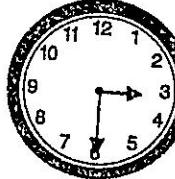
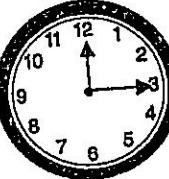
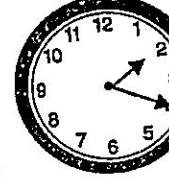


# PRIMARY THREE MTC SCHEME OF WORK FOR TERM III 2023

IK	PD	THEMES	SUB-THEME	CONTENT	SUBJECT COMPETENCE	L/COMPETENCE	METHODS	L/ACTIVITY	L/SKILLS	L/AIDS	REF
1		Culture and Gender	Multiplying 3-digit numbers	Multiplying 3 digit numbers by 7 <b>Example</b> $\begin{array}{r} 121 \\ \times 7 \\ \hline 847 \end{array}$	The learner Multiplies a 3 digit number using table of 7	The learner reads the example and phrases	Presentation and explanation Guided discovery Discussion Group work	Multiplying 3 digit numbers	Critical thinking Problem solving Accuracy Assertiveness	Multiplication table Textbooks C/board Illustration	Fountain mtc practice bk 3 pg 101 Abridged curr. pg 127
2				Word problems involving multiplication <b>Example</b> A shopkeeper has 7 spades. If he sells each at sh. 400. How much money does he get from selling six spades $\begin{array}{r} \text{Sh. } 400 \times 7 \\ = \text{Sh. } 2800 \end{array}$	The learner Solves problem involving multiplication	The learner reads the example and phrases	Presentation and explanation Guided discovery Discussion Group work	Solving word problem	Critical thinking Problem solving Accuracy Assertiveness	Multiplication table Textbooks C/board Illustration	Fountain mtc practice bk 3 pg 104 Abridged curr. pg 127
3		Days of the week		There are seven days in a week. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. What is the name of the day before Friday? Which day comes after Tuesday?	The learner Names the days of the week	The learner reads the example and phrases	Presentation and explanation Guided discovery Discussion Group work	Naming the days of the week	Critical thinking Problem solving Accuracy Assertiveness	Multiplication table Textbooks C/board Illustration	Fountain mtc practice bk 3 pg 105 Abridged curr. pg 127
4		Months of the year		Months of the year are:- January, February, March, April, May, June, July, August, September, October, November, December. What is the 3 <sup>rd</sup> month of the year? Which month is before June?	The learner Names the months of the year	The learner Names the days of the week	The learner reads the example and phrases	Naming the months of the year	Critical thinking Problem solving Accuracy Assertiveness	Multiplication table Textbooks C/board Illustration	Fountain mtc practice bk 3 pg 106 Abridged

			culture	following amount of milk in a week Monday 8 litre Fri. 10 litres Tuesday 6 litres sat. 8 litres Wednesday 7 litres, Thur. 4 litres A bar graph			phrases		Accuracy Assertiveness	ks C/board Illustration	pg 117 Abridged curr. pg 127
3	Our Health	Multiplication	on	Multiplication table of 8	The learner Multiplies 3 digit numbers using tables of 8	The learner reads the names of the tables	The learner reads the example and phrases	Naming the months of the year	Critical thinking Problem solving Accuracy Assertiveness	Multiplication table Textbooks C/board Illustration	Found in mtcs practice bk 3 pg 117 Abridged curr. pg 127
4	Gender and Culture	Time		Telling time in hours and half hours Example Tell the time indicated on the clock face 	The learner tells time in hours and half hours	The learner reads the time tells the time	Presentation and explanation Guided discovery Question and answer Discussion	Telling time	Critical thinking Problem solving accuracy assertiveness	C/board Illustration Clock face Text books	Found in mtcs practice bk 3 pg 120 Abridged curr. pg 129
5				3:30 o'clock Drawing simple clocks showing hours and half hours Example Show half past four (4 hrs 30 mins) on the clock face 	The learner draws simple clocks showing hours and half hours	The learner reads the time tells the time	Presentation and explanation Guided discovery Question and answer Discussion	Drawing simple clock	Critical thinking Problem solving accuracy assertiveness	C/board Illustration Clock face Text books	Found in mtcs practice bk 3 pg 121 Abridged curr. pg 129
6				Observing habits and	The learner	The learner	Presentation	Observing	Critical	C/board	Found

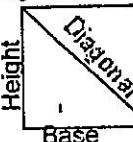
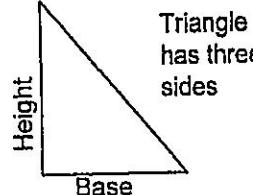
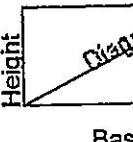
			<p>recording Observe pupils in a class who:- wash hands after visiting the toilet wash their hands before eating lunch wash their hands after eating lunch have short nails have clean uniform</p>	Observes and records the habits	reads the time tells the time	<p>n and explanation Guided discovery Question and answer Discussion</p>	and recording habits	thinking Problem solving accuracy assertive ness	illustratio n Clock face Text books	in mtcs practic e bk 3. pg 122 Abridg ed curr. pg 129
3	1		<p>Telling time</p>  <p>The time is 12:15 or A quarter past 12</p>  <p>The time is 2:20 or 20 minutes past 2</p>	<p>The learner Tells the time</p>	<p>The learner reads the time tells the time</p>	<p>Presentation and explanation Guided discovery Question and answer Discussion</p>	Telling time	<p>Critical thinking Problem solving accuracy assertive ness</p>	<p>C/board illustratio n Clock face Text books</p>	<p>Founta in mtcs practic e bk 3 pg 123 Abridg ed curr. pg 129</p>
2	Culture and Gender	Division	<p>Dividing a 4 digit number by 7 - no remainder Example</p> $  \begin{array}{r}  0605 \\  7 \overline{)4235} \\  -0 \\  42 \\  -42 \\  03 \\  -0 \\  35  \end{array}  $	<p>The learner divides 4 digit numbers by 7 with no remainder</p>	<p>The learner reads the words and phrases</p>	<p>Presentation and explanation guided discovery Question and answer Demonstrat ion Discussion</p>	Dividing numbers	<p>Critical thinking Problem solving Accuracy Logic thinking</p>	<p>c/board illustratio n text books multiplic ation tables chart</p>	<p>Founta in mtcs practic e bk 3 pg 110 Abridg ed curr. pg 127</p>

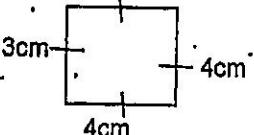
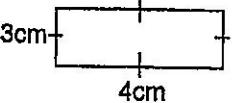
				-35 answer = 605								
3				Word problems using division <b>Example</b> Share 98 books among 7 children. How many does each get? $\begin{array}{r} 14 \\ 7 \longdiv{98} \\ \quad 7 \\ \hline \quad 28 \\ \quad - 28 \\ \hline \end{array}$ Each child gets 14 books	The learner solves word problems using division	The learner reads the words and phrases	Presentation and explanation guided discovery Question and answer Demonstration Discussion	Dividing numbers	Critical thinking Problem solving Accuracy Logic thinking	c/board illustration text books multiplication tables chart	Found in mtcs practice bk 3 pg 111 – 112 Abridged curr. pg 127	
				Ways of promoting and preserving culture	The pictograph shows the types of fruits got from trees grown in Ali's compound	The learner interprets the pictograph - Answers questions about the pictograph	The learner reads the words and phrases	Presentation and explanation guided discovery Question and answer Demonstration Discussion	Interpreting graphs	Critical thinking Problem solving Accuracy Logic thinking	c/board illustration text books multiplication tables chart	Found in mtcs practice bk 3 pg 113 – 114 Abridged curr. pg 127
5	Culture and Gender	Ways of promoting and culture	Resording picture graphs Joan uses different utensils to fetch water. 2 saucepan 4 cups 4 buckets Draw a pictograph		The learner reads and interprets the graph - answers questions about the graph	The leaner reads words and phrases	Presentation and explanation guided discovery Question and answer	Interpreting graphs Answering questions about the graph	Critical thinking Problem solving Guided discovery Observation Accuracy Assertiveness	chart c/board illustration text books	Found in mtcs practice bk 3 pg 115 Abridged curr. pg	

	6		Bar graph <b>Example</b> The graph below shows the number of pupils who play games in P.3 at Kibuko Primary School	- The learner reads and interprets the graph answers questions about the graph	- The learner reads words and phrases	Presentation and explanation Guided discovery Question and answer	Interpreting graphs Answering questions about the graph	Critical thinking Problem solving Guided discovery Observation Accuracy Assertiveness	chart c/board illustration text books	Founta in mtcs practice bk 3 pg.115 Abridged curr. pg	
4	1	Health in our sub county	Time	Reading time <b>Example</b> 12:15, A quarter past twelve o'clock 17 : 25 Seventeen hours and twenty five minutes 7:34 Seven hours and thirty four minutes	- The learner reads the time in words	- The learner reads the words and phrases	Presentation and explanation Guided discovery Question and answer Discussion Group work	Reading time	Critical thinking Problem solving Accuracy Assertiveness Cooperation	Chart c/board illustration Text books	Founta in mtcs practice bk 3 pg 124 Abridged curr. pg 130

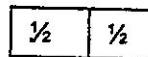
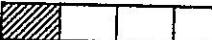
	2			Time table <table border="1"><tr><td>Time</td><td></td></tr><tr><td>7:00</td><td>Wakeup</td></tr><tr><td>7:30</td><td>Go to school</td></tr><tr><td>8:00</td><td>Start lessons</td></tr><tr><td>10:30</td><td>Break</td></tr><tr><td>11:00</td><td>Lessons</td></tr><tr><td>1:00</td><td>Lunch</td></tr><tr><td>2:00</td><td>Lessons</td></tr><tr><td>3:30</td><td>Go home</td></tr></table>	Time		7:00	Wakeup	7:30	Go to school	8:00	Start lessons	10:30	Break	11:00	Lessons	1:00	Lunch	2:00	Lessons	3:30	Go home	The learner Reads and interprets the time table	- The learner reads the words and phrases	Presentation and explanation Guided discovery Question and answer Discussion Group work	Reading and interpreting the timetable	Critical thinking Problem solving Accuracy Assertiveness Cooperation	Chart c/board illustration Text books	Founta in mtc s practice bk 3 pg 124 Abridged curr. pg 130
Time																													
7:00	Wakeup																												
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2:00	Lessons																												
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	3		Multiplication	Multiplying table of 6 and 7	The learner Recites the multiplication tables of 6 and 7	- The learner reads the words and phrases	Presentation and explanation Guided discovery Question and answer recitation	Reciting the multiplication table of 6 and 7	Critical thinking Problem solving Accuracy Assertiveness Cooperation	Chart c/board illustration Text books	Founta in mtc s practice bk 3 pg 125 Abridged curr. pg 130																		
	4	Health in our subcounty	Division	Dividing by 6 and 7 Example Divide 1526 ÷ 6 $\begin{array}{r} 254 \\ 6 \overline{)1526} \\ -12 \\ \hline 32 \\ -30 \\ \hline 26 \\ -24 \\ \hline 2 \end{array}$	The learner Divides by 6 and 7	- The learner reads the number names	Presentation and explanation Guided discovery Demonstration Group work Discussion	Dividing by 6 and 7	Critical thinking Problem solving Accuracy Assertiveness	Multiplication tables textbook c/board illustration	Founta in mtc s bk 3 pg 125 Abridged curr. pg 130																		
	6			Dividing by 8 Example 1240 ÷ 8 $\begin{array}{r} 155 \\ 8 \overline{)1240} \\ -8 \\ \hline 44 \\ -40 \\ \hline 40 \end{array}$	The learner divides by 8	- The learner reads the number names	Presentation and explanation Guided discovery Demonstration Group work Discussion	Dividing by 8	Critical thinking Problem solving Accuracy Assertiveness	Multiplication tables textbook c/board illustration	Founta in mtc s bk 3 pg 125 Abridged curr. pg 130																		

5	1	Interpreting information	Graph showing people who have HIV/AIDS in different sub counties	<p style="text-align: center;">40</p> <table border="1"> <thead> <tr> <th>Sub-County</th> <th>Number of Cases (approx.)</th> </tr> </thead> <tbody> <tr> <td>Rugaga</td> <td>40</td> </tr> <tr> <td>Nsangi</td> <td>60</td> </tr> <tr> <td>Kibale</td> <td>50</td> </tr> <tr> <td>Moyo</td> <td>60</td> </tr> </tbody> </table>	Sub-County	Number of Cases (approx.)	Rugaga	40	Nsangi	60	Kibale	50	Moyo	60	<p>The learner interprets the graph</p> <p>answers questions about the graph</p>	<p>The learner</p> <ul style="list-style-type: none"> <li>- answer oral questions</li> </ul>	<p>Presentation and explanation</p> <p>Guided discovery</p> <p>Demonstration</p> <p>Group work</p> <p>Discussion</p>	Answering questions	<p>Critical thinking</p> <p>Problem solving</p> <p>Accuracy</p> <p>Assertiveness</p>	Chart	Textbook	Found in mtcs bk 3 pg 128 Abridged curr. pg 130
Sub-County	Number of Cases (approx.)																					
Rugaga	40																					
Nsangi	60																					
Kibale	50																					
Moyo	60																					
	2	Basic technology in our subcounty Division	Multiplication table of 9	<p>The learner Recites the table of 9</p>	<p>The learner</p> <ul style="list-style-type: none"> <li>- reads the table of 9</li> </ul>	<p>Presentation and explanation</p> <p>Guided Discussion</p> <p>Question and Answer</p>	Reciting the table of 9	<p>Critical thinking</p> <p>Problem solving accuracy</p> <p>Assertiveness</p> <p>Cooperation</p> <p>sharing</p>	Chart	c/board illustrations	Found in mtcs bk 3 pg 131 Abridged curr. pg 130-131											
	3		<p>Multiplying a 3 digit number using table of 9</p> <p><b>Example</b></p> $  \begin{array}{r}  234 \\  \times 9 \\  \hline  2106  \end{array}  $ $  \begin{array}{r}  451 \\  \times 9 \\  \hline  4059  \end{array}  $	<p>The learner Multiplies numbers by 9</p>	<p>The learner</p> <ul style="list-style-type: none"> <li>- reads the table of 9</li> </ul>	<p>Presentation and explanation</p> <p>Guided Discussion</p> <p>Question and Answer</p>	Multiplying numbers	<p>Critical thinking</p> <p>Problem solving accuracy</p> <p>Assertiveness</p> <p>Cooperation</p> <p>sharing</p>	Chart	c/board illustrations	Found in mtcs bk 3 pg 131-132 Abridged curr. pg 130-											

											131
4.			Word problems on multiplication. <b>Example</b> Multiply four hundred eleven by nine 411 x 9 3699	The learner Multiplies numbers by 9	- The learner reads the table of 9	Presentation and explanation Guided Discussion Question and Answer	Multiplying numbers	Critical thinking Problem solving accuracy Assertiveness Cooperation sharing	Chart c/board illustrations text books	Founta in mtcs bk 3 pg 131-132	
5		Naming sides, base, height diagonal	Naming sides, base, height diagonal    square all sides are equal    	The learner names the sides, base height and diagonal	- The learner reads the words length base height diagonal	Presentation and explanation Guided Discussion Question and Answer	Naming the sides base height and diagonal	Critical thinking Problem solving accuracy Assertiveness Cooperation sharing	Chart c/board illustrations text books	Founta in mtcs bk 3 pg 133-134 Abridged curr. pg 132	
6	Basic technology in our s/county	Perimeter	Measuring perimeter of shapes Perimeter is the distance around a shape / figure <b>Examples</b> Find the perimeter of the figure below	The learner Measures perimeter of shapes	- The learner reads the words and the phrases	Presentation and explanation Guided Discussion Question and Answer	Measuring perimeter Finding perimeter	Critical thinking Problem solving Accuracy assertiveness	Chart c/board illustrations textbook s	Founta in mtcs bk 3 pg 135 Abridged curr.	

			 $  \begin{aligned}  P &= s + s + s + s \\  &= 4m + 4m + 4m + 4m \\  &= 16m  \end{aligned}  $			Answer				pg 131												
6	1	Area	<p>Measuring area of shapes Find the area by counting</p> <table border="1" data-bbox="487 458 804 556"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr> <td>9</td><td>10</td><td>11</td><td>12</td></tr> </table> <p>There are 12 squares. His area is 12 square units</p>	1	2	3	4	5	6	7	8	9	10	11	12	<p>The learner Measures area by counting</p>	<p>- The learner reads the words and the phrases</p>	<p>Presentation and explanation Guided Discussion Question and Answer</p>	<p>Finding area by counting</p>	<p>Critical thinking Problem solving Accuracy assertiveness</p>	<p>Chart c/board illustrations textbooks</p>	<p>Founta in mtcs bk 3 pg 135 Abridged curr. pg 131</p>
1	2	3	4																			
5	6	7	8																			
9	10	11	12																			
	2		<p>Word problems about perimeter and area <b>Example</b></p>  $  \begin{aligned}  \text{Area} &= L \times W \\  &= 4 \times 3 \\  &= 12 \text{ sq. metres} \\  P &= s + s + s + s \\  &= 4m + 3m + 4m + 3m \\  &= 14m.  \end{aligned}  $	<p>The learner Solves word problem about perimeter</p>	<p>- The learner reads the words and the phrases</p>	<p>Presentation and explanation Guided Discussion Question and Answer</p>	<p>Solving word problem</p>	<p>Critical thinking Problem solving Accuracy assertiveness</p>	<p>Chart c/board illustrations textbooks</p>	<p>Founta in mtcs bk 3 pg 138 Abridged curr. pg 131</p>												
	3		<p>Dividing by 8 with remainder <b>Example</b> Divide 12 ÷ 8. The answer is 1 rem 4.</p> $  \begin{array}{r}  1 \\  8 \overline{)12} \\  -8 \\  \hline  4  \end{array}  $ <p>The answer is 1 rem. 4</p>	<p>The learner:- Divides by 8 with remainder</p>	<p>- The learner reads the words and the phrases</p>	<p>Presentation and explanation Guided Discussion Question and Answer</p>	<p>Dividing by 8 with a remainder</p>	<p>Critical thinking Problem solving Accuracy assertiveness</p>	<p>Chart c/board illustrations textbooks</p>	<p>Founta in mtcs bk 3 pg 139 Abridged curr. pg 131</p>												



	1		Making fractions strips   Shaded part is a third 	The learner Makes fraction strips	- The learner reads and spells different words and phrases	Presentation and explanation Guided discovery Discussion demonstration	Making fraction strips	Critical thinking problem solving Accuracy Observation Sharing	Chart c/board illustration textbook s	Found in mtcs bk 3 pg 95 Abridged curr. pg 132 – 133
7	2		Comparing fractions using strips  Shaded part is 1/4  1/3 is bigger than 1/4  1/4 is smaller than 1/3	The learner compares fractions using strips	- The learner reads and spells different words and phrases	Presentation and explanation Guided discovery Discussion demonstration	Comparing fraction	Critical thinking problem solving Accuracy Observation Sharing	Chart c/board illustration textbook s	Found in mtcs bk 3 pg 96 Abridged curr. pg 132 – 133
3	Basic technology	Fraction	Adding fractions <b>Example</b> $\frac{1}{4} + \frac{1}{4} = \frac{2}{4}$ $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} = \frac{3}{5}$	The learner adds fractions	- The learner reads words and phrases	Presentation and explanation guided discovery Discussion Group work	Adding fractions	Critical thinking Problem solving Accuracy sharing	C/board Illustratio n Textboo ks	Found in mtcs bk 3 pg 99 Abridged curr. pg 132 – 133
4			Subtracting fractions <b>Examples</b> $\frac{2}{3} - \frac{1}{3} = \frac{2-1}{3} = \frac{1}{3}$ $\frac{2}{5} - \frac{1}{5} = \frac{2-1}{5} = \frac{1}{5}$	The learner Subtracts fractions	- The learner reads words and phrases	Presentation and explanation guided discovery Discussion Group work	Subtracting fractions	Critical thinking Problem solving Accuracy sharing	C/board Illustratio n Textboo ks	Found in mtcs bk 3 pg 99 Abridged curr. pg 132 – 133

	5	Energy in our sub county	Addition	Addition of two 4 digit numbers <b>Example</b> $\begin{array}{r} 2432 \\ +3367 \\ \hline 5799 \end{array}$	The learner Adds numbers	- The learner reads words and phrases.	Presentation and explanation guided discovery Discussion Group work	Adding fractions	Critical thinking Problem solving Accuracy sharing	C/board Illustration Textbooks	Found in mtcs bk 3 pg 146 Abridged curr. pg 134
	6		Subtraction	Subtracting two 4 digit numbers <b>Example</b> $\begin{array}{r} 7245 \\ -2123 \\ \hline 5122 \end{array}$	The learner subtracts two 4 digit number	- The learner reads words and phrases	Presentation and explanation guided discovery Discussion Group work	Subtracting fraction	Critical thinking Problem solving Accuracy sharing	C/board Illustration Textbooks	Found in mtcs bk 3 pg 146 Abridged curr. pg 134
8	1		Multiplication	Multiplication <b>Example</b> $\begin{array}{r} 1203 \\ \times 4 \\ \hline 4812 \end{array}$  $\begin{array}{r} 3114 \\ \times 3 \\ \hline 9342 \end{array}$	The learners multiplies different numbers	- The learner reads words and phrases	Presentation and explanation guided discovery Discussion Group work	Multiplying numbers	Critical thinking Problem solving Accuracy sharing	C/board Illustration Textbooks	Found in mtcs bk 3 pg 147 Abridged curr. pg 134
2	Energy in our sub county		Division	Division by 1 – 10 <b>Example</b> $\begin{array}{r} 1114 \\ \div 4 \\ \hline 4456 \\ \underline{-4} \\ 04 \\ \underline{-4} \\ 5 \\ \underline{-4} \\ 16 \\ \underline{-16} \\ 0 \end{array}$	The learner Divides numbers by 1 – 10	- The learner reads words and phrases	Presentation and explanation Guided Discovery Demonstration Question and answer	Dividing by 1 -10	Critical thinking problem solving accuracy sharing cooperation	c/board illustrations multiplication tables textbook s	Found in mtcs bk 3 pg 148 Abridged curr. pg 135
3			Measuring length	Measuring length - between school buildings - between the classroom and the signpost - between their class door and other class doors	The learner Measures length	- The learner reads words and phrases	Presentation and explanation Guided Discovery Demonstration	Measuring length	Critical thinking problem solving accuracy sharing	c/board illustrations multiplication tables	Found in mtcs bk 3 pg 149 Abridged

				Measuring time and money using different models of clocks	The learner Measures length	The learner reads words and phrases	ion Question and answer	cooperati on	textbook s	curr. pg 135