

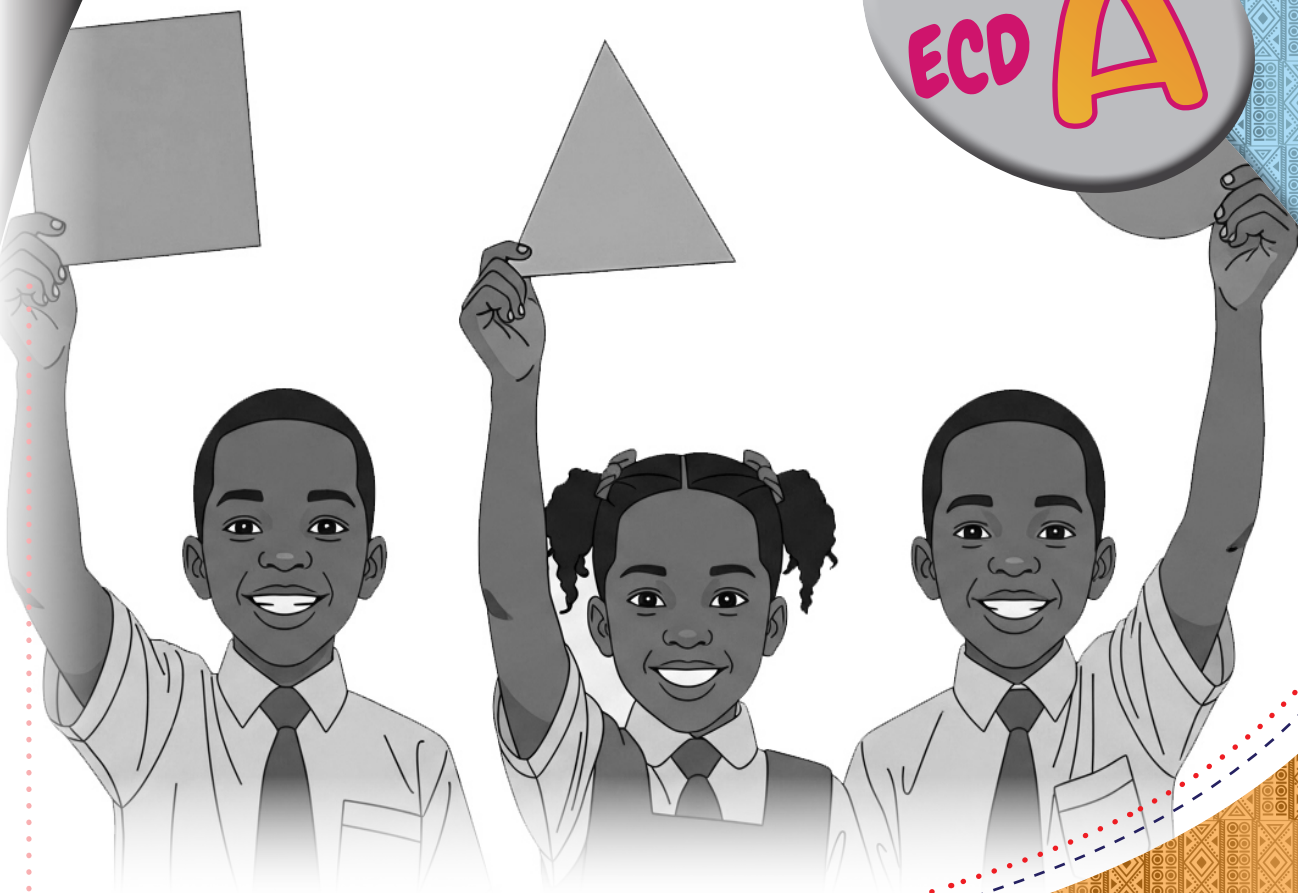
PlusOne

Mathematics

Teacher's Guide



ECD **A**



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PlusOne

Mathematics

ECD A

Teacher's Guide



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Topic 1

Number

Matching according to size

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify at least two objects.
- b** correctly match the apples.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A Workbook page 1.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Coloured blocks, chart /pictures with matching activities, apples, bananas, crayons and pencils.

Teaching notes

- Choose a simple, rhythmic song such as “One of these things is just like the other.” Use real objects (for example two red blocks, two cups) while singing. Encourage learners to clap or move to the rhythm to help develop coordination and interest. This helps learners notice that some objects look alike in colour, shape or size.
- Explain the concept using very simple language: “Matching means putting things that are the same together.” Use clear, real-life examples such as two blue blocks, two spoons or two books. Demonstrate one or two matches slowly before learners try on their own.
- Display picture charts showing familiar items such as fruits, toys and animals. Ask guiding questions like, “Who can show me the two red balls?” Praise correct answers and gently support learners who struggle. This helps learners recognise and name familiar objects in pictures and in their environment.
- Give learners sets of objects such as blocks of different colours, toy cars or books. Instruct them to find and place matching pairs together. Demonstrate the activity clearly before they begin. Allow learners to work independently or with minimal guidance.

- Move around the classroom as learners work. Observe each child and offer gentle prompts like, “Do these two look the same?” Encourage shy learners to participate and give support according to individual needs to build confidence.
- Guide learners to look carefully at pictures. Ask questions such as, “Can you point to all the bananas?” and “Where are the apples?” Reinforce correct naming of fruits so learners can identify and tell the difference between common fruits.
- Provide crayons or pencils and instruct learners to colour all bananas the same colour (for example, yellow). Demonstrate how to colour neatly and within the lines. This helps learners practise matching through colouring.
- Instruct learners to find all the apples and colour them the same colour (for example, red). Praise neat work and correct matching. This activity strengthens matching and simple classification skills in a creative way.

Matching objects according to colour

Unit objectives

By the end of this lesson, learners should be able to:

- a** correctly identify at least three objects.
- b** correctly match the plates.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 2.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

- Coloured blocks.
- Chart/pictures with matching activities, balls, cups, plates, crayons and pencils.

Teaching notes

- Select a short, lively song related to objects, colours or actions (for example “Red Ball, Blue Ball” or “If you’re happy and you know it”). Encourage learners to clap, jump or point to coloured objects as they sing. This helps learners participate actively and prepares them for learning through movement and rhythm.
- Ask simple revision questions such as, “What did we learn yesterday?” or “Who can show me two things that look the same?” Reinforce correct responses and encourage all learners to try. This helps learners recall and build on previous learning.
- Explain the concept clearly using simple language: “Matching means putting things that are the same together.” Demonstrate using real objects such as two red balls, two cups or two bowls. Learners understand matching through clear examples and demonstration.

- Display pictures or charts of familiar objects such as cups, bowls and balls. Ask learners to name or point to items that look the same. Encourage spoken answers or signing so all learners can participate. This helps learners identify and name objects in real life and pictures.
- Ask learners to name or sign the colours of objects, for example, “What colour is this ball?” Reinforce correct answers and model clear pronunciation or signing. Learners become confident in naming basic colours such as red, blue, green and yellow.
- Provide learners with sets of mixed objects such as balls, cups and bowls. Demonstrate how to pair items that are the same in type or colour. Allow learners to work in pairs or small groups to encourage cooperation. Learners practise matching similar objects correctly.
- Move around the learning area as learners work. Guide learners gently, praise effort and give hints where needed. Encourage sharing and positive interaction. This builds confidence and supports learning through play.
- Guide learners to find stickers of objects such as a ball and a bowl. Demonstrate how to peel and paste neatly in the correct places. Supervise closely to ensure safety and correct use of materials. This helps learners develop coordination and accuracy while matching visually.
- Instruct learners to look carefully at pictures in their workbooks. Ask guiding questions like, “Can you show me where the balls are?” Praise correct identification. Learners practise recognising and naming objects in printed materials.
- Demonstrate how to draw lines to connect matching pairs. Provide crayons or pencils and supervise learners to ensure correct pairing and neat work. Learners learn to match objects accurately by drawing lines.
- Instruct learners to colour all matching objects using the same colour (for example, all red balls). Monitor neatness and correct colour use and praise effort and creativity. Learners strengthen matching skills through colouring activities.

Matching according to colour

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify an umbrella correctly.
- b** join the dots on the lunchbox and on the umbrella.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 3.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Umbrella, lunchboxes, toys, blocks, toy cars, dolls, toy animals, crayons, pencils, charts and pictures.

Teaching notes

- Choose a familiar action rhyme such as “Clap your hands” or “Heads, shoulders, knees and toes.” Encourage learners to perform the actions as they sing. This helps learners become active, alert and ready to learn.
- Ask simple, open-ended questions such as, “Who remembers what matching means?” and “Can you show me two things that look the same?” Give learners time to think and respond. This encourages them to express their understanding.
- Allow learners to respond verbally or using gestures. Reinforce correct answers by restating them clearly, for example, “Yes, matching means putting things that are the same together.” Use real objects such as two red blocks or two toy cars to support understanding.
- Display a variety of toys and classroom objects such as balls, blocks, dolls, cars and cups. Ask learners to name or point to each item. This helps learners recognise and name familiar toys and classroom materials.
- Demonstrate how to group similar objects, for example, all red toys together, all cars together or all dolls together. Let learners practise matching in small groups or individually. Move around the class to support learners who need help.
- Guide learners to look carefully at pictures in their workbooks. Ask questions like, “Can you find the umbrella?” or “Where is the lunchbox?” Praise correct answers. Learners practise identifying objects in pictures.
- Demonstrate how to connect dots carefully to complete pictures such as an umbrella or lunchbox. Encourage correct use of pencils or crayons. This helps learners follow patterns and form clear shapes.
- Guide learners to draw lines between matching pairs, for example, umbrella to umbrella and lunchbox to lunchbox. Check learners’ work and assist those who struggle. Learners practise pairing similar objects correctly.
- Instruct learners to colour all umbrellas one colour and all lunchboxes another colour. Encourage neat colouring within the lines. This supports colour recognition and fine motor development.
- Provide sticker pages or cut-out pictures of umbrellas and lunch boxes. Show learners where to paste the correct items. Supervise the safe use of glue and praise neat work. Learners improve matching skills and hand – eye coordination.

Matching shapes

Unit objectives

By the end of this lesson, learners should be able to:

- a** name at least two shapes.
- b** match circles correctly.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 4.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

- Shape cards (circles, rectangles, triangles and squares).
- Chart with shapes, pencils.

Teaching notes

- Choose a simple, familiar song such as “Shapes all around us” or “This is a circle, This is a square.” Use real or cut-out shapes as visual aids while singing. Encourage learners to clap or point to the shapes as they sing. This helps learners recognise and begin to name common shapes through music and movement.
- Display different shapes such as a circle, square, triangle and rectangle. Ask questions like, “Who can tell me what shape this is?” Praise correct answers and gently support learners who are unsure. This helps learners name and talk about basic shapes with confidence.
- Show shape flashcards or real-life objects that represent shapes, for example a plate for a circle, a door for a rectangle or a slice of bread for a square. Guide learners to point to, touch or trace the shapes as they say the names. This helps learners recognise shapes in their classroom and everyday environment.
- Provide learners with sets of cut-out shapes, such as pairs of circles, triangles and squares. Demonstrate how to find and place matching shapes together. Allow learners to work individually or in pairs. This helps learners practise identifying and matching similar shapes.
- Guide learners to look carefully at the workbook page. Ask questions such as, “Can you find the triangle?” or “Where is the circle?” Reinforce the correct names of shapes as learners point them out. Learners practise identifying drawn shapes in their workbooks.
- Demonstrate how to hold a pencil correctly and how to connect dots to form a triangle. Move around the classroom to assist learners with hand control. Praise neat and careful work. This supports learners in tracing and forming shapes accurately.

- Demonstrate on the board or a sample sheet how to draw lines to connect matching shapes. Encourage learners to work slowly and carefully. Learners practise connecting matching pairs of shapes correctly.
- Instruct learners to colour all circles one colour and triangles another colour, and so on. Monitor neatness and encourage colouring within the lines. Praise effort and creativity. This activity helps learners identify, match and colour similar shapes correctly.

Counting objects from 1 to 5

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the number 1.
- b** count to 1.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 5.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Cellphones, blocks, counters, number cards, pencils and number line.

Teaching notes

- Lead learners in singing the song “1 Finger Up” while showing one finger. Encourage them to follow actions such as raising one finger or clapping once. Repeat often to help learners associate the word one with a single object or action.
- Allow learners to choose familiar number songs like “One, two, buckle my shoe” or “Ten little fingers.” Encourage movement and counting along with the songs. This helps learners recall numbers and improves listening and participation skills.
- Place single objects (for example, one ball, one book, one block) in front of learners. Ask, “How many objects are here?” Guide them to respond “One.” This helps learners understand that one represents a single item.
- Lead learners in counting verbally from 0 to 1, or simply saying “One.” Reinforce by clapping once, stomping once, or raising one finger. Learners gain confidence in saying and showing the number 1.
- Display single items (for example, one chair, one pen, one apple). Ask learners to point and count aloud: “How many apples do you see?” This allows learners to identify and count single items in their environment.

- Show the number “1” on flashcards or charts. Trace the number in the air while saying, “This is number one.” Encourage learners to trace it in the air with their finger. Learners will recognise and point to the number symbol 1.
- Provide cards with different numbers (0–3) and ask learners to find all cards with “1.” Guide them as they group the 1 cards. This helps learners identify and sort the number 1 from other numbers.
- Place one toy cellphone or a picture of a cellphone and ask, “How many cellphones are there?” Encourage learners to say or sign “One.” Learners can express the number 1 verbally or through signing.
- Demonstrate how to hold a pencil correctly and join the dots to form “1.” Move around the classroom to assist learners as they trace and praise neat and careful work. This helps learners trace and write the number 1 accurately.

Counting objects from 1 to 5

Unit objectives

By the end of this lesson, learners should be able to:

- a** Identify the number 1.
- b** Count to 5.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 6.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Apples, oranges, blocks, counters, number cards, pencils and number line.

Teaching notes

- Encourage learners to sing any favourite number songs such as “One, two, buckle My shoe” or “Two little dicky birds.” Use actions, clapping, or finger play to make it interactive. This helps learners notice numbers in songs and everyday experiences.
- Place two similar objects (for example, two balls, two pencils, two blocks) in front of learners. Ask, “How many blocks are here?” Guide them to respond “Two.” Emphasise counting each object once. This helps learners understand that two represents a pair or set.
- Lead learners in counting aloud: “One, two.” Add fun actions such as clapping twice, jumping twice, or tapping the desk twice. Learners can confidently say and demonstrate counting to 2.

- Display two real objects or pictures (for example, two books, two chairs, two cups). Ask learners to point and count aloud together: “One, two.” Encourage participation and praise correct answers. Learners learn to identify sets of two items in their environment.
- Show flashcards or a chart with the number “2.” Say, “This is number two,” and trace it in the air with a finger. Encourage learners to trace 2 in the air, on the table, or on sand trays. Learners will recognise and point out the number symbol 2.
- Provide number cards (0–3) and ask learners to pick out all cards showing “2.” Guide and assist them in identifying and grouping the correct cards. This helps learners sort and recognise the number 2 from other numbers.
- Show two real or picture apples and ask, “How many apples are there?” Encourage learners to say or sign “Two.” Reinforce through repetition and praise. Learners can express the number 2 verbally or using sign language.
- Demonstrate how to hold a pencil and trace over dotted lines forming the number “2.” Move around helping learners who struggle with hand control. Encourage neat and careful tracing. Learners can trace and write the number 2 accurately.

Counting objects from 1 to 5

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the number 3.
- b** count to 3.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 7.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Cows, goats, blocks, counters, number cards, pencils and number line.

Teaching notes

- Encourage learners to sing number songs such as “One, two, three, four, five – Once I caught a fish alive” or “Three little kittens.” Use clapping, jumping, or finger actions to make learning lively. This helps learners become actively engaged and develop number awareness through song and rhythm.
- Display three objects (for example, three balls, three books, three blocks). Count together with learners: “One, two, three.” Emphasise counting each object once and clearly. Learners understand that three represents a set of three items.

- Lead learners in counting aloud: “One, two, three.” Incorporate movement such as clapping three times, jumping three times, or raising three fingers. Learners can confidently say and demonstrate counting to 3.
- Show groups of three real items (for example, three pencils, three chairs). Ask: “How many pencils are here?” Guide learners to count aloud. This helps learners identify and count sets of three objects correctly.
- Display the number “3” on a flashcard or chart. Say: “This is number three,” and trace it in the air. Encourage learners to trace 3 in the air with their fingers or on the table. Learners recognise and can point to the number symbol 3.
- Give learners mixed number cards (1–3). Ask them to find all cards showing “3.” Assist and praise correct sorting. This helps learners identify and sort the number 3 from other numbers.
- Show three toy cows or pictures of cows. Ask: “How many cows are there?” Encourage learners to say or sign “Three.” Learners can express the number 3 verbally or through signing.
- After counting, ask learners to make the sound of a cow (“Moo!”) three times. Count together with each sound: “One moo, two moos, three moos.” Learners connect counting with sound and movement, reinforcing the concept of three in a fun way.
- Demonstrate how to join the dots to form the number “3.” Assist learners who have difficulty holding pencils or tracing correctly. Encourage neat and careful tracing. Learners can trace and form the number 3 accurately.

Counting objects from 1 to 5

Unit objectives

By the end of this lesson, learners should be able to:

- identify the number 4.
- count to 4.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 8.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Huts models, blocks, counters, number cards, pencils and number line.

Teaching notes

- Encourage learners to sing number-related songs such as “One, two, three, four, five – Once I caught a fish alive” or “Four little ducks went swimming one day.” Use gestures,

clapping, or jumping to make learning lively. This helps learners enjoy and develop awareness of numbers through music and rhythm.

- Display four identical objects (for example, four balls, four blocks, four spoons). Count together with learners: “One, two, three, four.” Emphasise that four is one more than three. Learners understand that 4 represents a group of four items.
- Lead learners in counting aloud: “One, two, three, four.” Reinforce the count through simple body movements like clapping four times or hopping four times. Learners can confidently count from 1 to 4.
- Display four visible items (for example, four cups, four pencils, four chairs). Ask: “How many cups do you see?” Guide learners to point and count: “One, two, three, four.” Learners can identify and count sets of four objects correctly.
- Show a flashcard or chart with the number “4.” Say: “This is number four,” and trace it in the air with your finger. Encourage learners to trace 4 in the air, on the floor, or on a sand tray. Learners will recognise and point to the number 4.
- Provide mixed number cards (1–4). Ask learners to find all cards showing “4.” Assist and praise correct identification. Learners can identify and sort the number 4 from other numbers.
- Show four pictures or models of huts. Ask: “How many huts are there?” Encourage learners to say or sign “Four.” Learners can express the number 4 verbally or through signing.
- Demonstrate how to join the dots to form the number “4.” Move around assisting learners with correct pencil grip and tracing. Praise neat and accurate work. Learners can trace and write the number 4 neatly and correctly.

Counting objects from 1 to 5

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the number 5.
- b** count to 5.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 9.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Blocks, eggs, counters, number cards, pencils and number line.

Teaching notes

- Invite learners to sing number songs such as “1, 2, 3, 4, 5 – Once I caught a fish alive” or “Five little ducks.” Use clapping, finger movements, or body actions to support rhythm and counting. This helps learners enjoy learning and recall number sequences up to 5.
- Display five identical objects (for example, five cups, blocks, or stones). Count together with learners: “One, two, three, four, five.” Emphasise that five is one more than four. Learners can count and recognise a group of five objects.
- Lead learners in counting aloud from 1 to 5. Include physical actions such as clapping five times, jumping five times, or showing five fingers. Learners gain confidence counting aloud to 5.
- Display everyday items (for example, five spoons, five pencils, five blocks). Ask: “How many blocks are here?” Encourage learners to point and count as a group. Learners can identify and count sets of five objects correctly.
- Show learners a flashcard or chart with the number “5.” Say: “This is number five.” Demonstrate tracing in the air using a finger. Ask learners to trace 5 in the air, on the floor, or on sand. Learners recognise and identify the number symbol 5.
- Provide mixed number cards (1–5). Ask learners to pick out all cards showing “5.” Praise correct identification and guide those who need help. Learners can sort and differentiate the number 5 from other numbers.
- Show a picture or real objects representing five eggs. Ask: “How many eggs do we have?” Encourage learners to say or sign “Five.” Learners can represent the number 5 verbally or through signing.
- Demonstrate how to trace the number “5” by joining the dots. Supervise and assist learners as they trace. Praise neat and correct work. Learners can trace and form the number 5 neatly and accurately.

Counting objects from 1 to 5

Unit objectives

By the end of this lesson, learners should be able to:

- a** count from 1 to 5.
- b** count and circle the correct numbers at least two times.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 10.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Number cards in different numbers, number line, work cards, crayons, pencil, chart for matching.

Teaching notes

Activity 1: Counting and number recognition

- Lead learners in counting aloud from 1 to 5. Use finger counting, clapping, or jumping to make it fun and interactive. Encourage learners to count slowly and clearly. Learners can confidently count aloud from 1 to 5.
- Sing songs such as “1, 2, 3, 4, 5 – Once i caught a fish alive” or “Five little ducks.” Encourage learners to use gestures or body movements. Learners enjoy and remember counting through song and movement.
- Display flashcards with numbers 1 to 5. Ask: “Which number is this?” as you point to each one. Correct gently and repeat together. Learners can identify and name written numbers 1–5.
- Encourage learners to say the number names or use sign language. Reinforce correct pronunciation or signing. Learners can communicate numbers 1–5 verbally or through signing.
- Give instructions like: “Show me all the red number 3s.” Observe learners as they point to the correct numbers. Offer guidance as needed. Learners can identify and group numbers by colour.
- Ask learners to point to and count numbers of a specific colour (for example, “Let’s count the blue numbers together”). Encourage participation and praise correct responses. Learners can count and identify numbers according to colour.

Activity 2: Counting objects and matching numbers

- Show pictures or real objects (for example, apples, balls, cups). Ask: “What do you see here?” Allow learners to say or sign the object names. Learners can identify and name common objects.
- Model how to count objects slowly: “One, two, three apples.” Ask learners to count and circle the correct number below each set. Guide those who need assistance. Learners can count objects and match them to the correct number symbol.
- Move around the classroom to observe and support learners. Offer individual or group help and praise effort. Learners complete the task correctly with guidance and gain confidence.

Counting objects from 1 to 5

Unit objectives

By the end of this lesson, learners should be able to:

- a count from 1 to 5.
- b count the mangoes, bananas, lemons, strawberries and berries correctly.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 11.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Number cards in different numbers, number line, work cards, crayons, pencils, chart for matching, pictures of mangoes, banana, lemons, strawberries and berries.

Teaching notes

Activity 1: Counting numbers 1–5

- Begin with a motivational song, for example, “1, 2, 3, 4, 5, once I caught a fish alive...” Let learners clap or march as they sing. This warms up the class and focuses attention.
- Ask learners to count aloud from 1 to 5 while pointing to their fingers or objects. Emphasise correct pronunciation. Allow repetition for reinforcement.
- Show number work cards (1–5) one at a time. Ask: “What number is this?” Learners can name or sign each number. Encourage them to point out numbers of the same colour on their cards or charts.
- Call out a number and colour, for example, “Find all number 3s that are red.” Learners point to or hold up the correct cards. Assist learners who struggle by repeating slowly and showing examples.
- Ask learners to count numbers of the same colour, for example, “Count all the blue numbers from 1 to 5.” Reinforce one-to-one correspondence and correct number order.

Activity 2: Fruits – naming, counting, and matching

Begin with a short fruit song or rhyme, for example, “I like apples, I like bananas!” Display fruit pictures or real fruits and ask learners to name or sign them. Encourage participation by asking, “What is this fruit?”

- 1** Step 1 – Naming fruits: Point to each fruit and ask learners to say or sign the name. Reinforce correct pronunciation and signing. Give simple descriptions: “This is an apple. It is red.”
- 2** Step 2 – Counting fruits: Ask learners to count the number of each fruit in the pictures. Encourage counting aloud together: “One, two, three apples.” Emphasise pointing to each fruit while counting to develop one-to-one correspondence.
- 3** Step 3 – Matching fruits: Provide worksheets or fruit cards for learners to match similar fruits. For example, match apple pictures to other apples or pair two bananas. Move around the class, offering guidance and praising effort.
 - Review: Ask questions such as: “How many apples did we count?” or “Which fruit is yellow?” Sing a short recap song about fruits and counting. Praise learners for participation and effort.

Counting objects from 1 to 5

Unit objectives

By the end of this lesson, learners should be able to:

- a** count how many cats there are.
- b** match the ducks with the correct number.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 12.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Pictures of cats, cows, ducks, buttons, apples, crayons, pencils and number cards.

Teaching notes

Activity 1: Counting animals (Cats and cows)

Begin with a cheerful number song, for example, “One, two, three, four, five – Once I caught a fish alive” or “Let’s count 1 to 5.” Encourage learners to clap or tap while singing to build rhythm and attention. Ask brief questions about animals to engage learners: “Who has seen a cow?” or “Who has a cat at home?”

- 1** Step 1 – Counting practice: Display number cards (1–5) and count together with learners. Use fingers or counters to show the numbers physically. Repeat counting aloud several times to reinforce memory.
- 2** Step 2 – Counting cats and cows: Show pictures or toy models of cats and cows. Ask learners to count each group: “How many cats are there?” and “Let’s count the cows together!” Move around the class to help learners count correctly.
- 3** Step 3 – Imitating animal sounds: After counting, ask learners to imitate the sounds animals make: Cats: “Meow, meow!” Cows: “Moo, moo!” Combine counting and sounds: for example, “Three cats — meow, meow, meow!” This makes counting fun and supports sound and number association.
 - Review: Ask questions such as: “How many cows did we count?” or “What sound does a cat make?” Sing the number song again as a recap. Praise learners for participation and correct counting.

Activity 2: Counting objects (Apples, buttons, ducks)

- Begin with a number song or rhyme, for example, “One, two, three, four, five, Once I caught a fish alive” or “Let’s count the numbers.” Ask simple questions like: “Who has seen an apple before?” or “What colour is a duck?” Show pictures of apples, buttons, and ducks to capture interest.

- 1 Step 1 – Counting objects: Display pictures or real objects (apples, buttons, ducks). Ask learners to count aloud while pointing at each object: “Let’s count the apples — one, two, three!” Emphasise one-to-one correspondence (counting each object once).
- 2 Step 2 – Counting and identifying numbers: Show number cards (1–5). Let learners say or sign the numbers as each card is displayed. Ask questions like: “Which number comes after 2?” or “Show me number 4.”
- 3 Step 3 – Matching objects to numbers: Place objects on a table with number cards beside them. Ask learners to match each group of objects with the correct number card, for example, 3 apples → number 3 card. Move around assisting learners as needed. Reinforce correct matches by repeating the count together.
 - Review: Ask questions such as: “How many ducks did we count?” or “What number matches four buttons?” Sing a short counting recap song. Praise learners for effort and correct answers.

Counting from 1 to 5

Unit objectives

By the end of this lesson, learners should be able to:

- a write at least three missing numbers.
- b count and write at least two numbers in the box.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 13.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Work cards, number line, number cards, pencils.

Teaching notes

Activity 1: Singing, identifying and counting numbers (0–10)

- 1 Step 1 – Singing number songs:
 - Start with simple songs such as “One, two, three, four, five” or “Ten little fingers.”
 - Encourage learners to perform actions like clapping or stepping to match the counting.
- 2 Step 2 – Identifying numbers on cards:
 - Hold up number cards (0–10) and ask: “What number is this?”
 - Allow learners to come forward, pick a card, and name the number.
- 3 Step 3 – Counting numbers:
 - Display number cards in order and have learners count aloud together.

- Mix the cards and ask learners to help arrange them back in the correct order.

4 Step 4 – Pair work:

- Organise learners in pairs and give each pair a small set of number cards or counting objects.

5 Step 5 – Facilitator monitoring:

- Move around the classroom to check if learners can:
 - identify numbers.
 - arrange numbers correctly.
 - count accurately.
- Provide support as needed.

6 Step 6 – Filling in missing numbers:

- Learners open their workbooks and complete number patterns, for example, 1, 2, __, 4.
- Encourage neat work and self-checking before finishing.

Activity 2: Identifying and counting objects in pictures

1 Step 1 – Observing pictures:

- Ask learners to open their workbooks to page 13.
- Guide them to look closely at each picture.
- Ask questions such as:
 - “What is this?”
 - “Who can name this picture?”
 - Learners identify objects such as the sun, chicks, dogs and watermelons.
- Ensure learners pronounce the words clearly.

2 Step 2 – Counting objects:

- Point to each group of objects and ask learners to count aloud.
- Count slowly together to build confidence.
- Encourage learners to use fingers or point to each object to avoid skipping.
- Repeat for all groups:
 - Count the sun.
 - Count the chicks.
 - Count the dogs.
 - Count the watermelons.
- Ask individual learners to demonstrate counting for the class.

3 Step 3 – Writing numbers:

- After counting, instruct learners to write the correct number in the box next to each picture.
- Remind learners to write neatly and check their work.
- Move around the classroom to assist learners who need help.
- Encourage and praise learners for effort and accuracy.

Ordering according to size and colour

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the smallest tree.
- b** colour the biggest ball.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 14.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Cups of different sizes, balls and pictures of trees in different trees. crayons. cards with individual sizes and pictures of cups, balls and trees and crayons.

Teaching notes

Activity: Learning about sizes (big, small, tall, short, long)

- 1** Step 1 – Singing about sizes:
 - Lead learners in a simple song about sizes, for example:
“Big, big, big... small, small, small...
Tall, tall, tall... short, short, short...”
 - Use hand movements to show size differences (for example, stretch arms wide for “big”).
 - Learners sing, clap, and use gestures to demonstrate different sizes.
- 2** Step 2 – Showing objects of different sizes:
 - Show examples like a big cup vs small cup, tall bottle vs short bottle.
 - Explain that size tells us how big or small something is.
 - Give familiar examples from daily life:
 - Big pot, small pot.
 - Big chicken, small chicken.
 - Tall tree, short tree.
 - Ask simple questions and let learners respond:
 - “Which one is big?”
 - “Which one is small?”
- 3** Step 3 – Naming and signing sizes:
 - Ask learners to raise their hands and name or sign sizes they know.
 - Encourage words like: big, small, tall, short, long.
 - Use gestures to compare sizes and reinforce understanding.

- 4 Step 4 – Sorting objects by size:
 - Give learners size-sorting work cards or display them at the front.
 - Ask learners to identify objects and place them into groups: big objects, small objects, tall objects, short objects.
 - Support learners as they sort and discuss their choices.
 - Explain or demonstrate why objects belong in each group.
- 5 Step 5 – Workbook pattern activity:
 - Ask learners to open their workbook and look at each row.
 - Ask: “What comes next? A big object or a small one?”
 - Learners observe the sequence and point to or say the correct size.
- 6 Step 6 – Colouring by size:
 - Instruct learners to colour: the biggest ball, the biggest cup, and the smallest tree.
 - Remind learners to colour neatly and stay within the lines.
 - Move around to assist and encourage learners as they work.

Ordering

Unit objectives

By the end of this lesson, learners should be able to:

- a colour the bananas as shown.
- b count the bananas in the first row.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 15.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus

Suggested teaching and learning materials

Green bananas, yellow bananas, crayons and charts.

Teaching notes

Activity: Learning colours (red, yellow, green, blue, brown)

- 1 Step 1 – Singing about colours:
 - Lead learners in a simple colour song, for example:
 “Red, yellow, green and blue,
 These are colours I can see...”

- Show real objects or colour cards as the song plays.
- Learners sing, clap, and point to colours around the classroom.

2 Step 2 – Naming colours:

- Ask: “Who can tell me a colour?” Show a colour card and let learners name or sign it.
- Learners say or sign colours such as red, yellow, green, blue, brown.
- Point to classmates’ clothes or classroom objects of those colours to reinforce learning.

3 Step 3 – Grouping objects by colour:

- Use pictures of bananas or colour cards to explain: “We group things that have the same colour.”
- Demonstrate by placing all yellow bananas together, all green together, etc.
- Ask learners questions like: “Which bananas go together?” or “Which colour comes first?”

4 Step 4 – Sorting activity:

- Provide paper cut-outs, plastic bananas, or picture cards of bananas in different colours.
- Guide learners to sort into groups: yellow bananas, green bananas, brown bananas.
- Learners can work individually or in pairs and identify the colour of each banana aloud or through signing.

5 Step 5 – Colouring activity:

- Show learners an example at the top of the page. Point to the colours and say: “Colour your bananas just like the model.”
- Monitor learners as they colour.
- Learners colour each banana using the correct colour, aiming to colour neatly inside the lines.

Construction

Unit objectives

By the end of this lesson, learners should be able to:

- a** say/sign at least two colours on the building blocks.
- b** construct at least two models using blocks, sticks or cardboard.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 16.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Building blocks, sticks, cardboard box.

Teaching notes

- Introduction – Connecting to the real world:
 - Explain that people use different materials to build houses, schools, bridges, and other structures.
 - Tell learners that today they will learn about buildings and construct their own models using simple materials.
 - Show real objects or pictures of buildings to spark interest and curiosity.

1 Step 1 – Singing about building:

- Lead learners in a simple building-themed song, for example:
“Build, build, build a house,
“Using bricks and wood...”
- Show pictures of huts, houses, shops, bridges, and schools while singing.
- Learners sing, clap, and act out building motions such as lifting, stacking, or hammering.

2 Step 2 – Identifying building materials:

- Display materials such as blocks, sticks, small boxes, or cardboard pieces.
- Ask: “What materials do you see?” and “What can we use these for?”
- Learners identify items like sticks, straws, boxes, bottle tops, stones, and building blocks.
- Encourage learners to name the materials aloud or through signing.

3 Step 3 – Demonstrating construction:

- Demonstrate stacking blocks to make a small house or lining up sticks to create a fence.
- Explain that builders use different materials like bricks, wood, and metal.
- Allow learners to observe examples, ask questions, and suggest ideas of what they can build.

4 Step 4 – Workbook activity:

- Open the workbook to the relevant page and ask guiding questions:
 - “What are the children doing?”
 - “What are they building?”
 - “What materials do you see in the picture?”
 - Learners describe the picture and identify the people, buildings, and materials shown.

5 Step 5 – Hands-on building activity:

- Distribute materials to learners individually or in groups.
- Encourage learners to build any structure, for example, houses, bridges, towers, or roads.
- Move around the classroom, offering support, praising effort, and guiding those who need help.
- Learners work in pairs or small groups to discuss their design and share their

Construction

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the house positively.
- b** join the dots to complete the house.

Suggested teaching and learning resources

- a** PlusOne Mathematics ECD A workbook page 17.
- b** Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Pictures of houses, crayons, pencils, and building blocks.

Teaching notes

Introduction – Connecting to real life:

- Welcome learners and prepare them for an interactive lesson about construction in their community (houses, huts, shops, clinics).
- Explain that today they will learn how houses are built and complete a fun activity by joining dots to form a house.
- Ask questions to build background knowledge:
 - “Who has seen a house being built in your village or town?”
 - “What things do builders use?”

1 Step 1 – Singing about building:

- Lead the class in a simple song, for example:
“Build, build, build a house,
Strong and tall and neat...”
- Add actions like lifting bricks, mixing mortar, or hammering.
- Learners sing, clap, and act out construction actions.
- Introduce vocabulary: hammer, bricks, roof, door.

2 Step 2 – Observing the picture:

- Show the picture in the workbook or on a chart.
- Ask guiding questions:
 - “What do you see in this picture?”
 - “Can you point to the house?”
 - “What shapes do you see in the house?”
- Learners point to and describe the house, identifying shapes such as squares, rectangles, and triangles.

3 Step 3 – Discussing house construction:

- Guide learners to talk about how a house is constructed. Ask:
 - “What materials do builders use?” (bricks, sand, water, wood, poles)
 - “Who builds houses?” (builders, carpenters)
 - “What steps do they follow?” (laying foundation, building walls, roofing)
- Learners share observations from their communities and describe materials used in different types of houses.
- Reinforce new vocabulary through guided conversation.

4 Step 4 – Joining dots activity:

- Demonstrate on the board how to join dots in the correct sequence.
- Emphasise moving from one dot to the next without skipping and correct pencil grip.
- Learners work individually in their workbooks to join the dots to form the house outline.
- Learners complete the picture and colour it if time permits.

Sorting according to size

Unit objectives

By the end of this lesson, learners should be able to:

- a** colour the big things blue.
- b** colour the small things green.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 18.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Mangoes, triangles, crayons, blocks, big and small toy cars.

Teaching notes

Lesson: Learning about size (big and small)

Introduction – Connecting to real life:

- Use familiar objects such as toys and fruits to help learners understand size.
- Encourage learners to use words big and small as they participate.

1 Step 1 – Singing about sizes:

- Start with a simple song, for example: “Big, big, big... Small, small, small...”
- Use hand motions (wide hands for big, small hands for small) to aid understanding.
- Encourage all learners to join in singing and actions.

- 2 Step 2 – Explaining sorting by size:
 - Show two or three objects of different sizes.
 - Ask guiding questions:
 - “Which one is big?”
 - “Which one is small?”
 - Demonstrate placing objects into groups: big and small.
- 3 Step 3 – Sorting activity:
 - Place a variety of toys, shape cards, and fruits on a mat or table.
 - Learners work in groups to sort items into two sets: big and small.
 - Move around to assist and reinforce vocabulary: “This is a big toy... This is a small toy.”
- 4 Step 4 – Identifying shapes and sizes:
 - Show worksheets or cards with mangoes and triangles in different sizes.
 - Ask learners: “Which mango is big? Which triangle is small?”
- 5 Step 5 – Colouring big shapes:
 - Learners colour the big mango and triangle blue.
 - Give clear instructions and demonstrate on the board or a sample sheet.
 - Monitor learners to ensure correct identification of shapes.
- 6 Step 6 – Colouring small shapes:
 - Learners colour the small mango and triangle green.
 - Encourage neat colouring and praise correct identification and effort.

Sorting according to type

Unit objectives

By the end of this lesson, learners should be able to:

- a identify two smooth objects.
- b colour the rough objects yellow.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 19.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Watermelons, banana, pineapple, twigs, logs, cup, blocks, stones, leaves and bottles.

Teaching notes

Lesson: Exploring textures (rough and smooth/soft)

Introduction – Exploring everyday objects:

- Help learners explore objects around them through touch.
- Encourage learners to feel objects and talk about how each one feels.
- Introduce simple vocabulary: rough, smooth, soft.

1 Step 1 – Movement and touch song:

- Begin with a simple movement song, for example, “If you’re happy and you know it” or another familiar tune.
- Use actions involving touch, such as patting or rubbing palms together.
- Encourage all learners to participate and prepare them for the texture lesson.

2 Step 2 – Demonstrating rough and smooth/soft objects:

- Show two groups of objects:
 - Rough: stones, sandpaper, bark
 - Smooth/soft: cotton wool, plastic bottle, paper
- Say:
 - “This is rough. It feels hard and scratchy.”
 - “This is smooth/soft. It feels nice and gentle.”
- Allow learners to watch and listen as you model.

3 Step 3 – Hands-on exploration:

- Place objects on a table or mat.
- Let learners touch each object one by one.
- Ask guiding questions:
 - “How does this feel?”
 - “Is it rough or smooth?”
- Encourage descriptive words: soft, scratchy, smooth, hard.

4 Step 4 – Sorting activity:

- In small groups, give learners a set of mixed objects.
- Ask them to place rough objects in one group and smooth/soft objects in another.
- Walk around to support learners and reinforce vocabulary.

5 Step 5 – Worksheet activity – Rough objects:

- Show the worksheet or picture.
- Demonstrate how to identify rough objects in the diagram.
- Instruct learners to colour all rough-textured items yellow.

6 Step 6 – Worksheet activity – smooth/soft objects:

- Learners colour all smooth or soft objects green.
- Encourage neat colouring and checking before they begin.

Sorting according to colour

Unit objectives

By the end of this lesson, learners should be able to:

- a** tick at least 2 yellow items.
- b** cut and paste the picture of the lorry from the sticker page.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 20.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Coloured cups, clothes, toy bus, car, lorry, blocks, crayons and pencils.

Teaching notes

Introduce the lesson by engaging learners in a discussion about colours they see around them—on their clothes, in the classroom, and outside. Explain that colours help us describe and sort objects. Use real classroom objects to make the lesson lively and familiar.

- Lead learners in a simple colour song such as “Red, yellow, blue and green” or “I can see colours.” Encourage learners to point at classroom objects of different colours while singing. Use gestures or ZimSign to support learners with hearing difficulties.
- Explain that sorting means putting things that look the same together. Show objects or picture cards in different colours and demonstrate sorting by placing all yellow items together and all blue items together.
- Ask learners to say or sign the colours they know. Encourage learners to raise their hands and identify colours. Affirm all responses to build confidence and participation.
- Divide learners into small groups. Give each group mixed-colour objects such as bottle tops, blocks, cards, or crayons. Ask learners to sort the objects according to colour. Move around the class to guide, support, and praise teamwork.
- Ask learners to open their workbooks and identify all yellow objects on the page. Learners place a tick (✓) on each yellow item. Assist learners who struggle with colour identification.
- Learners identify all blue objects in the workbook and place a cross (X) on each blue item. Remind them to check carefully before marking.
- Instruct learners to leave blank all objects that are red. Explain that leaving an object unmarked also shows understanding.
- Provide safety scissors and glue. Learners cut out the picture of the lorry from the sticker page and paste it in the correct space in the workbook. Support learners who have difficulty cutting and pasting.

Sorting according to use

Unit objectives

By the end of this lesson, learners should be able to:

- a** sign/ say the use of at least 3 objects.
- b** identify at least two items that are used in the classroom.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 21.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Pencils, crayons, books, spoons, plates, clay pots, pots, pans and whiteboards/ blackboards.

Teaching notes

Introduce the lesson by engaging learners in a discussion about the places where they spend most of their time, such as home and school. Show real objects or pictures and ask learners where each item belongs. Explain that some items are used in the classroom while others are used in the kitchen.

- Lead learners in a simple action song such as “Clap your hands, stomp your feet.” Encourage learners to move, clap, and follow actions to prepare them for learning.
- Show pictures or real classroom items such as books, desks, chairs, and chalk. Ask learners to name the items aloud or repeat after you. Guide learners to explain what each item is used for in the classroom.
- Show pictures or real kitchen items such as plates, spoons, pots, and cups. Ask learners to identify the items and talk about how they are used. Compare kitchen items with classroom items to highlight the differences.
- Guide learners to discuss why certain items belong in the classroom or in the kitchen. Use simple examples such as, “We write on the chalkboard in the classroom, not in the kitchen.”
- Ask learners to open their workbooks and identify items used in the classroom. Instruct them to place a tick (✓) on each classroom item.
- Learners identify items used in the kitchen and place a cross (X) on each kitchen item. Move around the classroom to support learners who may confuse the items.
- Review the lesson by holding up objects or pointing to pictures and asking learners where each item belongs. Reinforce understanding by asking, “Where do we use this?” Praise learners for correct responses and active participation.

Sorting according to colour

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the red colour.
- b** colour all the squares yellow.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 22.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Red triangles, yellow squares, red circles and crayons.

Teaching notes

Introduce the lesson by discussing shapes found in the environment. Show learners objects such as a triangular roof, square windows, and circular plates. Explain that shapes can also be sorted by colour to help us organise and describe things.

- Lead learners in singing a simple shape song such as “Circle, square, triangle.” Encourage learners to trace the shapes in the air as they sing to support understanding.
- Ask learners to name or sign the shapes they know, such as triangle, square, and circle. Support learners with hearing difficulties by using signs. Reinforce correct pronunciation and recognition.
- Give learners shape cards in different colours. Guide them to sort the shapes by colour, for example placing all blue shapes together and all red shapes together. Encourage learners to talk about why they grouped the shapes in that way.
- Instruct learners to colour the shapes in their workbook. Ask them to colour triangles blue, squares yellow, and circles red. Demonstrate neat colouring and remind learners to stay within the lines. Praise learners for correct colouring and good participation.

Ordering objects according to type

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify at least two fruits.
- b** name at least three animals.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 23.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Bananas, apples, watermelons, paw paw, orange, grapes, pictures of goats, dogs, cats, sheep and chicks and pencils.

Teaching notes

Begin by engaging learners in a lively discussion about animals and fruits they see at home, on the farm, or in the market. Explain that they will sing, play, and work with animals and fruits to learn about size, colour, and order.

- Lead learners in singing the game song “Express anything...”. Encourage movement and actions as learners sing to create excitement and participation.
- Ask learners to name animals they know from home, the farm, or the wild. Show pictures or objects of animals to help learners identify and name them confidently.
- Show pictures or models of animals and ask learners to imitate the sounds they make, for example a cow says “moo” and a dog says “woof.” Encourage body movements and gestures to make the activity enjoyable.
- Show real fruits or pictures of fruits such as mangoes and apples. Ask learners to name each fruit and say its colour. Encourage repetition and correct pronunciation.
- Guide learners to talk about the sizes of animals and fruits using words like small, medium, and big. Ask learners to arrange fruits or animals from the smallest to the biggest and say which one comes next in the order.
- Learners open their workbooks and look at rows of animals or fruits. Ask them to tick (✓) the item that comes next in the size sequence. Move around to assist learners who may struggle with ordering.

Sorting objects

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify at least 2 big objects.
- b** name at least 2 objects in the picture.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 24.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Bottles, hoes, trees, chairs, tables, balls, tins, crayons and work cards.

Teaching notes

Begin the lesson by asking learners to look around the classroom and think about objects they see at home. Talk about objects that are big and small. Explain that learners will sing, sort, and colour objects according to size.

- Lead learners in singing a simple action song that includes clapping and stepping. Encourage learners to move their bodies as they sing to build interest and focus.
- Ask learners to name objects they know from the classroom or home. Show pictures or real objects to help learners recognise and say the names of the objects.
- Explain the meaning of big and small using clear examples such as a big ball and a small cup. Demonstrate using real objects or pictures so learners can see the difference.
- Show learners different objects or picture cards. Ask them to say whether each object is big or small. Support learners by asking guiding questions.
- Learners sort the objects into two groups: big and small. Encourage learners to explain their choices using words like “This is big” or “This is small”.
- Learners open their workbooks and colour only the big objects. Demonstrate neat colouring and remind learners to stay within the lines. Move around to assist and praise learners for careful work.

End the lesson by reviewing the objects learners sorted and coloured. Ask learners to name the objects and describe their size. Reinforce that objects can be big or small and that sorting helps us organise things. Praise learners for good participation and correct identification.

Ordering objects according to type

Unit objectives

By the end of this lesson, learners should be able to:

- a** cut and paste the picture of a telephone from the sticker page.
- b** say/ sign the use of at least 2 objects.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 25.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Stoves, model cars, cellphones, telephones, spoons, forks, clay pots, pots and pencils.

Teaching notes

Begin the lesson by discussing objects learners see in the classroom, at home, and in the community. Explain that objects can be grouped according to their type, such as tools, household items, or toys. Introduce the idea of matching pairs and explain that sorting helps people stay organised.

- Lead learners in singing a lively action song that includes clapping, tapping, or marching. Encourage all learners to sing and move along to build interest and focus.
- Ask learners to name objects found in the classroom or shown on picture cards. Encourage learners to describe the objects briefly, for example what they are used for.
- Explain that objects can be sorted according to their type. Demonstrate by grouping items such as stationery, toys, and household objects. Explain that putting similar things together makes them easier to find and use.
- Give learners objects, cards, or pictures and guide them to sort the items according to type. Move around assisting learners and reinforcing correct grouping.
- Discuss objects that come in pairs, such as shoes, socks, and gloves. Ask learners to explain how each pair is used and why both items are needed.
- Guide learners to paste the picture of a telephone from the sticker page into the correct place in their workbook. Assist learners who need help with placement and handling materials.
- Learners draw lines to match pictures of objects that are of the same type. Encourage neat and accurate lines. Move around to support learners.

End the lesson by reviewing the types of objects learners sorted and matched. Ask learners to explain why certain objects belong together. Reinforce the importance of sorting and matching in everyday life. Praise learners for good participation and correct work.

Topic 2

Operations

Addition games and rhymes

Unit objectives

By the end of this lesson, learners should be able to:

- a** write how many birds there are.
- b** count from 1 to 5.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 26.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Blocks, number line, fruits, dolls and pencils.

Teaching notes

Begin the lesson by asking learners to observe objects around them, such as birds, fruits, or toys. Explain that addition means putting groups together to find how many there are altogether. Introduce the song “One, two, buckle my shoe” to make learning numbers and addition enjoyable.

- Lead learners in singing “One, two, buckle my shoe”. Encourage learners to clap, tap, or march as they sing to reinforce counting and number order.
- Explain what addition is using a simple example. Show two groups of objects, for example 2 fruits and 3 fruits. Put the groups together and count them aloud to show that $2 + 3 = 5$. Emphasise that addition is joining groups.
- Show learners the objects in the classroom or on the workbook page, such as birds or fruits. Ask learners to name and count each group separately.
- Guide learners to add the birds together. Count aloud as a class while combining the groups. Encourage learners to say the total number together.
- Repeat the process with fruits. Ask learners to count carefully and explain how they found the total.

- Learners count all the birds and write the total in the correct box. Remind learners to form numbers neatly. Move around to check work and assist where needed.
- Learners count all the fruits and write the total in the box. Encourage accuracy and neat writing. Support learners who need extra help.
- Move around the classroom assisting learners with addition. Ask guiding questions such as, “How many birds are there altogether?” Reinforce that addition helps us find the total when we put things together.

End the lesson by reviewing what addition means and the totals learners found. Ask learners to mention other objects they can add at home or in the classroom. Praise learners for good participation, correct counting and effort.

Addition games and rhymes

Unit objectives

By the end of this lesson, learners should be able to:

- a** count how many dogs are on the page.
- b** colour the picture within the given borders.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 27.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Toys, blocks, books, crayons and pencils.

Teaching notes

Begin the lesson by engaging learners with familiar addition songs. Explain that addition means putting things together to find how many there are altogether. Create a warm and playful environment so learners feel confident to participate.

- Lead learners in singing simple addition songs such as “ $1 + 1 = 2$ ”, “When we add, we put together”, or a local addition chant. Encourage clapping, finger counting, or body movements to support understanding of “putting together”.
- Divide learners into small groups and give each group simple counters such as stones, bottle tops, or sticks. Call out small addition problems, for example, “Put 2 stones together with 1 stone. How many altogether?” Move around the classroom to encourage participation.
- Ask learners to count the objects in their groups aloud. Encourage learners to point to each object as they count to develop one-to-one correspondence. Allow learners who use sign language to sign the numbers.

- Observe learners as they work. Check that they are recognising numbers correctly, counting carefully, and adding accurately. Support learners by modelling slow and correct counting.
- Show the picture of dogs in the learners' books or on the board. Guide learners to count the dogs in the first group and then the second group. Ask learners to put the two groups together and count all the dogs.
- Ask guiding questions such as:
 - “How many dogs are here?”
 - “How many dogs are in the second group?”
 - “How many dogs are there altogether?”
- Learners write the total number of dogs in the box provided. Help learners who struggle with number formation by giving verbal or visual support.

End the lesson by reviewing what addition means. Ask learners, “What do we do when we add?” Reinforce that addition means putting groups together. Praise learners for good participation, careful counting and effort.

Addition games and rhymes

Unit objectives

By the end of this lesson, learners should be able to:

- a** add balloons up to 3.
- b** say how many balloons are in each row.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 28.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Balls, crayons, balloons, toy cars, dolls, musical instruments, pencils and workcards.

Teaching notes

Begin the lesson by reminding learners of what they learned in the previous lesson. Explain that addition means putting two groups together to find how many there are altogether. Warm up with energetic number songs to reinforce counting and number recognition.

- Ask learners to recap the previous lesson by answering questions such as:
 - “What did we learn about adding?”
 - “What does adding mean?”

Allow several learners to respond and gently correct or reinforce answers.

- Lead learners in singing familiar number songs such as:
 - “1, 2, 3, 4, 5, once I caught a fish alive”
 - “There were ten in the bed”
 - “Let us count from 1 to 10”

Encourage clapping, marching, finger counting, and signing.

- Show learners the objects to be used for the lesson, such as blocks, sticks, bottle tops, counters, or picture cards. Ask learners to name the objects and count them aloud. Allow learners to touch and count the objects to prepare for addition.
- Distribute work cards with simple addition pictures, for example 2 apples + 1 apple or 3 balls + 2 balls. Guide learners to count each group first and then count all the objects together. Demonstrate one example on the board before learners begin.
- Move around the classroom to support learners as they work. Model slow and clear counting for learners who struggle, for example: “Count these two... now add these three... how many altogether?” Encourage finger counting where helpful.
- Tell simple addition stories using balloons, for example:
 - “I had two red balloons. My friend gave me one more. How many balloons do I have altogether?”
 - “There were three blue balloons on the table. Then two more floated down. How many are there now?”

Use gestures, drawings, or real objects to support understanding.

- Show pictures of balloons arranged in rows. Ask learners to count each group and then add them. Encourage learners to say or sign the totals aloud. Allow the class to respond together for reinforcement.

End the lesson by asking learners, “What is addition?” Encourage them to show with their fingers how two numbers can be put together. Praise learners for effort, correct counting, and active participation.

Subtraction story

Unit objectives

By the end of this lesson, learners should be able to:

- a** say how many apples are left on the table.
- b** colour the apples on the table.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 29.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Apples, oranges, blocks, toys, books, pencils and crayons.

Teaching notes

Begin the lesson with a joyful song to engage learners and revise counting. Explain that subtraction means taking away or removing some objects to see how many are left. Use familiar objects like apples, bottle tops, sticks, or drawings to connect the concept to real life.

- Lead learners in singing “5 Green paw paws”. Encourage actions or finger counting to show how the number of paw paws decreases.
- Explain subtraction using real objects:
 - Place 5 apples on the table.
 - Remove 1 apple and ask learners, “How many apples are left?”
 - If appropriate, show the subtraction sentence: $5 - 1 = 4$. Reinforce that taking away makes the number smaller.
- Demonstrate counting backwards from 5 to 1. Use fingers or point to objects as you count slowly. Encourage learners to watch and imitate.
- Ask learners to count backwards together as a group. Invite individuals to try counting back to build confidence. Learners may clap, march, or sign numbers as they count.
- Tell simple subtraction stories using objects or drawings:
 - “There were 5 apples on the table. Mother took 2 apples. How many are left?”
 - “There were 4 birds on the tree. One bird flew away. How many birds are still on the tree?”

Emphasise the “taking away” action visually.

- Show the remaining objects (real or drawn). Ask learners to count how many are left aloud or using sign language. Encourage explanations, for example, “Because 5 take away 2 leaves 3.”
- Give learners the workbook activity page. Instruct them to colour the apples that are left after subtraction. Walk around to assist learners who need help counting or following instructions.
- Review by asking quick questions: “What is subtraction?” “If we take away something, does the number get bigger or smaller?”
- End the lesson with a short counting-backwards chant to reinforce learning. Praise learners for effort, participation, and accurate counting.

Subtraction games and rhymes

Unit objectives

By the end of this lesson, learners should be able to:

- a** paste the cat from the sticker page.
- b** sing at least two subtraction songs.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 30.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Subtraction work cards, dolls, toy animals and fruits.

Teaching notes

Begin by revisiting what learners learned in the previous subtraction lesson to strengthen understanding of “taking away.” Explain that today they will continue learning subtraction using songs, stories, pictures, and sticker activities. Emphasise using familiar objects and pictures to make learning fun and practical.

- Ask learners to recap the previous lesson. Questions to guide discussion:
 - “What is subtraction?”
 - “Does the number become bigger or smaller when we take away?”
 - Allow learners to demonstrate with fingers or objects.
- Lead learners in singing subtraction songs such as “Five little monkeys,” “Five green bottles,” or “Five little ducks.”
 - Encourage counting backwards using fingers and actions.
- Give learners subtraction work cards with simple pictures (animals, fruits, sticks).
 - Explain instructions clearly and model one example on the board.
- Learners do subtraction in small groups:
 - Count objects, cross out the number being taken away, and identify how many are left.
 - Allow discussion within the group and move around to support learners who need help.
- Tell subtraction stories using pictures:
 - Example: “4 cats were playing. One cat ran away. That cat is crossed out. How many cats are left?”
 - Encourage learners to answer together.

- Learners colour the remaining objects:
 - Colour only the cats that are left after subtraction.
 - Remind learners not to colour the crossed-out cat(s).
 - Support learners who need guidance.
- Learners cut and paste a cat from the sticker page:
 - Provide stickers and demonstrate where to paste in the workbook.
 - Reinforces fine-motor skills and connects the story to the activity.
- Ask oral questions to reinforce understanding:
 - “What happens when we subtract?”
 - “If we cross out one cat, do we have more or fewer cats?”
 - Praise learners for participation and effort.
- End the lesson with a short subtraction rhyme or counting-backwards chant to consolidate learning.

Subtraction games and rhymes

Unit objectives

By the end of this lesson, learners should be able to:

- a** name at least two objects correctly.
- b** colour the same objects with the same colour.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 31.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Flowers, claypots, crayons, pencils and crayons.

Teaching notes

Begin the lesson by reminding learners that subtraction means taking away. Explain that today they will use songs, stories, and pictures to understand how objects in a group can become fewer. Use concrete objects such as bottle tops, sticks, blocks, or picture cards to make the lesson practical and fun.

- Lead learners in singing subtraction songs such as “Five little ducks,” “Five green bottles,” or “Five little monkeys.”
 - Encourage learners to act out subtraction by counting backwards with fingers.

- Ask learners to recap the previous lesson. Questions to guide discussion:
 - “What happens when we subtract?”
 - “Does the number become bigger or smaller?”
 - Let learners demonstrate using fingers or objects.
- Show the prepared objects or pictures. Ask learners to name and count them aloud. Guide them to observe similarities and differences.
- Tell subtraction stories using the objects or pictures:
 - Example: “There were 4 balls. One rolled away. How many balls are left?”
 - Ask learners to count what remains and respond together.
- Learners colour the same objects with one colour:
 - Explain that objects that look the same should have the same colour.
 - Support learners who need help identifying matching items. Move around the class to encourage participation.
- Learners identify how many objects are different in each set:
 - Ask questions like:
 - “Which object looks different?”
 - “How many objects are not the same?”
 - Allow learners to point, say, or sign their answers.
- Summarise: “Subtraction means taking away and we can see what remains.”
- End the lesson with a short counting-backwards chant or clap pattern to consolidate learning.

Subtraction games and rhymes

Unit objectives

By the end of this lesson, learners should be able to:

- a** cut and paste the picture of a chick.
- b** colour the pictures.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 32.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Work cards on subtraction, pictures /charts of animals, crayons and pencils.

teaching notes

Begin the lesson by reminding learners that subtraction means taking away. Explain that today they will use songs, stories, and pictures to understand how objects in a group can become fewer. Use concrete objects such as bottle tops, sticks, blocks, or picture cards to make the lesson practical and fun.

- Lead learners in singing subtraction songs such as “Five Little Ducks,” “Five Green Bottles,” or “Five Little Monkeys.”
 - Encourage learners to act out subtraction by counting backwards with fingers.
- Ask learners to recap the previous lesson. Questions to guide discussion:
 - “What happens when we subtract?”
 - “Does the number become bigger or smaller?”
 - Let learners demonstrate using fingers or objects.
- Show the prepared objects or pictures. Ask learners to name and count them aloud. Guide them to observe similarities and differences.
- Tell subtraction stories using the objects or pictures:
 - Example: “There were 4 balls. One rolled away. How many balls are left?”
 - Ask learners to count what remains and respond together.
- Learners colour the same objects with one colour:
 - Explain that objects that look the same should have the same colour.
 - Support learners who need help identifying matching items. Move around the class to encourage participation.
- Learners identify how many objects are different in each set:
 - Ask questions like:
 - “Which object looks different?”
 - “How many objects are not the same?”
 - Allow learners to point, say, or sign their answers.
- Summarise: “Subtraction means taking away, and we can see what remains.”
- End the lesson with a short counting-backwards chant or clap pattern to consolidate learning.

Subtraction games and rhymes

Unit objectives

By the end of this lesson, learners should be able to:

- a** say/ sign how many are left in each row.
- b** write how many are left in at least one row.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 33.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Work cards, crayons, toys and coloured building blocks.

Teaching notes

Begin the lesson by reminding learners that subtraction means taking away and results in a smaller number. Use simple examples, like taking away apples or blocks, to activate prior knowledge. Connect the concept to real-life experiences:

“If you have 5 sweets and you eat 1, how many are left?”

- Lead learners in singing number rhymes such as “Five little ducks,” “Five Little Monkeys,” or “Five green bottles.” Encourage learners to act out the rhyme to show how numbers decrease.
- Guide learners to count backward from 5 to 1: 5, 4, 3, 2, 1. Use fingers, counters, number cards, or drawings to support visual understanding. Repeat several times and encourage learners to join in confidently.
- Distribute subtraction work cards with simple problems (for example, $5 - 1 =$, $4 - 1 =$, $3 - 2 =$). Demonstrate one example at the front before learners begin. Move around the room to provide guidance and support.
- Invite learners to share their answers or show their completed work cards. Ask questions like: “How many did you take away?” and “How many are left?” Celebrate and reward correct answers and gently guide corrections where needed.
- Direct learners to solve subtraction problems in their workbooks. Encourage them to use drawing, crossing out, or counting back to solve problems. Provide individual support and monitor understanding.
- Review by asking: “What does subtraction mean?” and “What happens to the number when we subtract?” End the session with a short backward-counting rhyme to reinforce learning.

Subtraction games and rhymes

Unit objectives

By the end of this lesson, learners should be able to:

- a count how many broken cups there are.
- b colour the broken cup and bottle.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 34.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Glass/ ceramic bottles, cups, plates, pencils and crayons.

Teaching notes

Begin by engaging learners in a friendly conversation about cups and bottles found at home or school. Ask simple questions like:

- “Have you ever seen a broken cup?”
- “What happens when something breaks?”

This links the concept of “taking away” (subtraction) to real-life situations.

- Ask learners to recap the previous lesson. Invite a few volunteers to share what they remember about subtracting, either verbally or using fingers.
- Lead the class in singing subtraction rhymes, such as “Five little cups on the table” or “Five little ducks” adapted to cups and bottles. Encourage learners to act out the subtraction by showing objects disappearing.
- Explain that broken cups and bottles are subtracted from the whole ones. Display pictures or real objects:
“These are whole (not broken). These ones are broken. When we subtract, we take away the broken ones.”

Demonstrate removing broken items from the group.

- Learners count the whole cups and the broken cups using picture cards or workbook exercises. Guide learners who struggle by counting with fingers or pointing.
- Repeat the counting activity with bottles, distinguishing whole and broken bottles. Encourage pair work so learners can support each other.
- Learners colour the broken cups and bottles. Give crayons and worksheets. Instruct learners to colour only the broken objects to show what is taken away. Walk around to assist learners who need help identifying the broken items. Ask: “If we take away the broken ones, do we have more or less left?”
Let learners respond in their own words.
- End with a short subtraction rhyme to reinforce the lesson and celebrate learners’ participation.

Topic 3

Measures

Money

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify at least 2 denominations of money.
- b** colour the picture as shown above.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 35.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Coins, paper money, shop area and crayons.

Teaching notes

Begin by showing learners real or play money.

Ask: “Where have you seen money before?”

“What do we use money for?”

Keep the discussion short, fun, and interactive to activate prior knowledge.

- Lead learners in singing money songs. Use simple, repetitive songs such as “Money, Money Everywhere” or “This is the way we use our money”. Include actions like pretending to pay or receive coins.
- Explain that buying and selling use money. Demonstrate with a real item (for example, a pencil):
“If I want to buy this pencil, I give money.”
Show the exchange of coins for the item.
- Learners say or sign money denominations. Show coins one by one (5c, 10c, 25c, \$1, depending on the curriculum). Encourage learners to say or sign the denomination aloud several times.
- Guide a short discussion on the use of money:
“What do we use money for?”

“Where do we get money?”

“Who have you seen buying something?”

Encourage learners to share experiences from home, shops, or tuckshops.

- Learners play buying and selling. Set up a small “classroom shop” using pictures or real items (fruits, pencils, toys). Give learners play coins and let them take turns as shopkeepers and customers. Encourage phrases like “How much is this?” and “Here is my money.”
- Learners identify the coins. Provide each learner with coin pictures or real coins. Ask them to sort and identify: “Which one is 5c? Which one is \$1?” Move around assisting those who need help.
- Learners colour money-related pictures. Provide worksheets and guide learners to colour according to instructions (for example, colour the \$1 coin brown, the 10c coin grey). Reinforce identification and fine-motor skills.
- Quickly recap: “What do we use money for?” Ask learners to show with fingers how many coins they learned. End with a short money rhyme to maintain excitement and engagement.

Money

Unit objectives

By the end of this lesson, learners should be able to:

- a** tick the correct cost of a banana.
- b** identify at least 1c coin.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 36.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Sweets, fruits, paper money, coins and pencils.

Teaching notes

“Have you ever bought fruits?”

“What do we use when we buy things?”

This connects the lesson to real-life experiences and warms up learners.

- Lead learners in singing “To market, To market” with actions. Encourage them to pretend to carry baskets or pick items from a pretend stall. This builds interest and introduces the shopping theme.

- Ask learners to recap the previous lesson. Ask questions like:
 - “What did we learn about money yesterday?”
 - “Who remembers some coins we talked about?”
 Give praise for all responses to build confidence.
- Set up a small “class market” with fruits and sweets (real or pictures). Price each item with simple tags (for example, 5c for a sweet, 10c for a fruit). Give learners play coins and let them take turns as buyers and sellers.
- Display the items and ask learners to name or sign each one. Encourage them to describe colours, shapes, or sizes (apples, bananas, oranges, lollipops, sweets).
- Provide coins or coin pictures. Ask learners to hold up the coin you call out: “Show me 5c... 10c... 25c...” Let them touch, compare size, shape, colour, and value.
- Give worksheets or card sets with items and price tags. Learners match each item to the correct coin. Example: Lollipop: 5c → learners find the 5c coin. Apple: 10c → learners find the 10c coin.
- Provide worksheets where learners tick the correct coin to buy an item. Example: A banana costs 10c → Options: 5c, 10c, 25c → Learners tick 10c. Offer support for learners who need help.
- Review by asking:
 - “What coin buys the lollipop?”
 - “Which coin is bigger?”

End with a short song or chant: “Money helps us buy!” Praise learners for their participation, effort, and correct identification of coins and prices.

Money

Unit objectives

By the end of this lesson, learners should be able to:

- cut and paste the pictures of 5c and 1c coins.
- match the coins correctly.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 37.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Coins and shop area.

Teaching notes

- Begin by asking learners:
“Have you ever bought or sold anything?”
- Discuss simple examples like fruits, sweets, or toys. Introduce a short, engaging song about buying and selling to capture interest.
- Lead learners in singing the buying song. Encourage actions such as pretending to hand over coins or pick items.
- Demonstrate buying and selling in groups. Divide learners into small groups and assign roles as buyers and sellers. Let learners exchange pretend items using play coins.
- Provide each group with coins and allow learners to practise using them to buy items from their group sellers. Discuss which coin is needed for each item.
- Show pictures or real coins (1c and 5c). Ask learners to name each coin. Repeat the names as a class to reinforce recognition.
- Give learners worksheets or sticker pages with pictures of 1c and 5c coins. Learners cut out and paste the coins in the correct boxes.
- Provide exercises with items and coin pictures. Learners match the correct coin to the price of each item. Move around the class, monitoring and guiding learners as needed.
- Recap by asking:
“Which coin buys the sweet?”

Praise participation and correct answers. End with a short chant or song: “Coins help us buy and sell!”

Time

Unit objectives

By the end of this lesson, learners should be able to:

- a** cut and paste the picture of a girl brushing her teeth.
- b** tell a story from pictures.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 38.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Toothbrush, toothpaste, books, satchel and school uniforms.

Teaching notes

- Begin by singing the song “This is the way we...” and ask learners to perform the actions mentioned. Discuss the activities they do at different times of the day (waking up, brushing teeth, going to school). Introduce the concept of time as morning, afternoon, and evening.
- Lead learners in singing the song again, performing actions such as brushing teeth and washing face. Ask learners to say or sign the activities mentioned in the song, discussing each briefly and linking it to a time of day.
- Explain that time helps us know when activities happen. Show pictures representing morning, afternoon, and evening. Learners repeat and practice saying or signing each time of day.
- Give learners a cut-and-paste activity. They cut out a picture of a girl brushing her teeth and paste it in the morning column of a chart showing times of day. Ask learners to identify and say the time of day for other daily activities using pictures (eating lunch, going to bed).
- Present a sequence of pictures showing a girl’s daily routine going to school. Ask learners to narrate the story in order using the times of day. Recap the times of day and daily activities. Sing the song one more time with actions and praise learners for participation and correct sequencing of activities.

Time

Unit objectives

By the end of this lesson, learners should be able to:

- a** say /sign the time that they work up.
- b** say/sign the time that they sleep.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 39.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Pictures of food, pictures of a bed and home play area.

Teaching notes

- Begin by warming up the class with an action song that includes familiar movements such as stretching, jumping, and clapping. Explain that people do different activities at different times of the day and introduce the four main times: morning, afternoon,

evening, and night. Use simple language, gestures, and visual aids to support understanding.

- Lead the class in a lively action song such as “This is the way we...” and encourage learners to perform actions like washing their faces, brushing their teeth, walking, and jumping.
- Show flashcards or pictures representing morning, afternoon, evening, and night. Learners say or sign the names of each time of day, repeating several times to build vocabulary and confidence.
- Display a sequence of pictures showing a child’s daily routine. Ask learners to arrange or point to the pictures in order and tell or sign a simple story, for example: “In the morning she wakes up... At night she sleeps.”
- Guide learners to talk or sign about their personal routines. Ask questions like: “What do you do in the morning?” or “When do you eat lunch?” Allow learners to share their routines freely.
- Set up a role-play area with toy plates, cups, beds, or mats. Learners pretend to follow daily routines — waking up, cooking lunch, having supper, going to sleep — while saying or signing the time for each activity. Encourage participation, observation, and sharing throughout.

Time

Unit objectives

By the end of this lesson, learners should be able to:

- a** say/ sign which picture comes first.
- b** colour the picture that comes first.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 40.
- Heritage Based Curriculum (HBC) Mathematics Infant syllabus.

Suggested teaching and learning materials

Eggs, pictures of hen, chicks and eggs, work cards with hens and chicks and eggs.

Crayons.

Teaching notes

- Begin by warming up the class with an action song that includes familiar movements such as stretching, jumping, and clapping. Explain that people do different activities at different times of the day and introduce the four main times: morning, afternoon,

evening, and night. Use simple language, gestures, and visual aids to support understanding.

- Lead the class in a lively action song such as “This is the way we...” and encourage learners to perform actions like washing their faces, brushing their teeth, walking, and jumping.
- Show flashcards or pictures representing morning, afternoon, evening, and night. Learners say or sign the names of each time of day, repeating several times to build vocabulary and confidence.
- Display a sequence of pictures showing a child’s daily routine. Ask learners to arrange or point to the pictures in order and tell or sign a simple story, for example: “In the morning she wakes up... At night she sleeps.”
- Guide learners to talk or sign about their personal routines. Ask questions like: “What do you do in the morning?” or “When do you eat lunch?” Allow learners to share their routines freely.
- Set up a role-play area with toy plates, cups, beds, or mats. Learners pretend to follow daily routines — waking up, cooking lunch, having supper, going to sleep — while saying or signing the time for each activity. Encourage participation, observation, and sharing throughout.

Mass

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the heavier object correctly.
- b** colour the picture as shown above.

Suggested teaching and learning resources

- a** PlusOne Mathematics ECD A workbook page 41.
- b** Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Oranges, books, chairs, see-saw, scale, bottles, cups, pots, blocks and crayons.

Teaching notes

- Begin the lesson with playful singing and movement to prepare learners for an outdoor activity. Use simple songs like “If you’re happy and you know it” or “Head and shoulders”. Encourage clapping, jumping, and stretching. Explain that today they will explore heavier and lighter using the see-saw.

- Take the class outside to play on the see-saw. Let pairs of learners take turns and observe how the see-saw moves when one side is heavier.
- Explain heavier and lighter using the see-saw. Demonstrate that the side that goes down is heavier and the side that goes up is lighter. Let learners repeat or sign the terms.
- Learners identify the heavier and lighter child on the see-saw. Ask: “Who is heavier?” and “Who is lighter?” Encourage group responses.
- Back in class, show objects like a stone, pencil, book, plastic cup, or wooden block. Let learners name the objects.
- Use a balance scale or improvised scale to compare objects. Ask learners which side goes down and which object is heavier. Allow groups to compare several pairs of objects.
- Learners identify heavier and lighter objects in small groups. Each group tells or signs which object is heavier or lighter.
- Learners colour worksheets showing pairs of objects, colouring the heavier or lighter object depending on instructions.
- Review the lesson by asking: “What goes down on a see-saw?” “What goes up?” “What does heavier mean?” “What does lighter mean?” Praise learners and remind them that comparing objects helps us understand the world.

Mass

Unit objectives

By the end of this lesson, learners should be able to:

- a** colour the heavier animal.
- b** sort objects according to weight.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 42.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Pictures of mother animals and baby animals, big and small chairs, heavy and lighter cups, crayons and scales.

teaching notes

Comparing heavier animals and objects

- Begin the lesson with a lively action song to energise learners. Use songs like “If you’re happy and you know it” or “Head and shoulders” to get learners moving and focused. Encourage full participation.

- Recap the previous lesson on heavier and lighter. Ask learners: “What does heavier mean?” and “What goes down on a see-saw?” Allow responses verbally or through signing and praise all contributions.
- Introduce animals using picture cards (elephant, cow, cat, chicken, goat). Ask learners to name or sign each animal. Briefly discuss size, habitat, and diet to build context.
- Compare animals or objects in pairs (elephant vs goat, cow vs chicken, stone vs leaf). Ask learners: “Which one is heavier?” and “Why do you think so?” Encourage discussion and explanations. Reinforce that bigger does not always mean heavier, but simple comparisons with familiar animals are easy to understand.
- Learners colour the heavier animal on worksheets. Guide them to identify the heavier one before colouring. Move around to support learners who need help.
- Review by asking questions such as: “Who can give an example of a heavy animal?” and “Is a chicken heavier than a cow?” Praise learners and reinforce that comparing weight helps us understand the world around us.

Mass

Unit objectives

By the end of this lesson, learners should be able to:

- a** colour the lighter bus.
- b** colour the heavy animal.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 43.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Model/toy animals and vehicles, crayons, a scale and books.

Teaching notes

Comparing heavy and light animals and vehicles

- Greet learners warmly and sing happy, energetic songs to set a positive tone. Use songs like “If you’re happy and you know it” or “Clap your hands”. Encourage all learners to clap, dance, or sign along.
- Recap the previous lesson on heavy and light. Ask learners: “What does heavy mean?” and “What does light mean?” Allow them to demonstrate with gestures or examples. Praise all attempts to build confidence.

- Introduce animals and vehicles using picture cards (animals: cow, goat, chicken, elephant; vehicles: bus, bicycle, motorbike, truck). Ask learners to name or sign each picture and briefly discuss each item.
- Compare pairs to identify the lighter object:
 - Elephant vs. goat.
 - Cow vs. chicken.
 - Truck vs. bicycle.
 - Bus vs. motorbike.

Ask learners: “Which one is lighter?” Encourage them to explain their thinking.

- Sort pictures or objects by weight. Provide mixed picture cards or classroom items. Learners sort them into two groups: light and heavy. Do this as a whole class or in small groups. Reinforce vocabulary: light, lighter, heavy, heavier.
- Colour activities:
 - Learners colour the lighter bus on a worksheet with two buses of different sizes/weights.
 - Learners colour the heavy animal (elephant vs. goat). Support learners as needed and check correct identification before they colour.
 - Review key concepts with questions:
 - “Is a chicken lighter or heavier than a cow?”
 - “Which is heavier: a bus or a bicycle?”
 - “What did we learn about heavy and light today?”
 - Praise learners for participation and effort. Reinforce that comparing weight helps us understand the world around us.

Volume and capacity

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify which container carries more.
- b** colour the pictures within the frame.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 44.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Jug, cup, small bucket, big bucket, dish, drum, crayons, water and sand.

Teaching notes

- Welcome learners warmly and start with a fun, engaging song to focus attention. Use songs like “Fetch a pail of water” or any action song about water or play. Encourage learners to participate with actions, clapping, or signing.
- Introduce the terms volume and capacity using two containers of different sizes:
 - Volume: how much space something takes inside a container?
 - Capacity: how much the container can holdUse simple examples: cup vs. bucket, bottle vs. tin.
- Show learners a variety of containers (cups, tins, bottles, bowls, buckets). Ask them to name or sign each one. Let them touch and explore the shapes and sizes.
- Conduct a hands-on experiment using water or sand:
 - Let learners fill containers and compare which fills faster or holds more/less
 - Guide learners to say: “This one holds more” or “This one holds less”
- Compare container sizes:
 - Present pairs and ask learners: “Which is bigger?” “Which is smaller?”
 - Encourage pointing, speaking, or signing answers
- Compare container capacities when filled:
 - Ask learners: “Which container carries more?” “Which carries less?”
- Colouring activity:
 - Provide worksheets showing different containers
 - Instruct learners to colour the bigger container or the one that holds more
 - Assist learners as needed to identify correct choices before colouring
- Review by asking simple questions:
 - “Which container is bigger?”
 - “Which one holds more?”
 - “Which one holds less?”
- Praise learners for experimenting, exploring, and working together. Reinforce understanding of size, volume and capacity.

Volume and capacity

Unit objectives

By the end of this lesson, learners should be able to:

- a** name the container that holds the most water.
- b** colour the container that holds less water.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 45.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Jug, drum, water tank, buckets, dish, bottle, cup and crayons.

Teaching notes

- Welcome learners warmly and create a lively, positive atmosphere. Begin with movement and music to capture attention and prepare learners for hands-on learning. Briefly remind learners that they have been learning about containers and how much they can hold (capacity).
- Lead learners in an engaging action song. Choose a familiar, energetic song and encourage clapping, light jumping, or simple actions. This helps learners become active, focused, and ready to learn.
- Recap the previous lesson through simple questions such as, “What did we learn yesterday?” and “Do you remember filling the big and small containers?” Allow learners to respond by speaking, signing, or pointing to the containers to show understanding.
- Guide learners to explore containers and water. Provide a variety of containers such as cups, tins, bowls, bottles, and small buckets. In small, supervised groups, let learners pour water into the containers. Help them observe that some containers fill quickly and hold less, while others take longer to fill and hold more. Ask guiding questions like, “Which one took more water?” and “Which one filled fast?”
- Place two containers side by side, one small and one big. Ask learners, “Which one holds less?” Allow responses through talking, pointing, or signing. Reinforce key vocabulary by repeating and explaining the words more, less, full, and empty.
- Give learners the workbook page and show them the picture of the cup. Instruct them to colour the cup neatly using crayons. Move around the class to support learners who need help.
- End the lesson by summarising what was learned. Ask, “Which container holds more?” and “Which one holds less?” Praise learners for experimenting, working together, and completing their colouring activity.

Volume and capacity

Unit objectives

By the end of this lesson, learners should be able to:

- a** colour the jar with more water.
- b** name at least two containers that carry water.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 46.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Jugs, cups, water bottles, dishes, water, crayons, drum, water tank and buckets.

Teaching notes

- Gather learners in a circle and create a calm, friendly start to the lesson. Ask simple warm-up questions such as, “What do we use to carry water at home?” and “Where do you keep juice or milk?” Allow learners to respond using words, signs, or gestures. This helps activate their prior knowledge and prepares them for learning.
- Encourage learners to name objects that hold liquids. Ask them to call out, sign, or point to items they know that can hold water or other liquids. Accept answers such as bucket, cup, bottle, jug, jar, tin, or bowl. Use real objects or pictures to support learners with limited vocabulary.
- Show and identify the containers available for the lesson. Display several containers of different sizes and shapes. Ask learners to point to or name each one. Clearly repeat and reinforce the correct names: jar, cup, bottle, jug, bucket, and tin.
- Organise learners into small, supervised groups for a practical activity. Give each group some water and two or three containers. Allow learners to pour water from one container to another. Ask guiding questions like, “Which container fills up quickly?” and “Which one needed more water to fill?” Emphasise the idea of more water and less water.
- Bring learners back together for a class discussion. Hold up two containers and ask, “Which container holds more?” and “Which container holds less?” Accept answers given verbally, through signs, or by pointing. Encourage simple explanations such as, “This one holds more because it is bigger.”
- Direct learners to the workbook page. Ask them to look carefully at the jars shown and instruct them to colour blue the jar that has more water. Move around the class to assist learners who need help. Praise neat colouring and correct choices.
- Conclude the lesson by reviewing key ideas. Remind learners that containers can hold more or less water and that we can find out by pouring and comparing. Celebrate learners’ participation, effort and teamwork.

Volume and capacity

Unit objectives

By the end of this lesson, learners should be able to:

- a** colour the basin that has more water.
- b** identify the basin that holds less water.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 47.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Basin, jug, bottles, cups, buckets and crayons.

Teaching notes

- Begin with a warm, friendly conversation. Ask learners if they remember yesterday's activity with containers and water. Allow a few learners to respond in their own way. This helps activate prior knowledge and prepares them for the new task. Show the containers (cups, bottles, jars, basins) and place them where all learners can clearly see them.
- Recap the previous lesson by asking simple questions such as, "What did we do with water last time?" and "What is a container?" Encourage short answers and praise learners for participating.
- Display all the containers and guide learners to identify them. Let learners name the containers using simple words such as cup, bottle, basin, and jar. Allow learners to touch and hold the containers to support understanding.
- Organise learners into small, supervised groups for a practical activity. Give each group a jug of water and two basins of different sizes. Guide learners to pour water into the basins. Allow them to observe and compare as they work. Move around the class to support safe handling of water. Ask guiding questions like, "What do you see?" and "Which basin looks fuller?"
- Ask learners to identify the basin that holds more water. Encourage them to point to the basin or gently lift it to compare. Accept responses given verbally, by pointing, or through gestures.
- Guide learners to identify the basin that holds less water. Repeat the comparison and encourage learners to use the words more and less correctly.
- Give learners worksheets showing two basins with different water levels and provide crayons. Instruct learners to find the basin with more water and colour it blue. Walk around to assist learners who need help.

- Conclude the lesson by reviewing key ideas. Emphasise the difference between more water and less water and remind learners that containers have different capacities. Praise learners for their effort, participation, and careful work.

Plane shapes

Unit objectives

By the end of this lesson, learners should be able to:

- a** correctly identify a circle.
- b** join the dots and colour the circle.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 48.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Different shape cards and crayons.

Teaching notes

- Begin the lesson by singing the song “I’m a circle... yes I am” with the learners. Encourage actions such as pointing to circular objects in the classroom while singing. Create a fun, energetic atmosphere.
- Show real circular objects such as plates, lids, and hoops, as well as pictures of circles. Ask learners simple questions like, “What shape is this?” and “Can you find something else in the classroom that is a circle?”
- Lead learners to sing “I’m a circle... yes I am” again. Encourage them to point to or touch objects in the classroom that are circular.
- Briefly introduce other basic shapes such as square, triangle, and rectangle. Keep the main focus on the circle and ask learners to repeat the word circle several times.
- Display a set of shape cards with different shapes. Ask learners to identify and pick out only the circles.
- Give learners shape cards or real objects and instruct them to sort all the circles into one group. Discuss together why those shapes are circles, using simple language.
- Provide worksheets with dotted circles. Guide learners to carefully join the dots to form a circle and then colour it using crayons. Encourage neat work and correct colouring.
- Review the lesson by asking learners to point out circles in the classroom or talk about circles they see at home. Praise learners for their participation, effort and correct identification of circles.

Plane shapes

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify a triangle correctly.
- b** join the dots and colour the triangle.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 49.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Different shape cards, crayons and triangles.

Teaching notes

- Start the lesson by singing “I’m a triangle... yes I am” with the learners. Encourage simple actions such as forming a triangle with hands or pointing to triangular objects in the classroom to create interest and energy.
- Show real objects and pictures that are triangular, such as the roof of a house, a slice of watermelon, or a traffic sign. Ask learners, “What shape is this?” and “Can you find other triangles in the classroom or outside?”
- Lead learners to sing “I’m a triangle... yes I am” again. Encourage them to use their hands or bodies to show the triangle shape.
- Briefly introduce other basic shapes such as circle, square, and rectangle. Keep the main focus on the triangle and ask learners to repeat the word triangle several times.
- Display a set of shape cards with different shapes. Ask learners to identify and pick out only the triangles.
- Encourage learners to look around the classroom and point out triangular objects, such as roof shapes, traffic sign pictures, or folded paper.
- Give learners shape cards or objects and guide them to sort all the triangles into one group. Discuss in simple terms why these shapes are triangles, highlighting that they have three sides and three corners.
- Provide worksheets with dotted triangles. Guide learners to carefully join the dots to form a triangle and then colour it using crayons. Emphasise neat work and correct colouring.
- Review the lesson by reminding learners that a triangle has three sides and three corners. Ask them to name or point out triangles they see in their classroom or home environment. Praise learners for active participation and correct identification of triangles.

Plane shapes

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify a rectangle correctly.
- b** join the dots and colour the rectangle.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 50.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Different shape cards, rectangles and crayons.

Teaching notes

- Start the lesson by singing “Four shapes that I know...” with the learners. Encourage them to trace shapes in the air with their fingers or use simple body movements to make the lesson lively and engaging.
- Show real rectangular objects such as books, doors, chalkboards, and windows. Ask learners, “What shape is this?” and “Can you find other rectangles in the classroom or outside?”
- Lead learners in singing “Four shapes that I know...” again. Encourage learners to act out the shapes using their hands or bodies.
- Briefly introduce other basic shapes such as circle, triangle, and square. Keep the main focus on the rectangle and ask learners to repeat the word rectangle several times.
- Display a set of shape cards with different shapes. Ask learners to identify and pick out only the rectangles.
- Give learners shape cards or real objects and guide them to sort all the rectangles into one group. Discuss the characteristics of rectangles in simple language, explaining that they have four sides and opposite sides are equal.
- Provide worksheets with dotted rectangles. Guide learners to carefully join the dots to form a rectangle and then colour it using crayons. Emphasise neat work and correct colouring.
- Review the lesson by reminding learners that a rectangle has four sides and opposite sides are equal. Ask learners to name or point out rectangles they see in the classroom or at home. Praise learners for their participation, effort, and correct identification of rectangles.

Plane shapes

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify a square correctly.
- b** join the dots and colour the square.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 51.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Different shape cards, crayons and square cards.

Teaching notes

- Start the lesson by singing “I went to the post office to see my parcel, my parcel’s shape was a big, big square...” with the learners. Encourage them to trace the shape of a square in the air using their fingers or hands to make the activity fun and interactive.
- Show real square-shaped objects from the classroom or home environment such as windows, tiles, picture frames, or parcels. Ask learners, “What shape is this?” and “Can you find other squares in the classroom or outside?”
- Lead learners in singing the square song again. Encourage learners to continue tracing the square shape in the air as they sing.
- Briefly introduce other basic shapes such as circle, triangle, and rectangle. Keep the main focus on the square and ask learners to repeat the word square several times.
- Display a set of shape cards or objects with different shapes. Ask learners to identify and pick out only the squares.
- Give learners shape cards or classroom objects and guide them to group all the squares together. Discuss the characteristics of a square in simple language, explaining that it has four equal sides and four corners.
- Provide worksheets with dotted squares. Guide learners to carefully join the dots to form a square and then colour it using crayons. Encourage neat and careful colouring.
- Review the lesson by reminding learners of the square’s characteristics. Ask learners to point out and name squares they can see in the classroom or at home. Praise learners for their enthusiasm, participation, and correct identification of squares.

Plane shapes

Unit objectives

By the end of this lesson, learners should be able to:

- a** colour all the squares blue.
- b** name at least 3 plain shapes.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 52.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Triangles, rectangles, circles and square-shaped cards blue, red, green and yellow crayons.

Teaching notes

- Start the lesson by singing a fun song about shapes with the learners. Encourage them to make hand movements and trace the shapes in the air while singing. This creates excitement and prepares learners for the lesson.
- Show real-life examples of shapes found in the classroom or outdoors, such as windows (rectangles), a clock (circle), tiles (square), and a roof (triangle). Ask learners, “What shape is this?” and “Can you show me something in the classroom that looks like this shape?”
- Lead learners in singing the shapes song again. Encourage them to continue tracing the shapes in the air as they sing.
- Ask learners to name the shapes they already know. Listen to their responses, correct pronunciation where needed, and clearly repeat and reinforce each shape name.
- Give learners shape cards and ask them to pick one card at a time and name the shape shown. Support learners who need help.
- Guide learners to sort the shape cards into groups: squares, rectangles, circles, and triangles. Discuss the characteristics of each shape using simple language:
 - Square: four equal sides.
 - Rectangle: four sides, opposite sides equal.
 - Circle: round, no corners.
 - Triangle: three sides and three corners.
- Give learners colouring activities with shapes. Instruct them to colour:
 - Squares (blue)
 - Rectangles (red)
 - Circles (green)
 - Triangles (yellow)

- Move around the class to monitor neat colouring and correct shape recognition. Help learners who are struggling.
- Review all four shapes and their colours. Ask learners to identify shapes they can see in the classroom or outside. Praise learners for good listening, correct sorting, and neat colouring.

Plane shapes

Unit objectives

By the end of this lesson, learners should be able to:

- a** match the shapes that look the same.
- b** name and identify at least 3 shapes.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 53.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Shape cards, ball, pizza slice, square box, rectangular boxes, crayons and pencils.

Teaching notes

- Begin the lesson with a lively song about shapes. Encourage learners to clap, tap, or trace shapes in the air while singing. Ask simple questions such as, “What shapes do you see in the classroom?” Show classroom objects like windows (rectangles), clocks (circles), and books (rectangles or squares) to introduce the topic.
- Lead learners in singing the shape song again. Encourage them to use hand movements to trace the shapes as they sing.
- Invite learners to take turns naming shapes they already know. Listen carefully, correct pronunciation gently, and reinforce correct shape names.
- Explain that many objects around us have different shapes. Allow learners to walk around the classroom to find and point out shapes in objects. Talk briefly about each shape they identify.
- Direct learners to look at page 53 in their workbook. Guide them to identify the shapes shown on the page. Encourage simple descriptions such as the number of sides, corners, or if the shape is round.
- Instruct learners to colour the shapes, using the same colour for shapes that match. Move around the class to monitor neat colouring and correct matching of colours to shapes.

- Guide learners to match shapes that are the same, either on the workbook page or using cut-out shape cards. Discuss why the shapes match, using simple ideas such as same number of sides, same corners, or being round.
- Review the lesson by talking about the shapes, their colours, and the matches made. Ask learners to find and name more shapes in the classroom or at home. Praise learners for active participation, correct identification, and good effort.

Topic 4

Relationships

Visual and spatial relationships

Unit objectives

By the end of the lesson learners should be able to

- a** describe where the bird is.
- b** place a book on a table.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 54.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Books, pencils, chairs, tables and pictures.

Teaching notes

- Begin the lesson with an energetic action song that includes movements, such as “Up, down, in, out” or a simple nursery rhyme with gestures. Encourage learners to move around the classroom to show simple positions, for example standing near a table or sitting under a chair.
- Introduce positional words using real objects such as a bird toy, a car, a dog figure and a tree model. Place the objects where all learners can clearly see them.
- Lead learners in singing the action song again. Encourage them to point, move themselves, or move objects as the song mentions different positions.
- Demonstrate positional words clearly using the objects:
 - Bird on the table
 - Dog under the chair
 - Car near the tree
 - Tree behind the house
 - Learner in front of the blackboard

- Ask learners to repeat the positional words and copy the gestures to reinforce understanding.
- Encourage learners to describe the position of objects in the classroom or in a picture. Support them to use full sentences such as, “The bird is on the chair,” or “The car is near the tree.”
- Provide a hands-on activity where learners place objects on tables, chairs, or mats following instructions. Give clear commands like, “Put the dog under the table,” or “Place the bird on the chair.”
- Invite learners to describe each other’s object placements using positional words.
- Review all positional words again using classroom objects. Praise learners for correct placement, clear descriptions, and good participation. Encourage learners to use positional words when talking about things at home or outside.

Visual and spatial relationships

Unit objectives

By the end of this lesson, learners should be able to:

- a** place a bag under the table.
- b** cut and paste the picture of the table and the cup from the sticker page.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 55.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Table chair, bags, cup and books.

Teaching notes

- Begin the lesson by leading learners in singing a simple song about positions, for example, “The cup is on the table, the ball is under the chair...” Encourage learners to act out the positions mentioned in the song. Show objects such as a cup, a table, and a chair to introduce the lesson.
- Lead learners in singing the song again. Encourage them to point, move, or place objects as the song mentions different positions.
- Ask learners to express positions they know using words like on and under. Model full sentences, for example: “The cup is on the table,” or “The bag is under the chair.”
- Provide learners with small objects such as cups, blocks, or toys. Ask them to place the objects on the table and describe their positions using full sentences.

- Guide learners to place objects under the chair and describe their positions, again using sentences like, “The cup is under the chair.”
- Conduct a cutting and pasting activity. Learners cut out pictures of a table and a cup from a sticker page or workbook. Instruct them to paste the cup on the table or under the chair on the workbook. Ask learners to describe what they pasted: “The cup is on the table.”
- Recap the positional words on and under using classroom objects. Praise learners for correct placement, accurate verbal descriptions, and active participation. Encourage learners to observe and describe positions at home using the words learned.

Visual and spatial relationships

Unit objectives

By the end of this lesson, learners should be able to:

- a** state where the apple is.
- b** place a chair near the table.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 56.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Tables, chairs, apples, trees, pencils and books.

Teaching notes

- Begin the lesson by asking learners to recall the previous lesson on positions, focusing on on and under. Encourage them to use these words in their responses.
- Lead learners in singing simple action songs about positions, for example, “The ball is under the table, the chair is near the table...” Use a few objects to demonstrate positions under and near so learners can see and relate.
- Take learners outside for a hands-on activity. Give them objects such as balls, toys, or blocks and ask them to place the objects under the tree. Encourage learners to describe what they did using full sentences: “The ball is under the tree.”
- Back in the classroom, ask learners to place objects under the table. Reinforce the use of the word under by having learners describe the positions in full sentences.
- Guide learners to place chairs near the table. Discuss the word near and encourage learners to describe the positions using sentences like, “The chair is near the table.”
- Review the positional words under and near. Ask learners to demonstrate these positions using objects around them. Praise learners for correct placement and active participation. Encourage them to observe and describe positions at home using the words learned.

Visual and spatial relationships

Unit objectives

By the end of the lesson learners should be able to

- a** say/ sign where the sun is.
- b** identify and say where the dog is.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 57.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Outside class environment.

Teaching notes

Begin by singing a song of their choice to engage learners. Explain that today they will learn how to describe where things are in relation to other things. Use simple examples: “The ball is near the chair,” “The sun is above the tree.”

- Singing a song: Begin the lesson with a song of the learners’ choice. Encourage movements and gestures related to positions.
- Outdoor exploration: Lead learners outdoors. Ask them to look around and identify the sun, trees, and houses.
- Describing the sun: Learners describe where the sun is: “The sun is up in the sky”. Encourage gestures pointing to the sun.
- Position of the house in relation to the sun: Learners say/sign: “The house is under the sun” or “The house is near the sun” depending on context.
- Position of the tree in relation to the house.
- Learners describe: “The tree is near the house”, “The tree is behind the house.” Encourage learners to point to the tree and house while speaking/signing.
- Position of the dog in the picture: Show a picture with a dog, house, tree, and sun. Learners identify where the dog is in relation to other objects: “The dog is in front of the house.” Review positional words learned: in front of, behind, near, under and above. Ask learners to describe the positions of objects around them in the classroom or outdoor area. Praise learners for correct use of words and encourage practice at home.

Visual and spatial relationships

Unit objectives

By the end of this lesson, learners should be able to:

- a** say where the boy is standing.
- b** colour the pictures within the frame.

Suggested teaching and learning resources

- Plusone Mathematics ECD A workbook page 58.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Crayons, outdoor environment.

Teaching notes

- Begin the lesson with an action song to capture learners' attention and energise the class. Encourage movements that reflect positional words.
- Recap the previous lesson on positions. Ask learners to share examples they remember, for instance, "The ball is under the chair." Encourage full sentences.
- Lead learners in singing an action song that incorporates positional words. Encourage pointing, moving, or acting out positions while singing.
- Take learners outside for a positioning activity. Ask them to stand at different positions around the playground, classroom, or near trees. Encourage learners to describe their positions using full sentences, for example, "I am near the tree," or "I am behind the chair."
- Direct learners to their workbooks and ask them to look at pictures in frames. Guide them to describe the positions of objects in the pictures, for example, "The dog is in front of the house," or "The sun is above the tree."
- Provide a colouring activity. Ask learners to colour objects in the pictures according to instructions, reinforcing positional words, for example, "Colour the cat under the table."
- Review all positional words learned: in front of, behind, near, under, and above. Praise learners for correct use of positional words and encourage them to describe positions of objects at home or in the classroom.

Visual and spatial relationships- traditional songs and rhymes

Unit objectives

By the end of this lesson, learners should be able to:

- a** sing at least 2 traditional songs.
- b** learners describe different positions and place objects at named positions.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 59.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

- Traditional musical instruments (drum, shakers, leg rattles).

Teaching notes

- Begin the lesson with a traditional song to capture learners' attention and create a lively, engaging atmosphere. Ask learners to share examples of positions they know from daily life, for example, "The book is on the table," or "The cup is under the chair." Explain that today they will use songs, movement, and games to learn more about positions.
- Lead learners in singing a familiar traditional song to energise the class and set the context for learning.
- Ask learners to describe positions they know using objects such as blocks, cups, or toys. Guide them to place objects according to instructions, for example, "Put the cup under the chair," or "Place the block on top of the table."
- Have learners sing the song on page 59 while performing actions that represent the positional words. Reinforce listening skills and comprehension by encouraging them to act out the positions as they sing.
- Introduce a clapping activity during the song: learners clap when an object is under and stop when it is on top. This helps connect auditory cues with positional concepts.
- Sing and perform actions for other traditional songs or rhymes such as "*Tinotsvaga maonde*" or "*Kachembere kegudo*." Encourage learners to show understanding of positions through movement and gestures.
- Incorporate dance and movement into the lesson. Learners move under, over, behind, or near objects or peers while singing traditional songs.
- Recap the positional words learned: under, on top, near, behind, and in front of. Praise learners for correct placement, participation, and understanding. Encourage them to observe and describe positions at home and in the classroom.

Patterns

Unit objectives

By the end of this lesson, learners should be able to:

- a** copy at least 3 patterns.
- b** complete at least 3 patterns.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 60.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Work cards with written patterns and pencils.

Teaching notes

- Begin the lesson with action songs that involve movement and repetition to engage learners. Ask learners if they have seen patterns at home or in the classroom, such as stripes on clothes, tiles or beads. Explain that today they will learn how to write, trace, and complete patterns in their books.
- Lead learners in singing an action song with repetition and rhythm to capture attention and prepare them for pattern activities.
- Demonstrate simple patterns on the board, for example, circle – square – circle – square or red – blue – red – blue. Explain each element and the sequence clearly.
- Have learners practise the patterns in the air using their fingers to strengthen hand-eye coordination. Repeat the activity until learners are confident.
- Guide learners to trace the same patterns in their workbooks using pencils. Move around the class to monitor and ensure correct formation and sequence.
- Ask learners to copy the patterns independently on the next lines. Then, have them complete unfinished patterns by identifying the next shape, colour, or object. Circulate to provide guidance and encouragement.
- Recap the importance of patterns in daily life. Praise learners for correctly tracing, copying, and completing patterns. Encourage them to observe and identify patterns at home and in the classroom.

Patterns

Unit objectives

By the end of this lesson, learners should be able to:

- a** write at least three different patterns.
- b** write patterns in the sand.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 61.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Work sheets, written patterns, crayons and soil.

Teaching notes

- Begin the lesson with action songs that involve movement and repetition to engage learners. Ask learners if they have seen patterns at home or in the classroom, such as stripes on clothes, tiles, or beads. Explain that today they will learn how to write, trace, and complete patterns in their books.
- Lead learners in singing an action song with repetition and rhythm to capture attention and prepare them for pattern activities.
- Demonstrate simple patterns on the board, for example, circle – square – circle – square or red – blue – red – blue. Explain each element and the sequence clearly.
- Have learners practise the patterns in the air using their fingers to strengthen hand-eye coordination. Repeat the activity until learners are confident.
- Guide learners to trace the same patterns in their workbooks using pencils. Move around the class to monitor and ensure correct formation and sequence.
- Ask learners to copy the patterns independently on the next lines. Then, have them complete unfinished patterns by identifying the next shape, colour, or object. Circulate to provide guidance and encouragement.
- Recap the importance of patterns in daily life. Praise learners for correctly tracing, copying, and completing patterns. Encourage them to observe and identify patterns at home and in the classroom.

Patterns

Unit objectives

By the end of this lesson, learners should be able to:

- a** write at least 3 traditional patterns.
- b** produce at least 3 clean finger paintings.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 62.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Worksheets, written patterns, paint and soil.

Teaching notes

- Begin the lesson by warmly greeting the learners. Briefly discuss patterns, reminding them that patterns follow a repeated order, for example, circle – square or red – blue – red – blue. Explain that today they will revise patterns and create new ones using sand, worksheets, and finger paint.
- Ask learners to recap the previous lesson by sharing or showing patterns they learned last time. Encourage them to name the shapes, colours, or movements used. Use pattern flashcards or previous drawings to support memory.
- Provide trays or a patch of smooth sand for learners. Demonstrate how to draw simple patterns such as zig-zags, curved lines, or circle – triangle – circle. Learners practise writing the patterns in the sand using their fingers. Move around the class to guide learners and ensure they follow the sequence correctly.
- Distribute worksheets with dotted patterns. Show learners how to trace slowly and carefully along the dotted lines. Ensure learners hold their pencils correctly and provide support for those who need help following the directionality (left to right).
- Provide small containers of child-safe paints in different colours for finger painting. Demonstrate creating patterns by dipping a finger into paint and stamping sequences such as red – blue – red – blue, yellow – green – yellow – green, or dot – dash – dot – dash. Allow learners to create their own patterns using two or more colours. Encourage creativity while guiding them to maintain the repeating sequence.
- Review the patterns created through sand writing, tracing, and finger painting. Praise learners for their participation and creativity. Highlight that patterns appear everywhere — in clothes, tiles, nature, and art. Encourage learners to look for patterns at home or on their way to school.

Patterns

Unit objectives

By the end of this lesson, learners should be able to:

- a** state what comes next in the pattern.
- b** paste the balloon and bell correctly.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 63.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Coloured worksheets and crayons.

Teaching notes

- Begin by warmly welcoming the learners and briefly revisiting what patterns are. Explain that patterns are things that repeat in a certain order, for example, balloon–bell–balloon–bell. Tell learners that today they will explore patterns using pictures, stickers, singing, and drawing.
- Start with a lively action song such as “If you’re happy and you know It.” Include repeated movements like clap–stomp–clap–stomp. Highlight that these movements form a pattern and briefly discuss the sequence and repetition.
- Provide each learner with a sticker page. Demonstrate how to paste the balloon and bell stickers in the correct order to complete the pattern shown in their books. Encourage learners to look carefully at the sequence before pasting.
- Show pictures with balloons, bells, and other simple shapes or objects. Ask guiding questions such as, “What objects do you see?” “What comes first? What comes next?” Allow learners to name or sign the objects.
- Discuss as a class how the pattern repeats. Ask simple questions: “Is it balloon – bell – balloon – bell?” “Does it repeat the same way?” Reinforce the idea of patterns through repetition and prediction.
- Direct learners to look at incomplete patterns in their books. Ask them to draw the next object that should follow the sequence. Encourage careful colouring to match the earlier objects in the pattern. Move around the class to provide support where needed.
- Review the patterns learned by asking learners to say what comes next in a simple pattern. Praise learners for participating in singing, pasting, identifying, and drawing activities. Remind them that patterns are everywhere — in songs, clothes, art and nature.

Patterns

Unit objectives

By the end of this lesson, learners should be able to:

- a** copy at least one pattern.
- b** say/sign a least one colour correctly.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 64.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Coloured shapes and crayons.

Teaching notes

- Greet the learners warmly and briefly introduce the lesson. Explain that today they will learn about colours and use them to understand patterns. Remind learners that patterns repeat in a certain order and colours can help us see the order clearly.
- Lead learners in singing or reciting simple colour rhymes, for example:
- “Red, yellow, blue and green... these are colours we have seen!”
- Encourage learners to clap or move to the rhythm to make learning fun and engaging.
- Ask learners to say or sign the colours they know. Invite them to raise their hands and share colours such as red, blue, green, yellow, black, white, orange. Praise all responses to build confidence.
- Show colour cards or objects around the classroom, such as books, toys, or classroom items. Ask learners to name or sign the colour of each object. Encourage learners to help each other identify colours.
- Guide learners to describe colour patterns in the workbook. Ask questions like:
 - “What colours do you see?”
 - “Which colour comes first?”
 - “Which colour repeats?”

Demonstrate describing a pattern, for example, red – blue – red – blue, and encourage learners to describe the patterns aloud as a group.

- Provide each learner with a page showing empty circles. Ask them to follow a simple colour pattern, for example, yellow – green – yellow – green. Learners draw any missing circles and then colour them following the pattern. Move around the class to offer support and ensure neat colouring.

- Ask a few learners to share the patterns they completed. Reinforce that patterns repeat and colours help us see the order. Praise learners for singing, naming colours, describing patterns, and colouring their circles.

Patterns

Unit objectives

By the end of this lesson, learners should be able to:

- a** complete at least 2 patterns correctly.
- b** colour the pictures within the frame.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 65.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Books, pencils, clothing items and crayons.

Teaching notes

- Begin by warmly greeting the learners. Invite them to talk about what they learned in the previous lesson on patterns. Use real objects such as bottle tops, blocks, or sticks to remind them that patterns repeat. Ask prompts like, “Who remembers what a pattern is? What did we do yesterday?” to connect prior knowledge to the new activity.
- Ask learners to explain or show what a pattern is. Display a simple pattern, for example, red – blue – red – blue and let learners predict what comes next. Reinforce the idea that patterns repeat.
- Show the pictures from the workbook page. Ask learners:
 - “What do you see?”
 - “What are these pictures called?”

Allow learners to point, name, or sign the objects.

- Guide learners to describe the patterns. Ask prompting questions such as:
 - “Which picture comes first?”
 - “What comes next?”
 - “Where does the pattern repeat?”

Encourage descriptions like A–B–A–B, colour sequences or object repetition.

- Allow learners to complete the pattern by filling in missing pictures or shapes in their workbooks. Support learners who struggle by modelling a pattern or using real objects on the table.
- Provide crayons and ask learners to colour each part of the completed pattern. Encourage neat colouring and correct colour repetition to maintain the pattern. Move around the class to offer support as needed.
- Review the work by asking learners to show and explain their completed patterns. Praise effort and creativity. Reinforce the key message: “Patterns repeat, and we can find them everywhere!”

Patterns

Unit objectives

By the end of this lesson, learners should be able to:

- a** complete at least 1 patterns correctly.
- b** write the pattern as it is.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 66.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Pencils and crayons.

- Begin by warmly greeting the learners. Explain that today they will learn about patterns in English — patterns can be in pictures, words, and actions. Give a simple explanation:
- “A pattern is something that repeats again and again.” Use examples learners know, such as repeating claps or words in songs.
- Lead learners in singing an action song with repetition, for example, “If you’re happy and you know it.” Encourage learners to follow the actions (clap, stomp, jump). Highlight any repeated actions or words to introduce the idea of patterns.
- Ask learners to recap the previous lesson. Use guiding questions such as:
 - “What did we learn yesterday?”
 - “Who remembers a pattern we saw?”
 - “Can someone show us a pattern with their hands or feet?”

Allow learners to demonstrate or speak.

- Display pictures from the book or flashcards. Ask learners to name or describe the pictures (cat, sun, hat). Let learners point, say, or sign the names. This builds vocabulary while preparing them for pattern recognition.

- Demonstrate a pattern by writing in the air, for example: circle–triangle–circle–triangle or letters like A – B – A – B. Ask learners to follow your movements and write the same pattern in the air. Ensure correct direction and repetition.
- Guide learners to describe the patterns they see. Ask questions such as:
 - “What comes first?”
 - “What comes next?”
 - “Where does the pattern repeat?”

Encourage full sentences, for example:

- “The pattern is cat–hat–cat–hat.”
- “The colours repeat red–blue–red–blue.”
- Allow learners to complete the pattern by filling in missing pictures or words in their workbook. Support learners who need help by using real objects or drawing the pattern on the board. Encourage correct sequencing and neat work. Review the completed work as a class.
- Ask a few learners to explain their patterns. Celebrate effort and creativity. Reinforce the key message: “Patterns help us understand how things repeat. We can find patterns in songs, words, actions, and pictures.”

Patterns

Unit objectives

By the end of this lesson, learners should be able to:

- a** complete at least 2 patterns correctly.
- b** colour the pictures within the frame.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 67.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Pencils, balloons and crayons.

Teaching notes

- Begin by warmly greeting the learners. Explain that they will continue learning about patterns, which are things that repeat in a special order. Remind learners that patterns can be made with pictures, words, colours, or shapes. Show a quick example using classroom objects, for example, pencil – crayon – pencil – crayon, and ask, “What comes next?” to prepare learners for the activities.

- Ask learners to recap the previous lesson. Use guiding prompts:
 - “What is a pattern?”
 - “What did we do yesterday?”
 - “Can anyone show a pattern using claps or colours?”

Celebrate correct responses and gently guide misunderstandings.

- Display pictures from the workbook or flashcards. Ask learners:
 - “What do you see in this picture?”
 - “What colour is this one?”

Allow learners to point, say, or sign the answers. Use choral responses to ensure all learners participate.

- Show a sequence such as red–blue–red–blue or sun–moon–sun–moon. Ask learners:
 - “What is repeating?”
 - “How does the pattern go?”

Encourage simple sentences, for example:

- “The pattern is red–blue–red–blue.”
- “The pictures repeat cat–dog–cat–dog.”
- Guide learners to complete the pattern in their workbook. Ask:
 - “What should come next?”
 - “How do you know?”

Learners can draw, choose a sticker, or write the missing item. Provide support by modelling the first example if needed.

- Ask learners to colour the completed patterns, following the correct sequence. Remind them to use the correct colours and colour neatly within the lines. Move around the class to assist learners who need help.
- Review the work together. Ask a few learners to display and explain their patterns. Praise effort and creativity. Wrap up with the key message:

“Patterns help us see what repeats. We can find patterns in pictures, colours, words, and even in nature.”

Patterns

Unit objectives

By the end of this lesson, learners should be able to:

- complete at least 2 patterns correctly.
- copy the patterns as they are.

Suggested teaching and learning resources

- PlusOne Mathematics ECD A workbook page 68.
- Heritage Based Curriculum (HBC), Mathematics Infant syllabus.

Suggested teaching and learning materials

Pencils and crayons.

Teaching notes

- Begin the lesson by warmly greeting the learners. Explain that today they will continue learning about patterns. Tell them:
- “A pattern is something that repeats. We can see patterns in colours, pictures, sounds, and actions.”
- Show a quick example using real objects. Hold up two crayons and say: “Red, blue, red, blue... what comes next?” This prepares learners for the activities.
- Lead learners in singing a simple action or warm-up song, such as “Head, shoulders, knees and toes” or a pattern song like “Red, blue, red, blue...” Encourage learners to join in with actions.
- Ask learners to recap the previous lesson using guiding questions:
 - “Who remembers what a pattern is?”
 - “What did we do yesterday?”

Allow learners to answer verbally, by pointing, or by signing. Praise participation.

- Show the patterns in their books and demonstrate tracing using your finger first, then a pencil. Remind learners to trace slowly and neatly. Walk around to assist those who need support.
- Ask learners to describe the patterns:
 - “What is repeating in this pattern?”
 - “How does the pattern go?”

Encourage simple statements like “Circle, triangle, circle, triangle” or “Red, green, red, green.” Learners can say or sign the pattern.

- Guide learners to complete incomplete patterns in their workbook. Ask:
 - “What comes next?”
 - “How do you know?”

Learners can draw, circle, or point to the missing part. Provide support where needed.

- Ask learners to colour the completed patterns using the correct colours. Remind them:
 - “Use the right colour for each part of the pattern.”
 - “Colour neatly inside the lines.”

Provide positive encouragement as they work.

- Review the patterns together as a class. Invite a few learners to show their work and explain their patterns. Praise effort and creativity. Reinforce the key message:

“Patterns help us understand what repeats. We can find patterns everywhere!”