USAID/Jamaica Basic Education Project
Supporting Educational Transformation in Jamaica
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GRADES 1 – 3 MATHEMATICS

SCOPE AND SEQUENCE

Compiled by the USAID/Jamaica Basic Education Project Mathematics Team in collaboration with the Ministry of Education
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This project is a joint initiative of the Governments of Jamaica and the United States of America monitored by the Ministry of Education and United States Agency for International Development (USAID).

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Introduction

The Mathematics Scope and Sequence for grades 1-3 is formulated for the purpose of providing the teacher with a "road map" for the year. The mathematics scope and sequence which was developed by the Mathematics Education officers of the Core Curriculum Unit of the Ministry of Education, was extensively reviewed and adapted by the Mathematics Advisors of the Jamaica/USAID Basic Education Project, the National Numeracy Coordinator and the regional mathematics coordinators. The educators were responding to the request of administrators and teachers in the field to create a scope and sequence document in mathematics to serve as a resource for teachers. Having carefully examined the original document, the group decided on a new format. This decision was informed by the following:

- More support for teachers of grades 1-3 in the organized delivery of mathematics content and skills;
- A document that is easy to understand and to follow so that it could be effectively used by teachers.

Following the decision of the team, the document was reformatted. The original scope & sequence was reshaped in order to present monthly specifications of objectives and content to be covered, as opposed to the original termly specifications.

A major implication for this reformatting was that the team had to shift both objectives and content from one term to the other in order to facilitate the integration of related mathematics strands within specified terms.
The project team also added an introduction which provides a background to the development of the suggested Scope & Sequence; to describe the document, and to outline how it may be utilized.

The suggested *Mathematics Scope and Sequence* was further reviewed by Mathematics Resource Specialists, a Special Education Officer and selected classroom teachers. Feedback from these stakeholders was used to further refine the document.

The document is designed to help teachers pace the content to be covered for the entire academic year. It also specifies what students are expected to know and be able to do as outlined in the *Revised Primary Curriculum for Grades 1-3.* The goal of the suggested *Scope and Sequence* is to promote a common understanding of the pacing in the delivery of mathematics skills and content across the primary education system (grades 1-3). It is hoped that this standardization process will assist in the creation of equity across schools which should contribute to

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national improvement in the instructional depth and quality of the mathematics programme.

Description of the Scope and Sequence

The *Scope and Sequence* identifies content to be covered in the course of thirty-two weeks. Depending on the grade level, teachers can lower or exceed the selected content offerings. The purpose for doing this is to cater to the needs of the groups of learners in a given grade. The *Scope and Sequence* targets specific benchmark(s) and the grade-level expectations for that benchmark on a weekly basis. Each week's scope and sequence will identify the key vocabulary words for the content to be covered for that week. The *Scope and Sequence is designed to:*

- target all five strands within each twelve/ten-week period of instruction.
- focus on the pacing of the content from grades one through three to be aligned to each other. For example, in the first week of content, most grades will begin with the number strand and this may last for about two weeks; followed by the Measurement strand and the Geometry etc
- provide the opportunity for teachers to plan efficiently and deliver effectively.

It's important to note that the Scope and Sequence does not replace the Revised Primary Curriculum. The curriculum contains a wide range of teaching and learning activities which should be effectively utilized by the teacher. The Scope and Sequence supports the RPC by providing a framework for the introduction and pacing of the content.

It is of paramount importance that all process strands (problem solving, communication, connection, representation, reasoning and proof) are used when teaching any mathematics lesson. Problem solving is the most important process strand in mathematics. It is through problem solving that all other strands are put into practice, not only in the classroom but in but in real life situations. Teachers must also ensure that problem solving is an integral part of all formative and summative assessments.

As you and your students engage in learning mathematics, you must ensure that you actively refer to, and use a variety of problem solving strategies. It is important that students develop and use a variety of solution strategies. A wide range of strategies will equip your students to effectively solve a variety of problems. Be sure to have students explain their choice of strategy to solve a particular problem as this may assist their classmates to learn additional approaches to problem solving.

If students are to experience mathematics in depth, they must be given ample time to be actively engaged in solving real mathematical problems. It is therefore, important that a minimum of five hours of direct instruction in mathematics is

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scheduled per week. Using the Windows for Numeracy will ensure that each child receives the minimum suggested time. Where possible, use mathematical stories to enrich lessons. Story telling is a very rich and vital part of the Jamaican culture. Connecting mathematics to such a rich culture can only prove beneficial to the teaching and learning of the subject. Having students read and discuss math problems before solving them should be a distinct feature of the mathematics class.

It is strongly advised that when teaching one or more strands for the month, that a specific day should be selected to do that strand. For example, Wednesday morning could be chosen for doing Geometry or Measurement.

Mathematical Processes

Students must be given the opportunity to play an active role in the mathematics classroom. They should be given the chance to:

- Apply and justify the use of a variety of problem solving strategies.
- Use an organized approach and appropriate strategies to solve multi-step problems.
- Interpret results in the context of the problem being solved.
- Use mathematical strategies to solve problems that relate to other curriculum areas and the real world.
- Link concepts to procedures and to symbolic notation.
- Recognize relationships among different topics within mathematics.
- Use reasoning skills to determine and explain the reasonableness of a solution with respect to the problem situation.
- Recognize basic valid and invalid arguments, and use examples and counter examples, models, number relationships, and logic to support or refute.
- Represent problem situations in a variety of forms (physical model, diagram, in words or symbols), and recognize when some ways of representing a problem may be more helpful than others.
- Read, interpret, discuss and write about mathematical ideas and concepts using both everyday and mathematical language.
- Use mathematical language to explain and justify mathematical ideas, strategies and solutions.

The problem solving strategies are:

a) **Use Objects / Act it out**
It is often helpful to use objects or act out a problem. This allows you to use visual images of the data in the problem and the solution process. Dramatizing or moving around objects can help you understand and solve the problem.

Draw a Picture or a Diagram

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Pictures and diagrams serve the same role as models; they help students visualize problems. Making a picture or diagram to solve problems can help students understand and manipulate the data. Draw a picture strategy is useful with problems that involve mapping, geometry and graphing. They are especially helpful in solving complex, or multi-step problems.

b) **Look for Patterns**
This pattern strategy involves identifying a pattern and predicting what will come next and what will happen again and again in the same way. Making a number table often reveals a pattern.

c) **Guess and Check**
This strategy involves guessing the answer, testing to see if it is correct, and making another guess if the answer is not correct. It also involves the students using reasoning to make responsible guesses. A responsible guess is one that considers the critical parts of a problem; blind guesses are not acceptable.

d) **Use a Model**
Models abound in mathematics. Models aid mathematical concepts and processes. Models are useful to solve routine and non- routine problems.

e) **Make an Organized List**
When making an organized list you can organize your thinking about a particular problem. Recording your work in list form helps you to review what you have done and identify important steps that you need to do to complete solving the problem. A list may help you account for all possibilities and avoid repetitions.

f) **Make a Table and/or Graph**
Use or make a table is a strategy that uses an orderly arrangement of data, such as numbers, that help you keep track of data, spot missing data, and identify data that is asked for in the problem.

g) **Solve a Simpler Problem**
Making it simpler is useful when solving complex problems because it allows you to reduce large numbers to small numbers, or reduce the number of items given in a problem. Sometimes a simpler representation will show a pattern which can help solve the problem.

h) **Work Backward**
Sometimes a problem can be solved easier by working from the end result to the initial condition. Working backwards is a technique that involves using a solution as a starting point to solving the problem. It can be used for a broad range of problems, both in and out of the mathematical world.

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The problem solving strategy of working backwards is especially useful in problems that are presented in steps. Some of these problems may appear to involve complex algebraic operations, but can be solved more efficiently using this technique.

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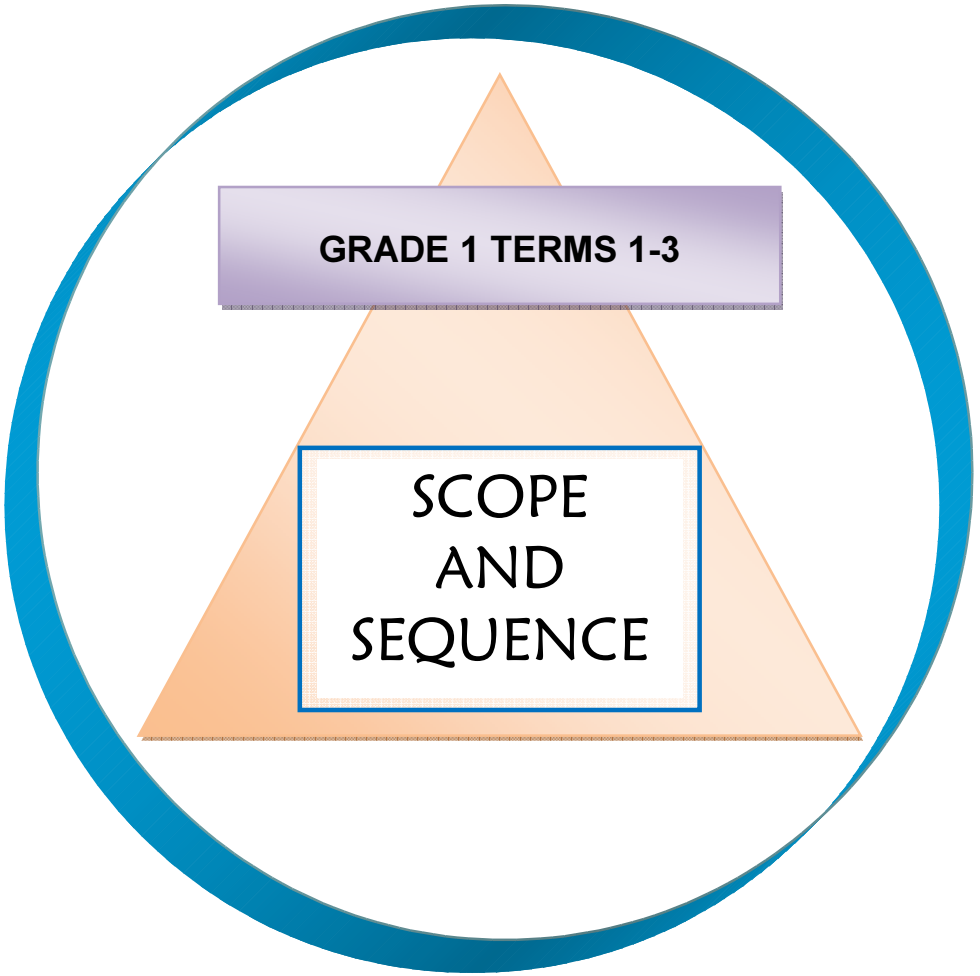

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SCOPE AND SEQUENCE FOR GRADE 1 TERM 1

(12 Teaching Weeks)

STRANDS	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
1. NUMBER	a. Group objects b. Use the word "set" c. Identify object in/not in set d. Matching members of a set-same/fewer e. Identify numbers 0-10 f. Identify set with up to 10 members g. Place number 1–10 in serial order h. Compare sets i. Partition 2-10 members in two sets j. Identify whole set k. Identify parts of a set	a. Use Ordinals b. Write number words 0-10 c. Write numerals 1-10 d. Associate number with numerals e. Join two sets (up to 10 members) using mathematics sentences f. Use +, -, and = correctly to complete mathematical sentences	a. Know one more than facts b. Recognize make ten facts c. Know addition facts (commutative property) d. Memorize and recall addition facts up to the sum of ten e. Use +, -, =, ≠, <, > correctly to complete mathematical sentences	a. Associate the addition of three numbers with the joining of sets b. Identify greatest or least of a set g. Use +, -, =, ≠, <, > correctly to complete mathematical sentences

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SCOPE AND SEQUENCE FOR GRADE 1 TERM 1 (12 Teaching Weeks)				
STRANDS	**SEPTEMBER**	**OCTOBER**	**NOVEMBER**	**DECEMBER**
2. MEASUREMENT		a. Use comparison and describe objects using - long/short - wide/narrow - thick/thin - heavy/light - large/small - tall/short b. Identify objects of equal length	a. Measure length of various objects using non-standard units b. Identify days of the week and months of the year	a. Use a calendar to calculate days and weeks for specific events.
3. GEOMETRY	a. Observe and draw natural shapes - tree - rock - man - sun - hill b. Observe and draw manmade shapes - roof - window - ruler - ball - book	a. Use any simple shape to make pattern by repetition (e.g. ink blobbing, tessellation, potato-printing).		

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SCOPE AND SEQUENCE FOR GRADE 1 TERM 2

(12 Teaching Weeks)

STRANDS	JANUARY	FEBRUARY	MARCH	APRIL
1. NUMBER	a. Represent numbers by strokes/bundles b. Identify Tens and Ones places of numerals c. Read and write numerals 11-100 d. Associate number with numerals e. Identify notes/coins f. Tell the worth of a set of coins/notes g. Apply base ten concept to money h. Count in tens to 100 h. Use +, -, =, ≠, <, > correctly to complete mathematical sentences	a. Know the doubling facts b. Count by 2 to at least 20 c. Identify simple fraction d. Identify halves (of a whole) e. Identify quarters (of a whole) f. Identify halves (of objects) g. Identify quarters (of objects)	a. Subtraction of members of sets b. Subtraction facts c. Selecting appropriate operation in solving problems d. Use addition and subtraction facts to complete number sentences e. Identify greatest or least of a set f. Identify even and odd numbers g. Count on even numbers only h. Count on odd numbers only	a. Use of inverse operations in addition and subtraction relationships b. Separate a set of objects into 3 groups c. Sequence numbers to 100 d. Identify greatest or least of a set i. Use +, -, =, ≠, <, > correctly to complete mathematical sentences e. Use number line to show addition and subtraction
2. MEASUREMENT		a. Tell time one the hour, half an hour b. Show time given orally on clock face c. Associate time on the hour or half hour with daily events	a. Recognize standard units of lengths b. Use metric units of length – metre	a. Estimate quantities b. Identify different liquid measures – teaspoon, a litre, measuring cup

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SCOPE AND SEQUENCE FOR GRADE 1 TERM 2

(12 Teaching Weeks)

STRANDS	JANUARY	FEBRUARY	MARCH	APRIL
2. MEASUREMENT		d. Associate months with school activities and holidays e. Use estimation to compare times spent on various activities	c. Identify objects which are longer than 1 metre, 2 metres, 3 metres or about the same length d. Record measurements in metres e. Estimate length to nearest ½ of a metre	c. Use litre to compare quantities larger or smaller than a litre d. Use estimation to compare liquid measures
3. GEOMETRY	• Model shapes using "plastercine" or similar medium	• Identify and name geometric shapes observed in the environment (circle, square, rectangle)	• Identify and name geometric shapes observed in the environment (triangle)	
4. STATISTICS and PROBABILITY		• Collect, sort and group data	• Use attributes closely related to students to classify data • Make general statements and draw conclusion base on information collected	

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SCOPE AND SEQUENCE FOR GRADE 1 TERM 3

(10 Teaching Weeks)

STRANDS	MAY	JUNE
1. NUMBER	a. Tell the worth of a set of coins/notes b. Solve simple word problems, including the use of money	a. Solve simple word problems, including the use of money
2. MEASUREMENT	a. Use estimation to compare mass	
3. GEOMETRY	a. Identify and name geometric solids (sphere, pyramid, cube, cuboids)	
4. ALGEBRA	a. Use symbols to represent numerals in mathematical sentences b. Solve simple n-sentences	a. Use symbols to represent numerals in mathematical sentences b. Solve simple n-sentences
5. STATISTICS and PROBABILITY	a. Construct simple tables and pictograph to represent items b. Interpret simple graphs	a. Discuss everyday occurrences as certain impossible or maybe

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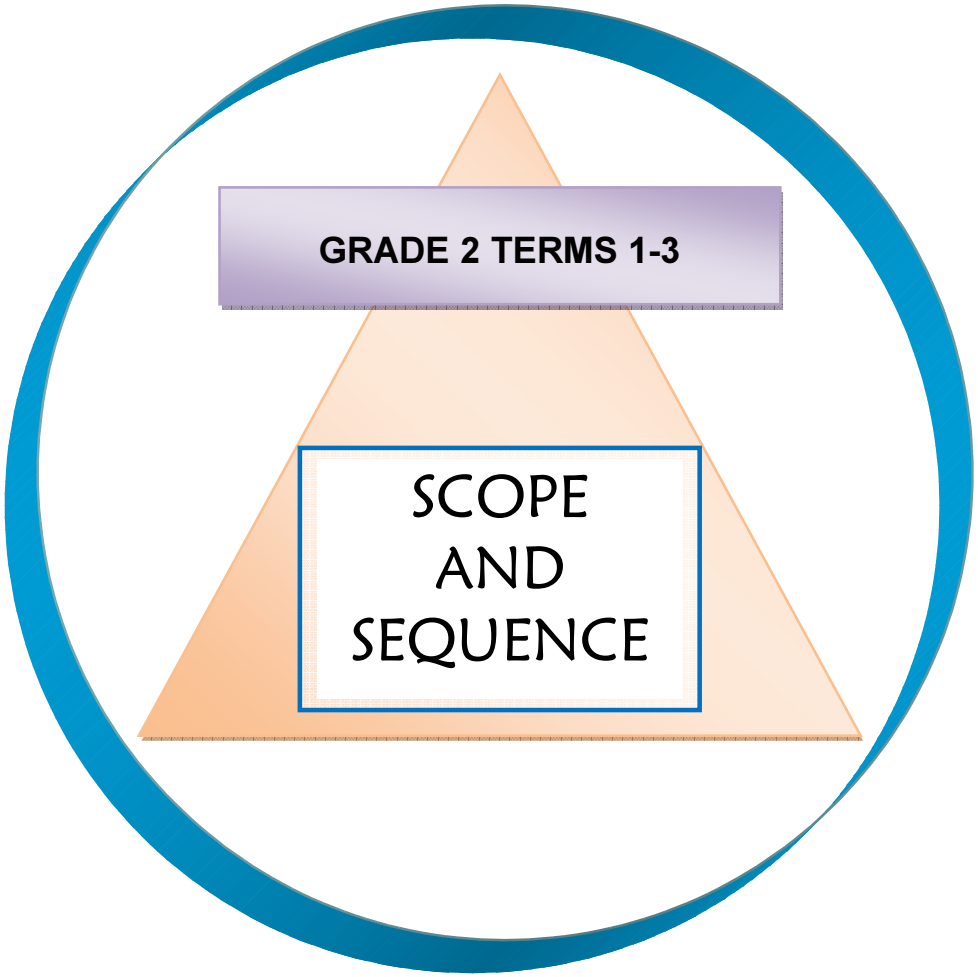

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SCOPE AND SEQUENCE FOR GRADE 2 TERM 1

(12 Teaching Weeks)

STRANDS	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
1. NUMBER	a. Compare size of sets and of objects (larger, smaller/largest, smallest) b. Same number of objects/equivalent sets c. Interpret 2 digit numerals 11- 99 as tens and ones d. Identify and write number names e. Compare 2 digit numbers(greatest/least) f. Renaming numbers identifying tens and ones g. Add multiples of ten to number less than ten	a. Use expanded notation (2 and 3 digit numbers) b. Interpret 3 digit numerals using hundreds, tens and ones c. Place numbers 0-999 in serial order d. Count by 2s, 3s, 4s and 10s e. Compare and sequence 3 digit whole numbers.	a. Use subtraction to compare sets of objects b. Use subtraction to find the parts remaining or removed from a set. c. Add multiples of ten to number less than ten d. Subtract 1-digit numbers from numbers less than 100 to get multiples of ten	a. Identify situations involving addition and subtraction. (include worded problems) b. Use the zero concept (add to and subtract from any number)

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SCOPE AND SEQUENCE FOR GRADE 2 TERM 1

(12 Teaching Weeks)

STRANDS	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
1. MEASUREMENT	a. Tell time using calendar b. Show understanding of a unit length and an international unit of length	a. Record units lengths of 1 centimetre, or 1metre and describe them appropriately b. Identify objects best measured in centimeters/metres	a. Estimate and measure objects of various length in whole numbers of centimeter b. Select the most appropriate unit to be used in a given situation	a. Measure the lengths of objects using decimeters
2. GEOMETRY	a. Identify straight and curve path and associate them with longer and shorter paths	a. Draw and show - paths which cross - paths which do not cross - the most direct path - closed path - simple closed path	a. Identify and show points on inside, outside a simple closed path b. Identify a path as a set of points with two end points	a. Identify the circle, triangle and square as simple closed paths
3. ALGEBRA	a. Supply missing addend or sum in an addition or subtraction sentence			
4. STATISTICS and PROBABILITY		a. Reinforce Grade 1 at a level appropriate to Grade 2 (use a variety of attributes)	a. Collect, sort and group data	a. Use attributes closely related to students to classify data

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SCOPE AND SEQUENCE FOR GRADE 2 TERM 2

(12 Teaching Weeks)

STRANDS	JANUARY	FEBRUARY	MARCH	ARIL
1. NUMBER	a. Solve problems involving addition and subtraction including money and measurements (horizontal and vertical form) b. Identify addend and sum given when solving problems c. Recall addition facts up to 100 d. Add and subtract 2 & 3 digit numbers with/without renaming	a. Identify object/set of objects showing halves or fourths and using the numerals to describe b. Associate fractional numerals to appropriate fraction of object or set of objects; describe object(s) c. Identify different names for a single fraction (equivalent fraction)	a. Join sets and tell how many members (repeated addition) b. Develop array to show multiplication facts	a. Separate sets into equal parts with or without remainder

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SCOPE AND SEQUENCE FOR GRADE 2 TERM 2

(12 Teaching Weeks)

STRANDS	JANUARY	FEBRUARY	MARCH	ARIL
2. MEASUREMENT	a. Recognize a unit capacity of 1 litre b. Use the symbols/word for litre c. Identify quantities that are measured in litres d. Estimate then measure the capacity of containers using a standard litre e. Record measurements using the word litre	a. Compare the mass of different objects with mass of given object b. Identify balance, scale and know they are use to measure the mass of an object c. Read scales in measuring situations requiring kilograms d. Record measure using units and symbols	a. Identify objects with a mass of 1 kilogram or 1 gram	a. Tell time using calendar b. Compare events that occur in 5 and 15 minutes intervals
3. GEOMETRY	a. Identify circles, squares, rectangles and triangles and note their properties	a. Identify closed paths bounded by only straight lines	a. Sort plane shapes by the number of sides	a. Sort plane shapes by the number of sides
4. ALGEBRA	a. Develop concept of a variable as any symbol (letters or made up symbol)	a. Develop concept of a variable as any symbol (letters or made up symbol)	a. Develop concept of a variable as any symbol (letters or made up symbol)	a. Develop concept of a variable as any symbol (letters or made up symbol)

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SCOPE AND SEQUENCE FOR GRADE 2 TERM 2 (12 Teaching Weeks)				
STRANDS	**JANUARY**	**FEBRUARY**	**MARCH**	**ARIL**
5. STATISTICS and PROBABILITY	a. Make general statements and draw conclusion base on information collected	a. Make general statements and draw conclusion base on information collected	a. Construct simple tables and pictograph to represent items	a. Construct simple tables and pictograph to represent items

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SCOPE AND SEQUENCE FOR GRADE 2 TERM 3 (10 Teaching Weeks)		
STRANDS	**MAY**	**JUNE**
1. NUMBER	a. Identify fraction families b. Add and subtract fractions with the same denominator	a. Recognize and change improper fractions to mix numbers and vice versa
2. MEASUREMENT	a. Identify a thermometer and associate it with experiences hot/cold/warm/cool b. Use thermometer to read temperature of various times of the day, year	b. Select the unit best used in a given measurement situation
3. GEOMETRY	a. Verify, symmetry by folding	
4. ALGEBRA		a. Recognize the concept of a variable as any symbol (letters or made up symbol) b. Use simple algebra in problem solving
5. STATISTICS/PROBABILITY	a. Interpret simple graphs	a. Discuss everyday occurrences as certain impossible or maybe

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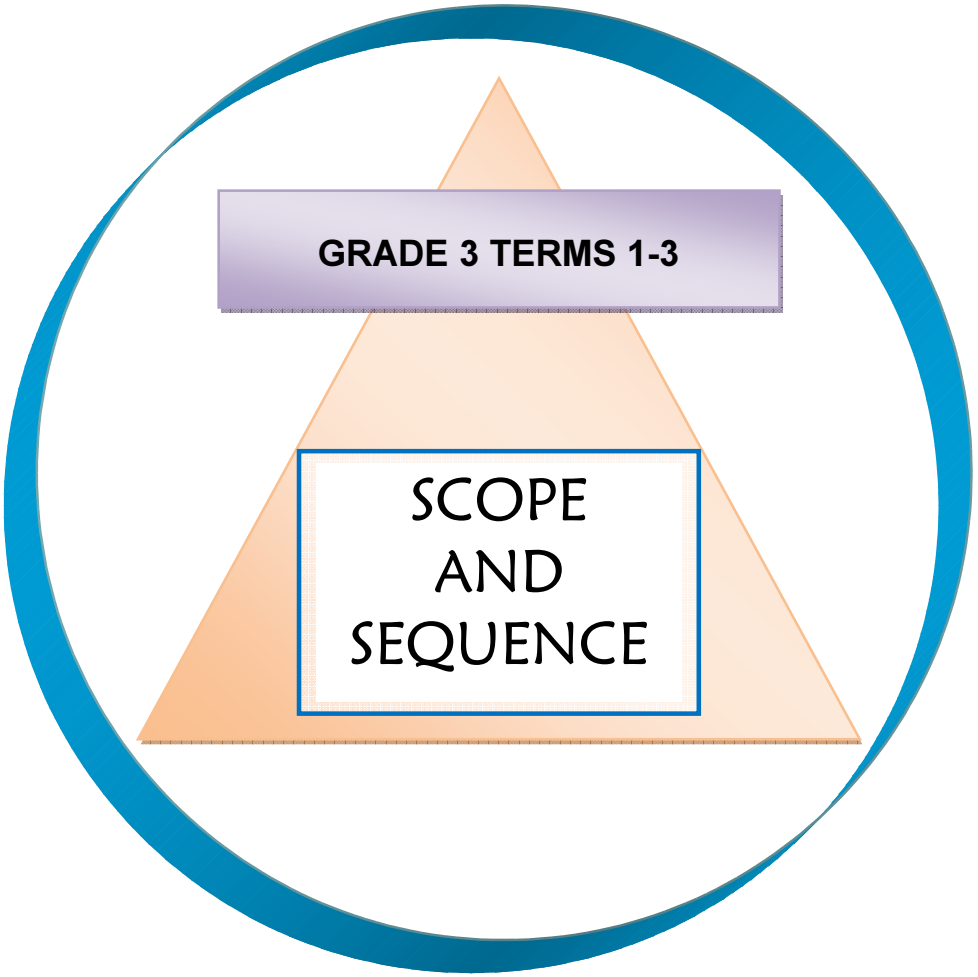

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SCOPE AND SEQUENCE FOR GRADE 3 TERM 1

(12 Teaching Weeks)

Reinforce Grade 2 number concepts

STRANDS	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
1. NUMBER	a. Compare size (larger/smaller/largest / smallest b. Identify equivalent sets c. Express numbers in Tens and ones d. Interpret 2 digit numerals 11-99 e. Write number names up to 2 digit f. Compare 2 digit numbers (greatest/least) g. Use expanded notation (2 and 3 digit number) h. Rename 3 digit numbers i. Interpret 3 digit numerals using hundreds, tens and ones j. Use the $ and the decimal point	a. Round 2 digit numbers to nearest ten b. Use rounded numbers to estimate answer for addition or subtraction problems c. Read and write 3 digit numbers using standard form d. Use inverse operations to check answers e. Use estimation to check if solutions to addition and subtraction problems are reasonable f. Use given information to g. construct addition and subtraction problems h. Mentally recall addition and subtraction of 2 digit numbers i. Add whole numbers to 6	a. Name part(s) of same object using halves through tenths b. Place unit fractions in serial order c. Identify numerator and denominator of a fraction d. Identify mixed numbers e. Identify fraction families f. Identify equivalent fraction	a. Transfer data from one problem situation to another in order to the solve problem b. Identify missing information in a problem c. Solve problems with addition and subtraction in the same problem d. Identify true and false number sentences e. Use estimation in problem solving f. Use parenthesis, <, >, = to make sentences true

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SCOPE AND SEQUENCE FOR GRADE 3 TERM 1

(12 Teaching Weeks)

Reinforce Grade 2 number concepts

		digits		
1. NUMBER	k. Make change using notes and coins l. Tell the worth of a set of notes and coins			
2. MEASUREMENT	a. Differentiate the use between metre, centimeter in a measurement situation b. Estimate, measure and compare distances using metres and or centimeters c. Use the words metre and centimeter and their symbols to describe length d. Demonstrate an understanding that 100cm = 1m e. Add or subtract measures which use whole numbers of metres or centimeters	a. Compare lengths using terms such as: - longer than - shorter than Verify by calculating the difference b. Measure perimeter of various objects and polygons c. Explain and use the term perimeter	a. Establish a reference b. Measure for 1 kilometre c. Use the kilometer and its symbol d. Differentiate between the use of the centimeter / metre/kilometer in various measurement situations e. Demonstrate an understanding that 1000m = 1km	a. Tell the time using a calendar b. Calculate age in years and months c. Identify 12 objects as 1 dozen d. Identify commodities sold by the dozen e. Identify ½ and ¼ dozen

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SCOPE AND SEQUENCE FOR GRADE 3 TERM 1

(12 Teaching Weeks)

Reinforce Grade 2 number concepts

3. GEOMETRY		a. Identify or describe a point, line segment, a simple closed path, a polygon, a square corner		a. Identify and name lines, lines segments, rays, angles, right angles
4. ALGEBRA	a. Finding n when n replaces an addend, sum or product. b. Solve "If __then __" examples If n = 40 then 90 – n = ?			
5. STATISTICS and PROBABILITY		a. Collect and record attribute data (e.g. colour, type of car, or favourite movie)	a. Collect and record numeric data using larger numbers than in previous grades b. Use tally marks to record data where appropriate	

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SCOPE AND SEQUENCE FOR GRADE 3 TERM 2

(12 Teaching Weeks)

STRANDS	JANUARY	FEBRUARY	MARCH	APRIL
1. NUMBER	a. Use repeated addition to introduce multiplication b. Use the terms multiply, product and factors correctly c. Use array to discover multiplication and addition fact d. Discover, memorize and recall multiplication facts e. Find unknown factors and product f. Multiply any number by one g. Identify pairs of related multiplication facts h. Multiply a 2 digit number by 2, 3, or 4 without renaming i. Check by addition, answer for multiplication problems	a. Partition sets and use division to find number associated with partition b. Use division to tell how many members are in each set c. Solve problems involving division d. Show division as repeated subtraction	a. Use known division facts to find unknown factors b. Recall related division and multiplication facts with one factor being 2, 3, 4 or 5 c. Use subtraction to check for division examples d. Use a fractional number to represent a part of a number e. Use division to find the number in a part of a set of objects represented by fractional number f. Divide any number by one g. Transfer data from one problem situation to another in order to the solve problem h. Organize multiplication facts on a chart	▪ Identify missing information in a problem ▪ Identify true and false number sentences ▪ Use estimation in problem solving ▪ Use parenthesis, <, >, = to make sentences true

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SCOPE AND SEQUENCE FOR GRADE 3 TERM 2

(12 Teaching Weeks)

STRANDS	JANUARY	FEBRUARY	MARCH	APRIL
1. NUMBER cont.	o. Find the product when one factor is zero p. Multiply 2 or 3 digit by 1 digit with or without renaming q. Identify greater and lesser product r. Use rounded number to estimate products s. Use commutative property of multiplication			
2. MEASUREMENT		a. Differentiate between gram and kilogram in various measurement situations b. Estimate, measure and compare mass using kilogram and or grams c. Demonstrate an understanding 1000g = 1kg d. Identify the surface of any object	a. Identify the surface of any object b. Find areas of regular and irregular surfaces using non-standard units	a. Tell or show time on the clock - using intervals - using the format minutes to / minutes past

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SCOPE AND SEQUENCE FOR GRADE 3 TERM 2

(12 Teaching Weeks)

STRANDS	JANUARY	FEBRUARY	MARCH	APRIL
3. MEASUREMENT		e. Find areas of regular and irregular surfaces using non-standard units		
4. GEOMETRY	a. Name polygons using the names of their corner points in order b. Identify each pair of letters with the appropriate line segment			
5. ALGEBRA			a. Select or write the appropriate "n" sentence in a problem situation (including different money ideas earning, spending, saving) b. Solve "If __ then" examples associated repeated addition with multiplication e.g. If n = 28 then n+ n =?	

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SCOPE AND SEQUENCE FOR GRADE 3 TERM 2 (12 Teaching Weeks)				
STRANDS	**JANUARY**	**FEBRUARY**	**MARCH**	**APRIL**
6. STATISTICS and PROBABILITY				a. Read and interpret information given on a table or in a pictograph b. Solve problem using information given on a table or in a pictograph c. Read and interpret a horizontal or vertical bar chart

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SCOPE AND SEQUENCE FOR GRADE 3 TERM 3

(10 Teaching Weeks)

STRANDS	MAY	JUNE
1. NUMBER	a. Differentiate between the use of multiplication, division, addition and subtraction in a problem situation b. Solve problems involving division c. Write pairs of x and ÷ fact from an array or given product and factors d. Recall multiplication and division facts, use to find unknown factors or products in multiplication or division sentences e. Transfer data from one problem situation to another in order to the solve problem f. Write story problems and solve g. Use multiplication to verify answers for division problems	a. Divide numbers having up to 4 digits by 2, 3, 4, 5 and 6 b. Generate number patterns using four operations – represent on the hundred chart c. Identify missing information in a problem d. Identify true and false number sentences e. Use estimation in problem solving f. Use parenthesis, <, >, = to make sentences true
2. MEASUREMENT	a. Differentiate between the use of the litre and millilitre in measurement situations b. Estimate, measure and record capacity of various containers in litre or millilitres c. Demonstrate an understanding 1000ml = 1litre	a. Associate a given temperature with a hot or cool day, normal body temperature, fever, freezing and boiling point of water b. Record a given temperature using symbols

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SCOPE AND SEQUENCE FOR GRADE 3 TERM 3 (10 Teaching Weeks)		
STRANDS	**MAY**	**JUNE**
3. GEOMETRY	a. Describe the differences and similarities between shapes in the environment b. Identify similar shapes and objects and say why they are similar	
4. ALGEBRA		a. Solve "If __ then" Examples associated repeated addition with multiplication e.g. If n = 28 then n + n = ? b. Find n when n represents a product or factor in a multiplication or division sentence
5. STATISTICS/PROBABILITY	a. Conduct probability experiments and record outcomes (e.g. tossing coins, rolling dice and spinning spinners) b. Predict outcomes of experiments before they take place c. Compare predictions with, outcomes of experiments	

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