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| **Strand**  | **Sub strand** | **Specific Learning outcome in the curriculum design***By the end of the sub-strand, the learner should be able to;* | Interactive ELM Activities to support and enhance the learning of the concepts and realization of the SLOs in the sub-strand (refer to the teacher guide) | A learning experience in the curriculum design that can be explored by way of ELM activities and resources in the ELM teachers guide |
| Numbers | Number concept | 1. pair and match objects in the environment,
2. order and sequence objects in ascending and descending order,
3. make patterns using real objects,
4. recite number names in order up to 50,
5. represent numbers 1-30 using concrete objects,
6. demonstrate through counting that a group in all situations has only one count,
 | Counting (step 1-5)Use Activity 1-5 lesson plan in the teacher module-offline lesson plansPatterns activity to reinforce | Learners in pairs/groups sort objects with the same attribute and group them together.Learners play digital games involving sorting and grouping according to different attributes.Learners in pairs/groups to pair and match objects to establish “equal to”, “more than” and “less than.”Learners order objects according to size from smallest to biggest and vice versa.Learners to make patterns using real objects Learners demonstrate that any given group has only one count. |
| Whole number | 1. represent numbers 1-50 using concrete objects,
2. identify the place value of ones and tens,
3. identify missing numbers in number patterns up to 20,
 | Place value (step 1-9)Use Activity 1-9 lesson plan in the teacher module-offline lesson plans | Learners in pairs/groups count by 1’s and 2’s up to 20 starting from any point using concrete objects as well as body parts.Learners in pairs/groups count by1’s and 2’s using a number line.Learners in pairs/groups to play games that involve representing numbers 1-50 using concrete objects Learners to identify missing numbers in numberpatterns up to 20.Learners in pairs to create patterns with numbers up to 20 and share with other groups.Learners play digital games involving whole numbers. |
| Addition | 1. model addition as putting objects together,
2. use ' +' and ' =' signs in writing addition sentences,
3. add 2- single-digit numbers up to a sum of 10,
4. add 3- single-digit numbers up to a sum of 10 in different contexts,
5. add a 2- digit number to a 1-digit number without regrouping, horizontally and vertically with the sum not exceeding 100,
6. add multiples of 10 up to 100 vertically,
7. work out missing numbers in patterns involving the addition of whole numbers up to 100
 | Addition (step 1-4)Use Activity 1-4 lesson plan in the teacher module-offline lesson plansPatterns activity to reinforce | Learners in pairs/groups to put two groups of objects together and count to get the total.Learners use ' + ' and ' = ' signs in writing additional sentences.Learners to add 2- single digit-numbers by skipping on a number line.Learners to play digital games involving addition.Learners to make patterns involving addition with numbers up to 100. |
| Subtraction | 1. model subtraction as 'taking away' using concrete objects,
2. use the ' - ' and '='signs in writing subtraction sentences,
3. subtract single-digit numbers,
4. subtract a 1- digit number from a 2- digit number based on basic addition facts,
 | Subtraction (step 1-5)Use Activity 1-5 lesson plan in the teacher module-offline lesson plans  | Learners in pairs/groups to model subtraction using concrete objects.Learners to use ' - ' and '=' signs in writing subtraction sentences.Learners in pairs/groups to subtract using the number line.Learners to solve routine and non-routine problems involving subtraction of a 1-digit number from a 2- digit number based on basic addition facts.Learners to create subtraction sentences related to basic addition facts.Learners to use tablets to workout subtraction of multiples of 10 up to 90 |
| Measurement | Mass | 1. compare the mass of objects directly,
2. conserve mass through manipulation,
3. measure mass using arbitrary units
 | Compare (step 1-4)Use Activity 1-4 lesson plan in the teacher module-offline lesson plans  | Learners use two objects of equal mass and a beam balance to demonstrate that change of shape does not change the mass of an object.Learners in pairs/groups use an identified mass to compare the mass of other objects using the words heavier than, lighter than or same as.  |
| Capacity | 1. compare the capacity of containers directly,
 | Patterns and Shapes activity to reinforce | Learners identify and compare containers that hold more, less or the same as. |
| Geometry | Shapes | 1. identify rectangles, circles and triangles in the environment,
2. make patterns involving rectangles, circles and triangles
 | Geometry (step 1-3)Use Activity 1-3 lesson plan in the teacher module-offline lesson plansPatterns activity to reinforce | Learners in pairs/groups to sort and group different shapes using one attribute.Learners in pairs /groups discuss the types of lines that make rectangles, circles, triangles and name them.Learners working individually to make patterns of their choice using the three shapes. |