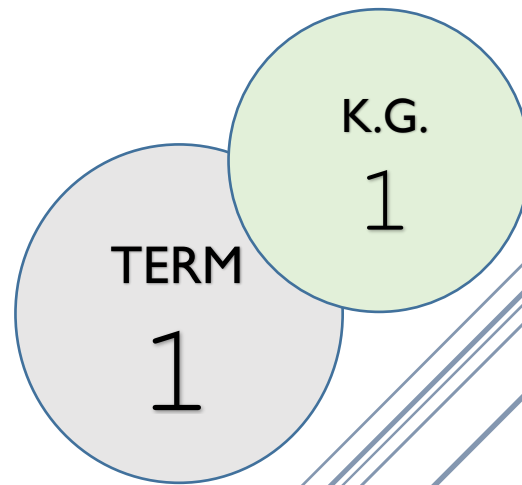


LESSON PLANS FOR KINDERGARTENS

NUMERACY



- Weekly forecast
- Detailed lesson plans



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KGI









NUMERACY TERM ONE

WEEKS	STRAND	SUB-STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
Week 1	Counting, Representation & Cardinality	Counting 1–5; Matching quantities to symbols	Learners will demonstrate understanding of number names, counting sequences, and how to count objects correctly.	Count forward from 1 to 5 using objects, pictures, and number symbols.	Flashcards (1–5), abacus, counters, apples, pencils, blocks, bottle tops, number cards, counting songs
Week 2	Counting, Representation & Cardinality	Representing numbers 1–5 in different forms (dots, fingers, objects)	Learners will represent number quantities (1 to 5) in different and equivalent ways.	Match numbers to quantities using objects, dots, and pictures.	Flashcards, beads, bottle tops, slates, pencils
Week 3	Counting, Representation & Cardinality	Comparing quantities up to 5 using comparative language	Learners will use comparative language to describe relationships between numbers up to 5.	Compare groups using "more than", "less than", and "equal to" with symbols $>$, $<$, $=$.	Counters, flashcards, chalkboard, classroom objects
Week 4	Patterns & Relations	Recognising and continuing simple repeating non-numerical patterns	Learners will sort, classify, and extend simple repeating non-numerical patterns.	Identify and continue repeating patterns using shapes and colours.	Coloured counters, shape cut-outs, paper shapes, crayons
Week 5	Patterns & Relations	Creating patterns with sounds, movements and objects	Learners will create simple patterns using shapes, colours, size, sounds, and movements.	Create patterns using sounds and actions (e.g., clap-stamp).	Drum or open space for actions, classroom area for group work
Week 6	Shape, Space & Measurement	Identifying 3-D objects by attributes (size, colour, shape)	Learners will identify 3-D objects according to their attributes.	Identify 3-D objects by colour, size, and shape.	Shape models: cubes, spheres, cones, cylinders, plastic blocks
Week 7	Shape, Space & Measurement	Matching 3-D shapes to real-life objects	Learners will identify common 3-D objects in the environment.	Match cylinders, cones, spheres, and cubes to real objects.	Ball, box, tin, ice-cream cone, classroom items




Week 8	Data collection, Organisation, Presentation, Interpretation & Analysis	Sorting and counting objects into categories	Learners will classify objects and count them in each category.	Sort and count objects by type, colour, or size.	Bottle tops, buttons, blocks, chart paper
Week 9	Data collection, Organisation, Presentation, Interpretation & Analysis	Interpreting simple category data; comparing groups	Learners will interpret data from simple object categories.	Compare categories to say which has more, less, or equal.	Sorted objects, charts, pencils, crayons
Weeks 10 & 11	All strands (Revision)	Consolidation of counting, representation, comparison, patterns, shapes, data	Learners consolidate knowledge from Weeks 1–9.	Review all indicators: counting, representation, comparison, patterns, shapes, data.	Flashcards, counters, objects, shapes, chart paper
Week 12	Revision	All sub-strands	Revision of term content	Revision of all indicators; practical assessments	All previous resources

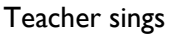






WEEK I		
Week Ending:	DAY:	Subject: Numeracy
Duration: 50 mins		
Class: KG I	Class Size:	Sub-Strand: Counting, Representation & Cardinality
Content Standard: Learners will demonstrate understanding of number names, counting sequences, and how to count objects correctly.	Indicator: Count forward from 1 to 5 using objects, pictures, and number symbols.	Lesson: 1 of 3
Performance Indicator: Learners can count aloud from 1 to 5 and match quantities to symbols.	Core Competencies: Critical thinking, collaboration, communication, problem-solving.	
Keywords: count, number, quantity, symbol, sequence	References: KG I Numeracy Curriculum, TLMs, Counting Songs	
Phase/Duration	Learners' Activities	Resources
PHASE 1: STARTER	Teacher sings a counting song “  - Once I caught a fish alive  ” while showing number cards 1–5. Learners clap each time they hear a number.	Flashcards (1–5), abacus, counters
PHASE 2: NEW LEARNING	1. Teacher places 3 apples on the table and counts aloud: “One (1)  , two (2)   , three (3)    . Learners repeat.	Apples, pencils, blocks, bottle tops, number cards



	<p>2. Teacher increases up to five (5).</p> <p>3. Learners count bottle tops, pencils, and blocks in ascending order.</p> <p>4. Teacher introduces matching numbers to sets: e.g., card 4 = .</p> <p>5. Learners practice counting forwards: 1 → 2 → 3 → 4 → 5.</p>	
PHASE 3: REFLECTION	<p>Teacher asks: “What number comes after 2?” (Ans: 3) “What comes before 5?” (Ans: 4). Learners count objects on their desks aloud.</p>	Classroom objects
Assessment:		
Count and arrange 5 bottle tops in a row.		
Point to the card that shows number 3 .		
Count forwards 1 to 5 without objects.		



Week Ending:	DAY:	Subject: Numeracy
Duration: 50 mins		
Class: KG I	Class Size:	Sub-Strand: Counting, Representation & Cardinality
Content Standard: Learners will demonstrate understanding of number names, counting sequences, and how to count objects correctly.	Indicator: Count forward from 1 to 5 using objects, pictures, and number symbols.	Lesson: 1 of 3
Performance Indicator: Learners can count aloud from 1 to 5 and match quantities to symbols.	Core Competencies: Critical thinking, collaboration, communication, problem-solving.	
Keywords: count, number, quantity, symbol, sequence	References: KG I Numeracy Curriculum, TLMs, Counting Songs	
Phase/Duration	Learners' Activities	Resources
PHASE 1: STARTER	Teacher sings “  — Once I caught a fish alive  ” while holding up matching flashcards. Learners clap each time they hear a number.	Flashcards (1–5), abacus, counters
PHASE 2: NEW LEARNING	1. Teacher counts 1–5 using real objects:  (1),  (2),  (3), etc.	Apples, pencils, blocks, bottle tops, number cards
	2. Learners match sets of items to number cards.	
	3. Counting forward together: 1 → 2 → 3 → 4 → 5.	



	4. Practice in pairs: one learner shows number card, the other counts correct number of objects.	
PHASE 3: REFLECTION	Teacher asks: "What number comes after 2?" (Ans: 3) "What comes before 5?" (Ans: 4). Learners arrange their own desk items and count.	Classroom objects
Assessment: Count and arrange 5 bottle tops , point to the card showing number 3 , and count forwards 1 to 5 without objects.		


















WEEK 2		
Week Ending:	DAY:	Subject: Numeracy
Duration: 50 mins		
Class: KG I	Class Size:	Sub-Strand: Counting, Representation & Cardinality
Content Standard: Learners will represent number quantities (1 to 5) in different and equivalent ways.	Indicator: Match numbers to quantities using objects, dots, and pictures.	Lesson: 2 of 3
Performance Indicator: Learners can show number 4 using fingers, dots, and counters.	Core Competencies: Creativity, problem-solving, communication.	
Keywords: represent, quantity, dots, objects	References: KGI Numeracy Curriculum, flashcards, beads	
Phase/Duration	Learners' Activities	Resources
PHASE 1: STARTER	Teacher asks learners to hold up 3 fingers 🖐️ 🖐️ 🖐️, then 5 fingers, and name the numbers.	Learners' hands, chalkboard drawings
PHASE 2: NEW LEARNING	1. Teacher shows card 2; learners draw •• on slates.	Bottle tops, beads, flashcards, pencils
	2. Teacher asks: "Show me 3" → learners hold up 3 fingers 🖐️.	
	3. Represent 4 with beads, bottle tops, or dots.	
	4. Match each number card to its object set.	



PHASE 3: REFLECTION	Learners show 3 different ways to represent number 5. Teacher reinforces idea that the number stays the same even if shown differently.	Objects, number cards
Assessment: Teacher shows number card 3 ; learners represent it using dots, fingers, and counters.		



WEEK 3		
Week Ending:	DAY:	Subject: Numeracy
Duration: 50 mins		
Class: KG I	Class Size:	Sub-Strand: Counting, Representation & Cardinality
Content Standard: Learners will use comparative language to describe relationships between numbers up to 5.	Indicator: Compare groups of objects using “more than,” “less than,” and “equal to” with symbols $>$, $<$, $=$.	Lesson: 3 of 3
Performance Indicator: Learners can use “more than,” “less than,” and “equal to” to describe two groups.	Core Competencies: Communication, critical thinking, problem-solving.	
Keywords: more than ($>$), less than ($<$), equal to ($=$)	References: KG I Numeracy Curriculum, beads, classroom objects	
Phase/Duration	Learners’ Activities	Resources
PHASE 1: STARTER	Teacher displays 3 pencils    and 5 pencils       , asks “Which is more?”	Pencils, blocks
PHASE 2: NEW LEARNING	1. Teacher explains $>$ means more than , $<$ means less than , $=$ means equal to .	Counters, flashcards, chalkboard
	2. Learners compare pairs of groups (e.g.,   $<$    ).	
	3. Learners practice writing $>$, $<$, $=$ between two numbers 1–5.	



PHASE 3: REFLECTION	Learners explain: “4 is more than 2” ($4 > 2$), “2 is less than 5” ($2 < 5$), “3 is equal to 3” ($3 = 3$).	Number cards, objects
Assessment: Learners correctly fill $>$, $<$, or $=$ in these: $2 _ 4$, $3 _ 3$, $5 _ 1$.		





WEEK 4		
Week Ending:	DAY:	Subject: Numeracy
Duration: 50 mins		
Class: KG I	Class Size:	Sub-Strand: Patterns & Relations
Content Standard: Learners will sort, classify, and extend simple repeating non-numerical patterns.	Indicator: Identify and continue repeating patterns using shapes and colours.	Lesson: 1 of 2
Performance Indicator: Learners can extend patterns such as ●●●● or ▲▲▲.	Core Competencies: Creativity, problem-solving, communication.	
Keywords: pattern, repeat, sequence, sort, classify	References: KGI Numeracy Curriculum, coloured shapes	
Phase/Duration	Learners' Activities	Resources
PHASE 1: STARTER	Teacher displays pattern ●●●● and asks "What comes next?"	Coloured counters, shape cut-outs
PHASE 2: NEW LEARNING	1. Teacher explains a "pattern" as something that repeats.	Bottle tops, paper shapes, crayons
	2. Learners continue patterns using shapes and colours.	
	3. Examples: ●●●●, ●●●●.	
	4. Learners create their own 2-step patterns in pairs.	
PHASE 3: REFLECTION	Learners explain the pattern rule ("red, blue, red, blue...").	Shape cards, real objects
Assessment: Learners extend 3 different given patterns correctly.		



WEEK 5		
Week Ending:	DAY:	Subject: Numeracy
Duration: 50 mins		
Class: KG I	Class Size:	Sub-Strand: Patterns & Relations
Content Standard: Learners will create simple patterns using shapes, colours, size, sounds, and movements.	Indicator: Create patterns using sounds and actions.	Lesson: 2 of 2
Performance Indicator: Learners can perform action patterns such as 🖐️👉🖐️👉 (clap-stamp).	Core Competencies: Creativity, collaboration, communication.	
Keywords: rhythm, movement, sound, repeat	References: KGI Numeracy Curriculum, music activities	
Phase/Duration	Learners' Activities	Resources
PHASE 1: STARTER	Teacher claps twice 🖐️🖐️ and stamps once 👉, repeats, learners copy.	No materials needed
PHASE 2: NEW LEARNING	1. Learners make sound patterns using clap 🖐️, snap 📣, and stomp 👉.	Drum or clapping space
	2. Teacher demonstrates 3-step pattern: 🖐️📣👉, repeat.	
	3. Groups create their own sound/action patterns and present.	
PHASE 3: REFLECTION	Learners explain what repeats in their pattern.	Learners' demonstrations
Assessment: Learners perform a 3-step action pattern correctly three times in a row.		



WEEK 6		
Week Ending:	DAY:	Subject: Numeracy
Duration: 50 mins		
Class: KG I	Class Size:	Sub-Strand: Shape, Space & Measurement
Content Standard: Learners will identify 3-D objects according to their attributes.	Indicator: Identify 3-D objects by colour, size, and shape.	Lesson: 1 of 2
Performance Indicator: Learners can sort cubes by colour or size.	Core Competencies: Critical thinking, observation, classification.	
Keywords: 3-D shapes, cube, sphere, cone, cylinder	References: KGI Numeracy Curriculum, shape models	
Phase/Duration	Learners' Activities	Resources
PHASE 1: STARTER	Teacher shows small red cube  and large blue cube  , asks "Which is bigger?"	Plastic cubes
PHASE 2: NEW LEARNING	1. Learners touch and explore shape models (sphere, cube, cone, cylinder).	Shape blocks, balls, tins
	2. Teacher names each shape and its attributes: e.g., "A sphere rolls, a cube has flat faces."	
	3. Learners sort shapes by colour (red, blue), size (big, small), and type.	
PHASE 3: REFLECTION	Learners compare two shapes and tell differences.	Shape objects
Assessment: Learners group 3-D shapes into "big" and "small" categories and name them.		



WEEK 7		
Week Ending:	DAY:	Subject: Numeracy
Duration: 50 mins		
Class: KG I	Class Size:	Sub-Strand: Shape, Space & Measurement
Content Standard: Learners will identify common 3-D objects in the environment.	Indicator: Match cylinders, cones, spheres, and cubes to real objects.	Lesson: 2 of 2
Performance Indicator: Learners can say “A ball is a sphere 🏀,” “A can is a cylinder 📦.”	Core Competencies: Observation, creativity, problem-solving.	
Keywords: cylinder, cone, sphere, cube	References: KG I Numeracy Curriculum, classroom observation	
Phase/Duration	Learners’ Activities	Resources
PHASE 1: STARTER	Teacher holds up ball 🏀, asks “What shape is this?”	Ball, box, tin, ice-cream cone
PHASE 2: NEW LEARNING	1. Learners find objects in the classroom that match given shapes.	Classroom items, shape cards
	2. Teacher explains features: e.g., “A cylinder has two flat circles and one curved side.”	
	3. Learners draw each shape with matching real-life example.	
PHASE 3: REFLECTION	Learners share what shapes they found and where.	Items in classroom
Assessment: Learners draw and label at least two real-life 3-D shapes.		










WEEK 8		
Week Ending:	DAY:	Subject: Numeracy
Duration: 50 mins		
Class: KG I	Class Size:	Sub-Strand: Data collection, Organisation, Presentation, Interpretation and Analysis
Content Standard: Learners will classify objects and count them in each category.	Indicator: Sort and count objects by type, colour, or size.	Lesson: 1 of 2
Performance Indicator: Learners can group bottle tops by colour and count each group.	Core Competencies: Critical thinking, communication, data handling.	
Keywords: classify, category, count, group	References: KGI Numeracy Curriculum, sorting games	
Phase/Duration	Learners' Activities	Resources
PHASE 1: STARTER	Teacher mixes red and blue bottle tops, asks learners to "make two groups."	Bottle tops
PHASE 2: NEW LEARNING	1. Learners sort objects into categories (e.g., colour: red vs blue).	Bottle tops, buttons, blocks
	2. Count items in each group and write the number (e.g., ●=4, ●=3).	
	3. Teacher introduces a tally mark method: IIII = 4.	
PHASE 3: REFLECTION	Learners explain how they sorted the items.	Objects in classroom



Assessment: Learners sort objects correctly and give the count for each group.



WEEK 9		
Week Ending:	DAY:	Subject: Numeracy
Duration: 50 mins		
Class: KG I	Class Size:	Sub-Strand: Data collection, Organisation, Presentation, Interpretation and Analysis
Content Standard: Learners will interpret data from simple object categories.	Indicator: Compare categories to say which has more (>), less (<), or equal (=).	Lesson: 2 of 2
Performance Indicator: Learners can say “Red group is more than blue group” (4 > 3).	Core Competencies: Communication, problem-solving, critical thinking.	
Keywords: more than (>), less than (<), equal (=)	References: KG I Numeracy Curriculum, data activities	
Phase/Duration	Learners’ Activities	Resources
PHASE 1: STARTER	Teacher shows two piles of pencils    and   , asks “Which is more?”	Pencils, crayons
PHASE 2: NEW LEARNING	1. Learners compare sizes of groups using numbers and symbols (> , < , =).	Sorted objects, charts
	2. Example:  =4,  =3 → 4 > 3.	
	3. Teacher gives multiple sets for comparison.	
PHASE 3: REFLECTION	Learners summarise: “> means more, < means less, = means same.”	Chart paper
Assessment: Learners answer correctly for: 5 __ 3, 2 __ 4, 3 __ 3.		



WEEKS 10 & 11		
Week Ending:	DAY:	Subject: Numeracy
Duration: 50 mins		
Class: KG I	Class Size:	Sub-Strand: All sub-strands from term
Content Standard: Learners consolidate knowledge from Weeks 1–9.	Indicator: Review all indicators: counting, representation, comparison, patterns, shapes, and data.	Lesson: Revision
Performance Indicator: Learners correctly answer practical questions on all topics.	Core Competencies: Critical thinking, creativity, communication.	
Keywords: count, compare, pattern, shape, data	References: All previous lessons	
Phase/Duration	Learners' Activities	Resources
PHASE 1: STARTER	Fun “Math Quiz” game: teacher asks random questions from past weeks.	Flashcards, counters
PHASE 2: NEW LEARNING	1. Counting race: learners count 1–5 quickly.	Objects, cards, shapes
	2. Pattern relay: complete 3 given patterns.	
	3. Shape hunt: find 3-D shapes in classroom.	
	4. Data challenge: sort and compare object groups.	
PHASE 3: REFLECTION	Class discusses which activities were easiest or hardest.	None
Assessment: Teacher marks checklist for each learner’s ability on all indicators.		

