  **Lesson 3**  ––Days of a week and main activities of each day.  **Lesson 4**  **Summative assessment** | **Knowledge and**  **understanding**  –*–*Be aware and differentiatingmain parts of theday and days of aweek.  ––Match activities and parts of the day.  **Skills**  ––Order main parts of the day and days of a week.  ––Show the characteristics for each part of the day and order the days of a week.  ––Give examples of activities done during different days of a week.  ––Choose the most important activity from other daily activities.  ––Outline the agenda of the day and that of a week.  **Attitudes and Values**  ––Appreciate the importance of time and use itproperly.  ––Show the spirit of orderliness in daily life.  **Key Unit competence*:***  Ordering and comparing the main parts of the day, days of the week and main daily activities.  **Written assessment** | Demonstration.  Pair discussion  Question and answers  Group work | **Teaching/ learning aids**: Chart of the main parts of the day, calendar.  **Reference:**  Mathematics pupil’s book primary 1  Curriculum of Mathematic p1-p3 |  |
| **WEEK 6**  **26-30/052025** | **Unit 12: Rwandan currency from 1Frw up to 100 Frw** | **Lesson 1**  ––Characteristics of  Rwandan currency  from 1Frw up to  100Frw.  **Lesson 2.**  ––Exchanging, adding  and subtracting Rwandan currency from 1Frw to 100Frw.  **Lesson 3**  ––Value and the importance of money in buying and selling different goods.  **Summative assessment** | **Knowledge and**  **understanding**  ––Differentiate Rwandan currency from 1frw to 100Frw.  ––Understand the value of Rwandan currency from 1frw up to 100Frw  **Skills**  ––Appropriately use Rwandan currency from 1frw and 100frw when buying goods.  ––Show the value and the usage of  Rwandan currency from 1Frw up to 100Frw.  ––Give examples of how money can be used in buying needed goods.  **Attitudes and values**  ––Develop the culture of honesty when using money.  ––Appreciate the importance of economy and use money effectively*.*  **Key Unit competence:**  Differentiating coins of Rwandan currency from 1Frw to 100Frw and perform activities involving buying and selling.  **Written assessment** | Demonstration.  Question and answers  Group work | **Teaching/ learning aids**: Coins of the Rwandan currency from 1Frw to 100Frw.  **Reference :**  Mathematics pupil’s book primary 2  Curriculum of Mathematic p1-p3 |  |

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| **WEEK 7**  **2-6/06/2025**  **WEEK 8**  **09-13/06/2025** | **Unit 13:**  **Directions, location of objects and lines** | **Lesson 1**  ––Directions and locating objects. (under, over, right, left, down, up, aside.)  **Lesson 2**  ––Types of lines (straight lines, closed lines, open lines, curved lines, and zigzag/broken lines).  **Lesson 3**  ––Dots outside, inside and on a closed line.  **Summative assessment** | **Knowledge and understanding.**  ––Know directions and location of objects.  ––Differentiate and draw different types of lines.  **Skills**  ––Locate objects.  ––Orient a person using directions.  ––Identify different types of lines and show them in the school environment (in or outside the classroom).  ––Draw straight lines, closed lines.  ––Put dots on a closed line.  **Attitudes and values**  ––Be attentive and develop the culture of performing assigned activities perfectly.  **Key Unit competence**:  Locating objects and different types of lines.  **Written assessment** | Play game  Demonstration.  Question and answers  Group work | **Teaching/ learning aids**: Different tools like tableschairs, bottles.), a meter ruler.  Reference :  Mathematics pupil’s book primary 1  Curriculum of Mathematic p1-p3 |  |
|  | **Unit14: Right angle, square and rectangle** | **Lesson 1**  **Right angle:**  ––Properties of a right angle.  ––Drawing a right angle.  **Lesson 2.**  **Square and**  **Rectangle:**  ––Properties of a square, **--**properties of a rectangle.  ––Drawing a square and a rectangle.  **Lesson 3**  **Summative assessment** | **Knowledge and understanding**  ––Identify the characteristics of a right angle.  ––Identify the characteristics of a square.  ––Identify the characteristics of a rectangle.  **Skills**  ––Show angles on different  Scholastic materials.  ––Draw a right angle.  ––Identify a square and a  Rectangle from other shapes.  ––Show rectangular objects or square objects found in the school environment.  ––Draw a square and a rectangle.  **Attitudes and values.**  Develop the culture of observation and critical  Thinking before taking a decision.  **Key unit competence:**  Identifying a right angle, a square and a rectangle from other shapes and drawing them.  **Written assessment** | Demonstration.  . Question and answers  . Group work  . pair discussion | **Teaching/ learning aids**: Edges, meter ruler, a griddrawn on a manila paper.  **Reference :**  Mathematics pupil’s book primary 1  Curriculum of Mathematic p1-p3 |  |

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| **WEEK 9: 16-20/06/2025** | REVISION |
| **WEEK 10: 23-26/06/2025** | EXAMINATIONS AND MARKING |
| **27/06/2025** | GIVING SCHOOL REPORT TO THE LEARNERS |

**END OF ACADEMIC YEAR 2024-2025**