Theme: The human body and health

Sub-theme – Parts of the body and their function.

Key words

- Counting
- Reading
- More or less
- Ascending/increasing
- Between, before, next/after
- Filling
- Descending/decreasing

Counting numbers from 300 – 400

Examples.

300 301 302 303 304 305 306 307 308 309 310 311
312 313 314 315 316 316 317 318 319 320 321

322 323 324 325 326 326 327 328 329 330 331

332 333 334 335 336 337 338 339 340 341 342 343

344 345 346 347 348 349 350 351 352 353 354

355 356 357 358 359 360 361 362 363 364 365

366 367 368 369 370 371 372 373 374 375 376

377 378 379 380 381 382 383 384 385 386 387

388 389 390 391 392 393 394 395 396 397 398

399 400

Activity

1. Fill in the missing numbers.
   a) 300, 301, 302, 303, ___,___,___,___
   b) 349, __, __, 352, 353, ___, 355, 356, ___
   c) 400, __, ___, 397, 396, 395, ___, ___, ___, 391
2. Arrange these numbers from the biggest to the smallest.
   a) 307, 301, 310, 300 = _____
   b) 346, 350, 315, 305 = _____
3. Put these numbers in order starting with the smallest.
   a) 314, 31, 303, 308 = _____

b) 400, 200, 300, 308, 100 = _____

4. Which number comes between?
   344, ____, 346
   399, ___, 401

Sub theme: <u>parts of the body and their functions.</u>

Content: <u>Measuring heights, widths and breaths using non – standard units</u>

Key words

-handspan	- stick	- height	- fathom	- string	- length
-arm's length	- ruler	- breath	- foot	- rope	- width

Definition

Height is how tall or short some thins is.

Length is how long or short something is.

Practical lesson

Pupils will measure the following

a) Heights
b) Length of their classroom, blackboard, table tops, desk tops, pieces of papers.

Activity

1. Measure the length of the following items
   a) Paper _____handspans
   b) Desk top _____ palms
   c) Chalkboard _____fathoms
   d) Classroom _____ feet
   e) Door _____ palms
   f) Cloth _____ fathoms

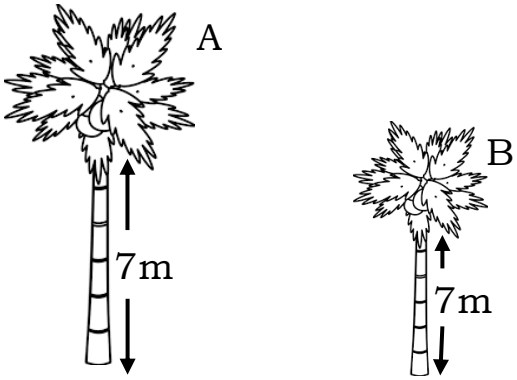
   REF: MATHEMATICS PRACTICE BOOK 2 PAGE 28

Comparing length/height

Key words

tall	long
taller	longer
short	shorter
than	tallest

Examples



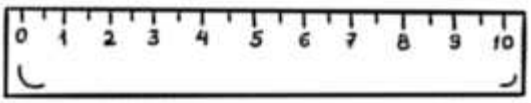
Questions

1. Compare using taller, longer or shorter.
   a) Which tree is taller?
      Tree A
   b) Tree B is shorter than tree A
   c) Find their total height
      7m + 3m = 10m

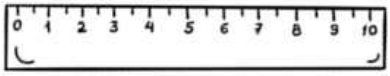
REF: MATHEMATICS PRACTICE BOOK 2 PAGE 16

Example 2.

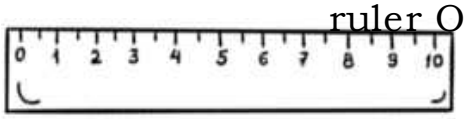
ruler M



ruler N



ruler O



Ruler M is longer than ruler N.
Ruler N is shorter than ruler O.
Ruler M is the longest.
Ruler N is the shortest.

REF: MATHEMATICS PRACTICE BOOK 2 PAGE 16

Activity

Tom



Sam



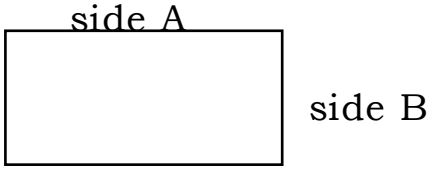
John



a) Sam is _____ than Tom.
b) John is _____ than Sam.
c) Tom is the _____
d) Sam is the _____
e) Find the total height of Tom and Sam.
f) Find the difference between Tom's height and John's height.

Activity

1. Study the rectangle below.



2. Which side is longer?_____
3. Which side is shorter?_____
4. Side _____ is longer than side _____

Writing number names from 300 – 320

Examples

300 – Three hundred

301 – three hundred one

302 – three hundred two

303 – three hundred three

304 – three hundred four

305 – three hundred five

306 – three hundred six

307 – three hundred seven

308 – three hundred eight

309 – three hundred nine

310 – three hundred ten

311 – three hundred eleven

312 – three hundred twelve

313 – three hundred thirteen

314 – three hundred fourteen

315 – three hundred fifteen

316 – three hundred sixteen

317 – three hundred seventeen

318 – three hundred eighteen

319 – three hundred nineteen

320 – three hundred twenty

REF: MATHEMATICS PRACTICE BOOK 2 PAGE 16

Activity

1. Write the number name for:
   a) 317 = _____ b) 320 = _____ c) 303= _____
   d) 307= _____ 309 = _____ 313 = _____ 301 = _____

2. Match correctly

304	three hundred sixteen
313	three hundred one
316	three hundred four
303	three hundred three
301	

3. Tick the correct number name for the given numbers 340.
   Three hundred fourteen or three hundred forty.

References – Shasa Thematic Mathematics practice book pg 128 – 129

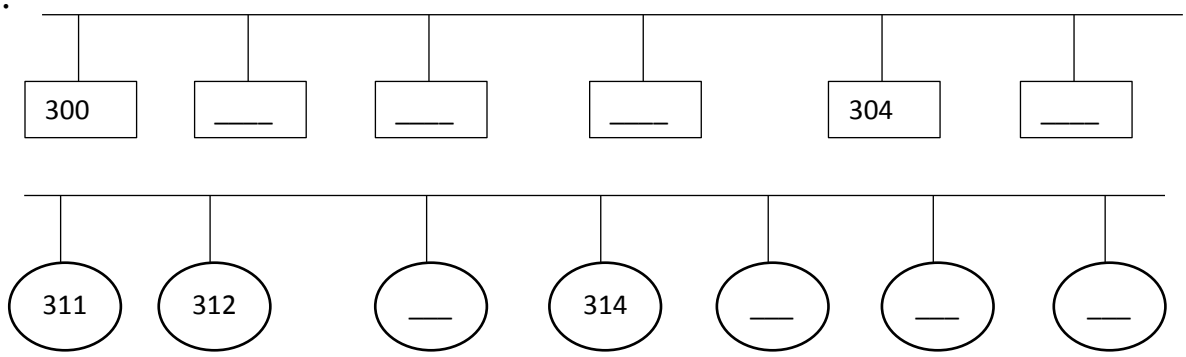
Mk – The matic mathematics practice book (New pupils book 2 pg 20 ed)

Writing number symbols from 300 – 320

Examples

300	301	302	302		304		305		306		307								
	308	309		310		311		312		313		314							
	315		316		317		318		319		320								
	321		322		323		324		325		326								
	327		328		329														

Activity

1. Write the missing numbers
2. 

3. 316, ___, ____, 313, 312, ___, ___ 309, ____
4. Write the number before
   ____, 320 _____, 305 _____, 3000

5. Form other two number from the number 318.

References – Shasa Thematic Mathematics practice book pg 31

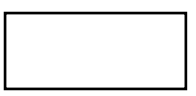
Mk – Thematic mathematics practice book (New pupils book 2 pg 2

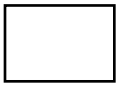
Recongising shapes

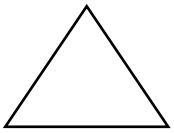
Key words

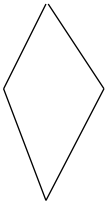
Rectangle	circle	triangle
Square	oval	cone
Kite	cylinder	

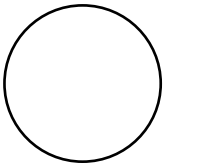
Drawing and naming shapes


rectangle

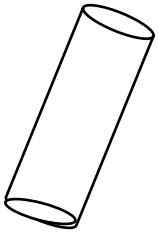

square


triangle

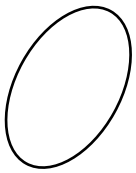

kite



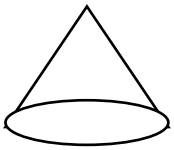
circle



cylinder



oval



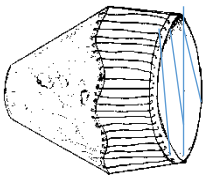
cone

Activity

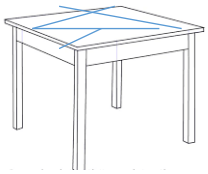
1. Fill in the missing letters.
   k__te sq__are rect____ngl___
2. Write the given words correctly
   neco____ teki _____ clecir_____
3. Draw the given shapes

Kite	Rectangle	cylinder

4. Name the shaded shapes.



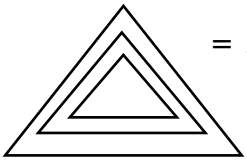
_____



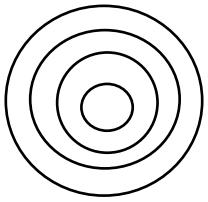
_____

More about recognizing shapes.

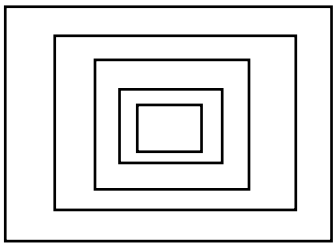
1. How many in each



= 3 triangles



= 4 circles

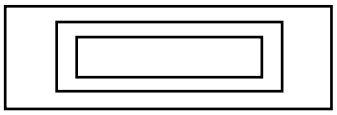


= 5 squares

REF: RS THEMATIC EVERYDAY MATHEMATICS PRACTICE BOOK PAGE 80

Activity

1. How many rectangles are in each of these?

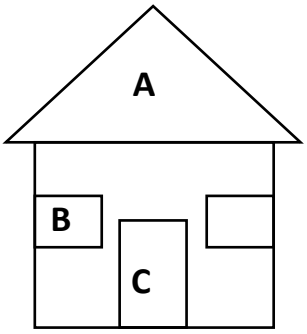


=



= _____

2. Name the shaped you can see on Mr. Ongom's house and shade it.



A _____

B _____

C _____

REF: RS THEMATIC EVERYDAY MATHEMATICS PRACTICE BOOK PAGE 81 -82

Writing number names from 320 – 350

320 – three hundred twenty

321 – three hundred twenty one

322 – three hundred twenty two

323 – three hundred twenty three

324 – three hundred twenty four

325 – three hundred twenty five

326 – three hundred twenty six

327- three hundred twenty seven

328 – three hundred twenty eight

329 – three hundred twenty nine

330 – three hundred thirty

331 – three hundred thirty one

332 – three hundred thirty two

333 – three hundred thirty three

334 – three hundred thirty four

335 – three hundred thirty five

336 – three hundred thirty six

337 – three hundred thirty seven

338 – three hundred thirty eight

339 – three hundred thirty nine

340 – three hundred forty

341 – three hundred forty one

342 – three hundred forty two

343 – three hundred forty three

344 – three hundred forty four

345 – three hundred forty five

346 – three hundred forty six

347 – three hundred forty seven

348 – three hundred forty eight

349 – three hundred forty nine

350 – three hundred fifty

Activity

1. Change the figures to words.
   a) 309 = _____ b) 324 = _____ c) 301= _____ d) 300 = ____
   e) 349 = ____
2. Match the number symbol to a number name.

300	three hundred twenty – seven
302	three hundred
327	three hundred two
350	

3. Ring the correct number name for the given symbol.
   Three hundred fifteen
   Three hundred ten
   Three hundred one

REF: MK THEMATIC EVERYDAY MATHEMATICS PRACTICE BOOK PAGE 20

2. Maths Practice book 2 page 19

Subtracting numbers with one digit, No borrowing.

Key words

Subtract, minus, difference, takeaway, remaided, left, broken, stolen, eaten

Example

7 – 2 = 5

00000000

8 000000

- 5

3

4 – 4 = 0

0000

6 000000

- 0

6

Activity

Work out the following.

1. 9 - 6 = _____

2. 5 - 1 = _____

3. 9 – 9 = _____

4. 3 – 0 = ____

5. 7 – 6 = _____

6.
```
  8
- 2
---
```

7.
```
  6
- 4
---
```

8.
```
  3
- 1
---
```

9.
```
  4
- 3
---
```

REF: NCDC PRIMARY MATHEMATICS FOR UGANDA PUPILS BOOK 1 55-57

Words involving subtraction of one digit numbers.

Examples

a) What is 9 takeaway 6 ?



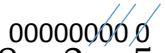
9 – 6 = 3

b) Find the difference between five and two?



5 – 2 = 3

c) Subtract 3 from 8.



8 – 3 = 5

Activity

Read, understand and show the working.

1. What is seven pens minus two pens?
2. Eight apples takeaway four apples equals
3. Peter had six eggs. He gave three eggs to his friend Jomo. How many eggs did Peter remain with?
4. Find the difference between nine and seven.

REF: NCDC PRIMARY MATHEMATICS FOR UGANDA PUPILS BOOK 2 55-57

Subtraction of two – digit numbers with no borrowing.

Examples

1.

T	O
1	4
-	4
1	0

4	9
- 1	6
3	3

5	4
- 2	0
3	4

ACTIVITY

Work out by taking away

1.

7	6
- 5	2

2.

4	9
- 1	9

3.

4	1
- 2	1

4.

7	6
- 1	2

5.

9	7
- 5	6

REF: MATHS PRACTICE BOOK FOR PRIMARY TWO PAGE 19

Words involving subtraction of 2 – digit numbers

Examples

1. There were 20 sweets in a packet. We ate 10 sweets from the packet. How many sweets were left?

$$\begin{array}{r} 2\ \ 0 \\ -\ 1\ \ 0 \\ \hline 1\ \ 0 \text{ sweets} \end{array}$$

2. Jane was carrying 37 combs in her bag, 13 combs got lost. How many combs remained in Jane's bag?

$$\begin{array}{r} 3\ \ 7 \text{combs} \\ -\ 1\ \ 3 \text{combs} \\ \hline 2\ \ 4 \text{ combs} \end{array}$$

Activity

Read, understand and show the working.

1. There are 28 pots of clean water, 16 pots were covered. How many pots remained uncovered?
2. In a school there are 19 classroom only 5 classroom are dirty. How many classroom are clean?
3. Find the difference between 59 and 10.
4. Subtract 34 from 88.
5. Remove 15 from 96
6. There were 64 glasses in a cupboard, if 42 glasses got broken. How many glasses remained?
7. What is 72 minus 51?

Subtraction of numbers with 3- digits.

Examples

1. $\begin{array}{r} 3\ 6\ \ 5 \\ -\ \ 4\ \ 5 \\ \hline 3\ 2\ \ 0 \end{array}$

2. $\begin{array}{r} 3\ \ 8\ \ 9 \\ -\ 2\ \ 1\ \ 2 \\ \hline 1\ \ 7\ \ 7 \end{array}$

3. $\begin{array}{r} 2\ \ 1\ \ 9 \\ -\ \ \ \ 8 \\ \hline 2\ \ 1\ \ 1 \end{array}$

Activity

1.
$$\begin{array}{r} 257 \\ -\ 142 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 399 \\ -\ 328 \\ \hline \\ \hline \end{array}$$

2.
$$\begin{array}{r} 356 \\ -\ 131 \\ \hline \\ \hline \end{array}$$

2.
$$\begin{array}{r} 266 \\ -\ 60 \\ \hline \\ \hline \end{array}$$

Subtraction of 3 – digit number involving words.

Examples

1. The headteacher had 256book. She gave away 232 books. How many books remained?

$$\begin{array}{r} 256\text{books} \\ -\ 232\text{books} \\ \hline 024\text{books} \end{array}$$

2. A school has 140 pupils, if 40 are girls. How many are boys?

$$\begin{array}{r} 140 \\ -\ 40 \\ \hline 100\ \text{boys} \end{array}$$

REF: MATHS PRACTICE BOOK FOR PRIMARY TWO PAGE 19

Activity

1. Amooti had 398 chickens, she sold 298 chickens. How many chickens remained?
2. Kato had 300 bags of coffee. He sold all of them. How many bagsremained?
3. Subtract 169 chairs from 389 chairs.
4. There are 227 tomatoes in a basket. If 27 are rooten. How many tomatoes are good?

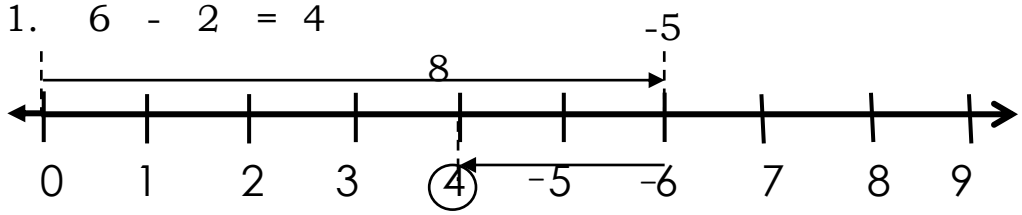
5. What is 340 minus 10?
6. Find the difference between 214 and 12.

REF: NEW MK PRIMARY MATHEMATICS 200 BOOK2 PAGE 61

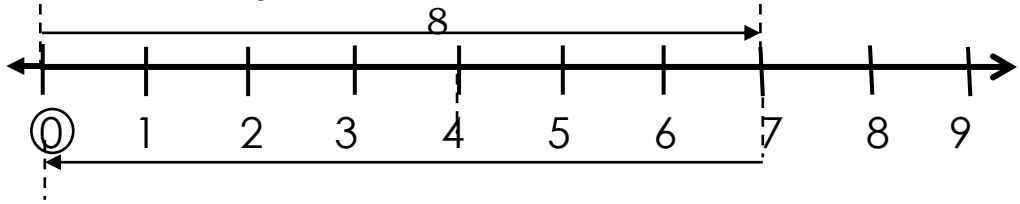
Subtraction of 1- digit number from 1 – digit number.

Examples

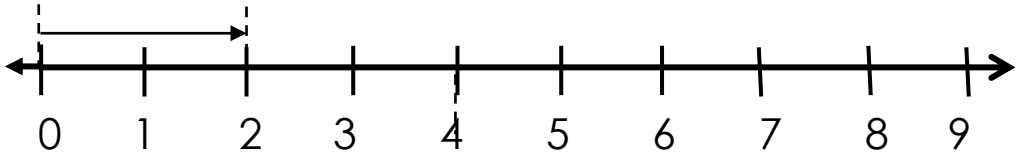
1. 6 - 2 = 4



2. 7 - 7 = 0



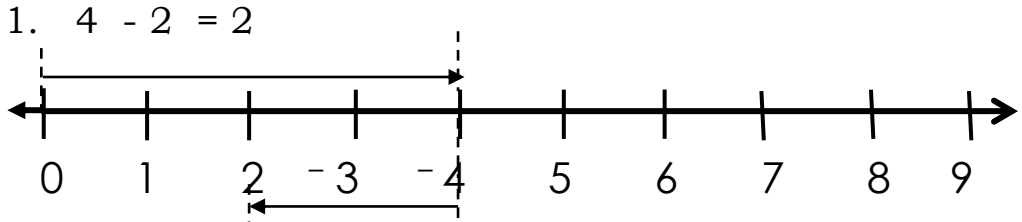
3. 2 - 0 = 2



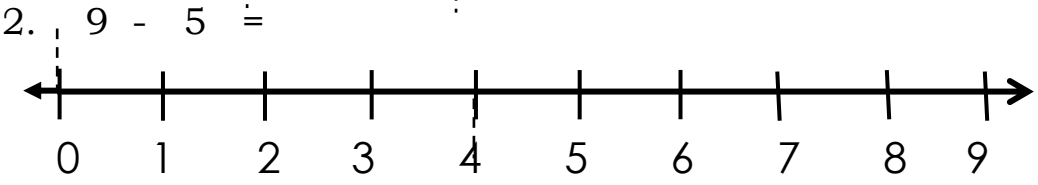
Activity

Subtract using a numberline.

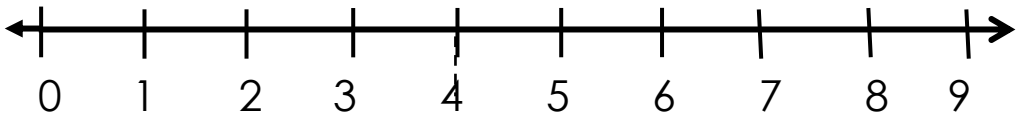
1. 4 - 2 = 2



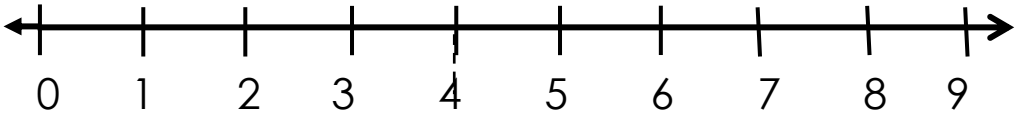
2. 9 - 5 =



3. 7 - 2 =



4. 8 - 0 =



Subtraction of 1 – digit number from 2 – digit

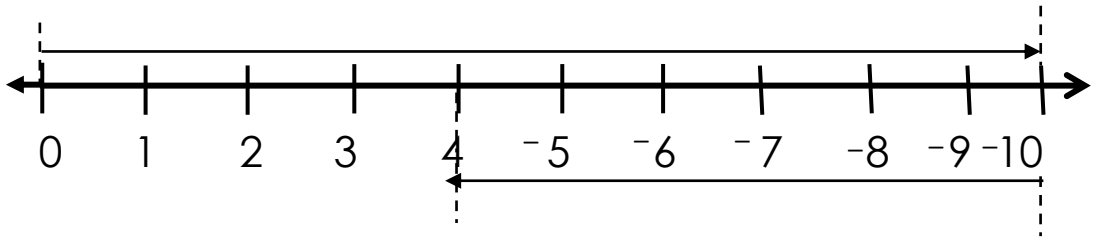
Number using a numberline

Key words

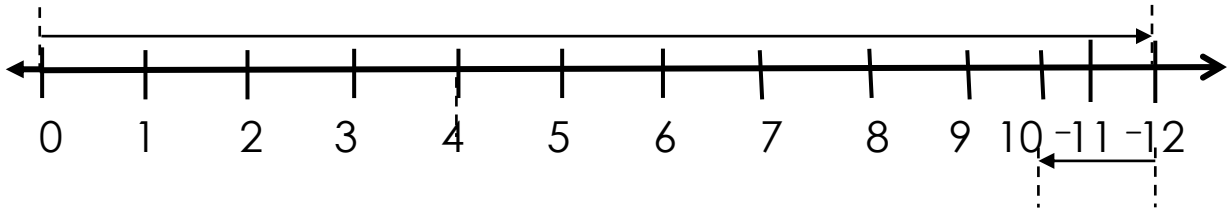
-steps - forword - backward - curve

Example

1. 10 - 6 = 4



2. 12 - 2 = 10

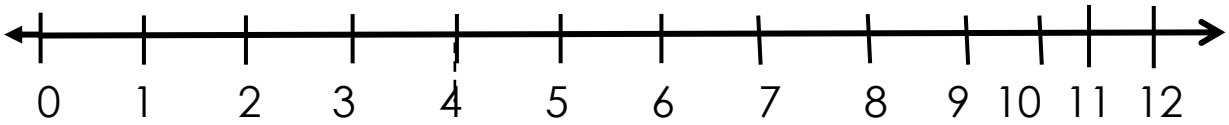


REF: RS THEMATIC EVERYDAY MATHEMATICS PRACTICE BOOK FOR PRIMARY TWO PG 63

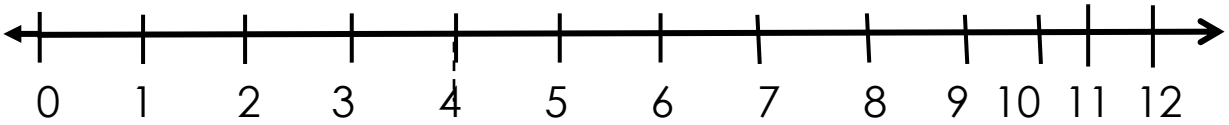
Activity

Subtract using a numberline

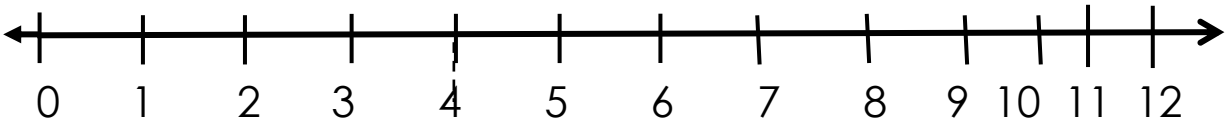
1. 10 – 7 =



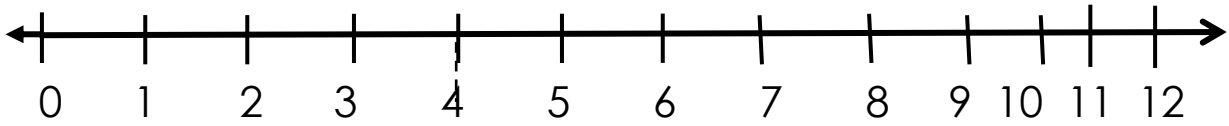
2. 11 – 9 =



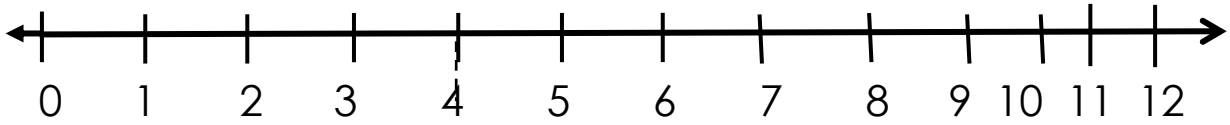
3. 15 - 10 =



4. 10 – 2 =



5. 13 – 6 =



REF: PRIMARY MATHEMATICS FOR UGANDA PUPILS BOOK 2 PAGE 41

Subtheme: Personal hygiene and sanitation

Content: Counting in twos

Key words

-group in twos

-items/objects

Examples

Count in twos

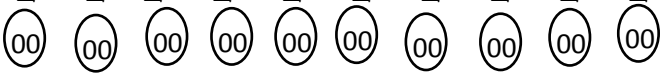
a) 2twos = 2 + 2 = 4



b) 5twos = 2 + 2 + 2 + 2 + 2 = 10



c) 10 twos = 2 + 2 +2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 20

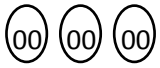


Activity

Work out:

a) 2 twos = _____ b) 4 twos = _____ c) 6 twos = ___

d) 7 twos = _____ e) 3 twos = _____

f)  = _____twos

More counting in twos

Key words

Increasing order/ascending order

Decreasing/descending order

Examples

1. Count in ascending/increasing order.

   $0 \overset{+2}{,}\ 2 \overset{+2}{,}\ 4 \overset{+2}{,}\ 6 \overset{+2}{,}\ 8 \overset{+2}{,}\ 10 \overset{+2}{,}\ 12$

$20 \overset{+2}{,} 22 \overset{+2}{,} 24 \overset{+2}{,} 26 \overset{+2}{,} 28 \overset{+2}{,} 30$

2. Decreasing/descending order.

$30 \overset{-2}{,} 28 \overset{-2}{,} 26 \overset{-2}{,} 24 \overset{-2}{,} 22 \overset{-2}{,} 20$

$8 \overset{-2}{,} 6 \overset{-2}{,} 4 \overset{-2}{,} 2 \overset{-2}{,} 0$

Activity

Fill in the missing numbers.

a) 18, 16, ____, ____, 8 b) 20, 22, ___, ___, 26, 28, _____

c) 0, 2, 4, ___, ____, 10, ___ d) 14, 16, ___, ___, ___, 24

REF: THEMATIC EVERYDAY MATHEMATICS PRACTICE BOOK FOR PRIMARY TWO PAGE 92

Multiplication by two

Key words

-multiply by two

-groups of twos

Examples

1. Multiplying by 2.

a) 2 x 1 = 2 (0) (0)

b) 2 x 4 = 8 (000 0) (000 0)

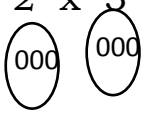
c) 9 x 2 = 18 (000 000 000) (000 000 000)

d) 2 x 2 = 4 (00) (00)

e) 2 x 8 = 16 (000 00 000) (000 00 000)

f) (0) (0) 1 2 x 2 = (00) (00)

g) 2 x 3 = 6



Activity

Work out

a) 2 x 4 =

d) 2 3
x 2

f) 3 0
x 2

b) 2 x 0

e) 2 4
x 2

g) 1 1
x 2

c) 2 x 6 =

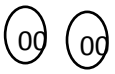
Multiplication by two as repeated addition.

Examples.

a) 1 x 2 = 2



c) 2 x 2 = 2 + 2 = 4

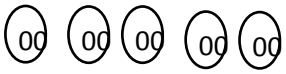


b) 3 x 2 = 2 + 2 + 2 = 6



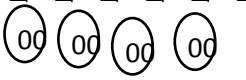
d) 2 + 2+ 2 = 3 x 2 = 6

5 x 2 = 2 +2+2+2+2 = 10



Activity

Work out

1. 3 x 2 = ___ + _____ + ____ = 6
2. 4 x 2 = 2+2+2+2+2 = _____
3. 2+2+2+2+2+2 = ___x ___ = 1
4.  ____ twos

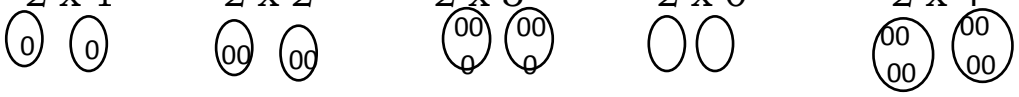
REF: THEMATIC MATHEMATICS PRACTICE BOOK FOR PRIMARY TWO PAGE 43

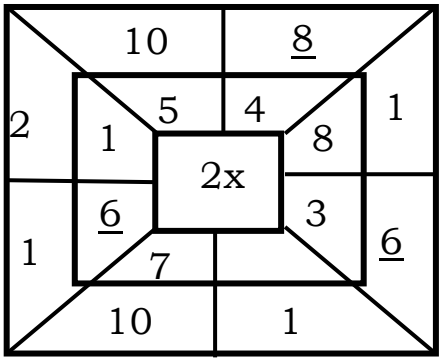
Completing tables and circles by 2.

Examples

X	1	2	3	0	4
2	2	4	6	0	8

2 x 1 2 x 2 2 x 3 2 x 0 2 x 4





2 x 8 = 16 2 x 5 = 10 2 x 4 = 8

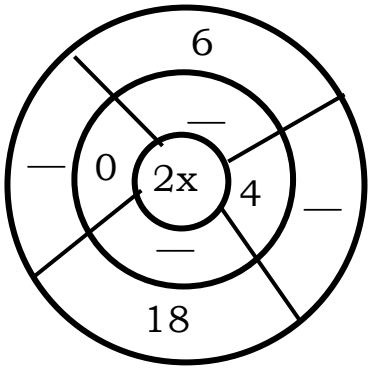
2 x 3 = 6 12 ÷ 2 = 6 2 x 3 = 6

16 ÷ 2 = 8 2 x 1 = 2 2 x 5 = 10

Activity

Complete correctly

No.of cows	1	2	____	4	___
No. of ears	2	____	6	____	16



REF: THEMATIC EVERYDAY MATHEMATICS PRACTICE BOOK FOR PRIMARY TWO PAGE 9

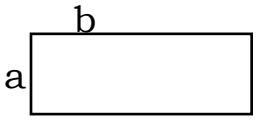
END OF THEME 3 EVALUATION ACTIVITY

1. Write the next numbers.
   a) 400, _____ b) 302, _____
2. Tick the greater number.
   a) 320 or 312 b) 231 or 362
3. Compare the height.


Albert

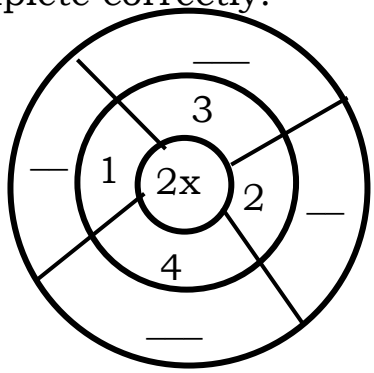

Peter

   a) _____ is shorter than_____
   b) _____ is taller than _____
4. Study the rectangle below.

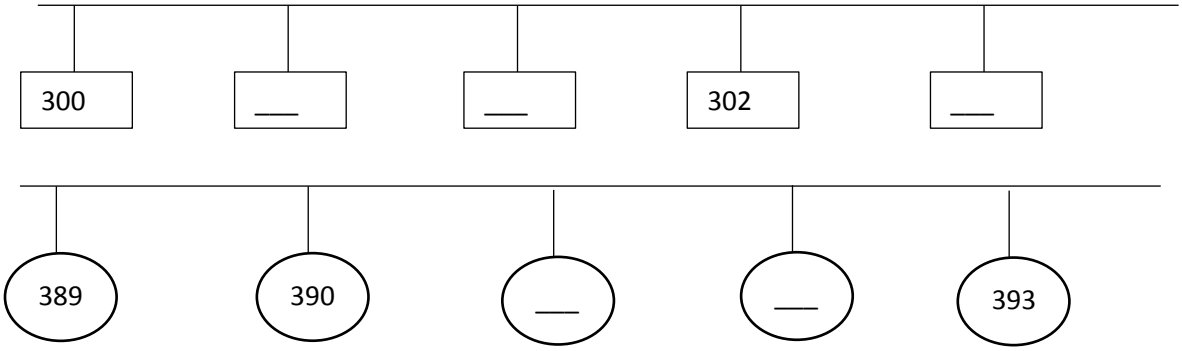


   a) Which side is longer?
   b) Name the shorter side?
5. Write in words.
   a) 319, _____ b) 302, _____

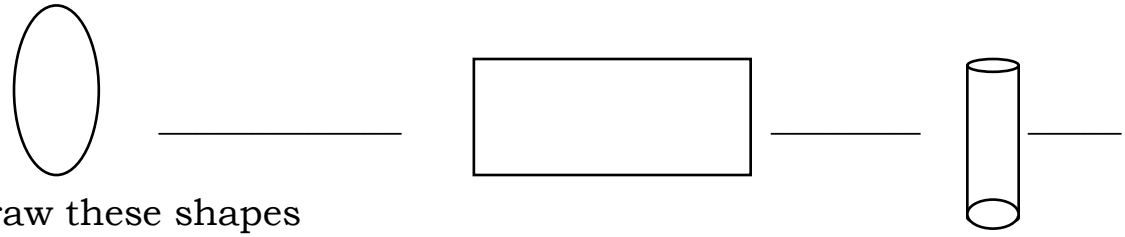
6. Complete correctly.



7. Write the missing numbers.



8. Name these shapes.



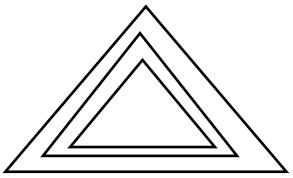
_____ _____ _____

9. Draw these shapes

kite circle

triangle square

10. How many triangles.



_____ triangles

11. Write in figures.

a) Three hundred twenty – five = _____
b) Four hundred = _____

12. Work out

9	2	4 6
- 6	- 2	- 2 0

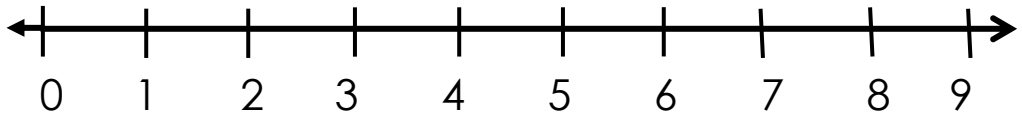
13. Subtract five from eight.

Read, understand and show the working.

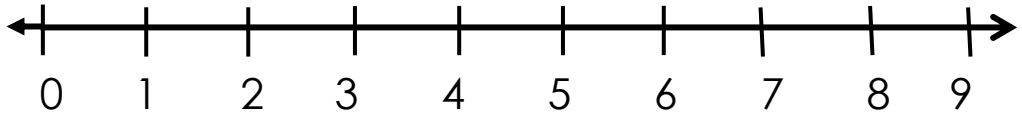
14. Job was carrying 73 combs in his bag, 23 combs got lost. How many combs remained in Job's bag?
15. What is 348 minus 48?

Use a numberline to subtract.

9 – 5 =

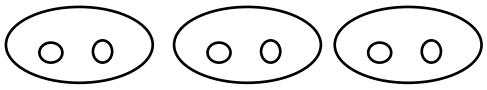


10 – 2 =



Complete correctly

a) 2 twos = _____

b)  = ___twos

c) _____ twos = 2+2+2+2+2

d) ____x ___ = 2+2+2+2+2

THEME: Food and Nutrition.

Sub-theme: Names and classes of food.

Counting numbers from 400 to 500.

Examples

400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 499, 500

Activity

1. Fill in the missing numbers.
   a) 411 ◯ 413, 414 ◯ ◯ ◯
   b) 421, ◯ ◯ ◯ ◯ ◯ ◯
   c) 500, ◯ 498, ◯ ◯ 495
2. Which number is smaller? (Ring)
   a) 417 or 471 c) 500 or 005
   b) 422 or 412
3. Form two other numbers from the number 412.

REF: Resources for the thematic curriculum primary 2 mathematics practice book page 26

SHASA Thematic practice book 2 page 39

Subtheme; Names and classes of food.

Content: Collecting data on people'e food preference.

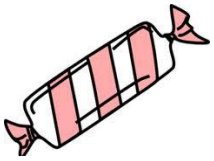
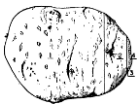
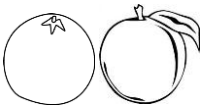
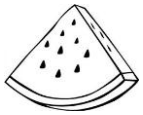
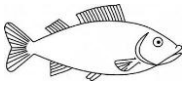
Practical work on collecting data.

- Pupils will be given a task of finding out what their parents, sister, brothers, friends and other relatives like.

SUBTHEME: Names and classes of food

Content: Collecting data one peoples' food preference.

People and what they like to eat.

 MATE			
 JULIET			
 MOTHER			
 FATHER			

Questions

1. Who likes water, beans and fish?
2. _____ likes milk.
3. _____ and _____ like beans.
4. Matooke is liked by _____ and _____
5. Name the person who likes eggs?
6. Which food is liked most according to the graph above?
7. Name the food like by Mate.

REF: SHASA Thematic mathematics practice book 2 page 41

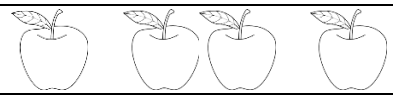
Recording and reporting data collected.

Use the given information to answer questions.

Kind of food	**Number of people**
Cake	2pupils
Potatoes	1 pupils
Fish	3 pupils
Soda	4 pupils
Pawpaw	1 pupil
Beans	1 pupil
Chicken	7 pupils

1. How many pupils like soda?
2. How many pupils like potatoes and cake altogether?
3. Name the most liked food shown on the graph.
4. State the three kinds of food liked by one pupil each.
5. Find the total number of pupils who like fish, cake and soda.
6. How many examples of food are shown on the graph?

Use the graph below to answer questions.

James	
Musa	
Luke	
Kimuli	

Questions

1. Kimuli collected _____ apples.
2. _____ collected five apples.
3. How many apples were collected by James and kimuli?
4. How many more apples did Musa collect than Luke?
5. Find the total number of apples collected by all the pupils.

Subtheme: Good feeding and effects of poor feeding.

Contant: Measuring weight using non-standard units.

Key words

-heavy -compare

-light -heavier

-measure - lighter

Weight is how heavy or light something is Non standad units used to measure weight.

See- saw

Beam balance

Things we measure: flour, people weight, meat, salt, beans, sugar, rice

Comparing weight using heavier than, lighter than

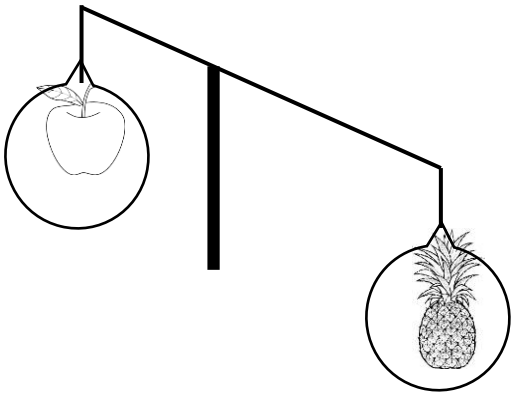
Examples.



a) Tom is _____ than John
b) John is _____ than Tom.

Activity

Compare using heavier than or lighter than.



a) Which item is heavier?

b) Which item is lighter?

_____

c) An apple is _____ than a pineapple.

d)



Sam is_____ than Tom.

Tom is _____ than Sam.

REF: MATHEMATICS Practice book for primary 2 page 22

Counting in 3s (threes)

Examples

Count in threes

a) 1 three = 1 x 3 = 3

00

b) 3three = 2 x 3 = 3 + 3 = 6

/// ///

c) 3threes 3 x 3 = 3 +3+3+3 = 9

/// /// ///

d) 4three = 4 x 3 = 3+3+3+3+3 = 12

/// /// /// ///

Or

3 +3 +3+3+3 = 4 x 3 = 12

Activity

Work out

1. 3threes = _____
2. 7threes = _____
3. What is 3+3+3+3+3+3 = ____ x ___ = ____
4. 3 + 3 = ___ x____ = ____
5. 10threes = ____

More counting in threes.

Examples

a) 0, 3, 6, 9, 12, 15, 18

b) 21, 24, 27, 30, 33, 36, 39

c) 15, 12, 9, 6, 3, 0

Activity

1. Fill in the missing numbers.
   a) 6, 9, 12,____, ____, _____
   b) 21, 24, 27, 30, ____, 33, 36, 39, ___, ___
   c) 5, 15, 12, 9, ____, ___, ____
   d) 0, ___, 6, ___, 12, _____

REF: RS THEMATIC EVERYDAY MATHEMATICS BOOK 2 PAGE 95.

RESOURCE FOR THE THEMATIC CURRICULUM PRIMARY BOOK 2 PAGE 31

Sub theme: Good feeding and effect of poor feeding.

Content: Multiplying by 2 and 3.

Key words

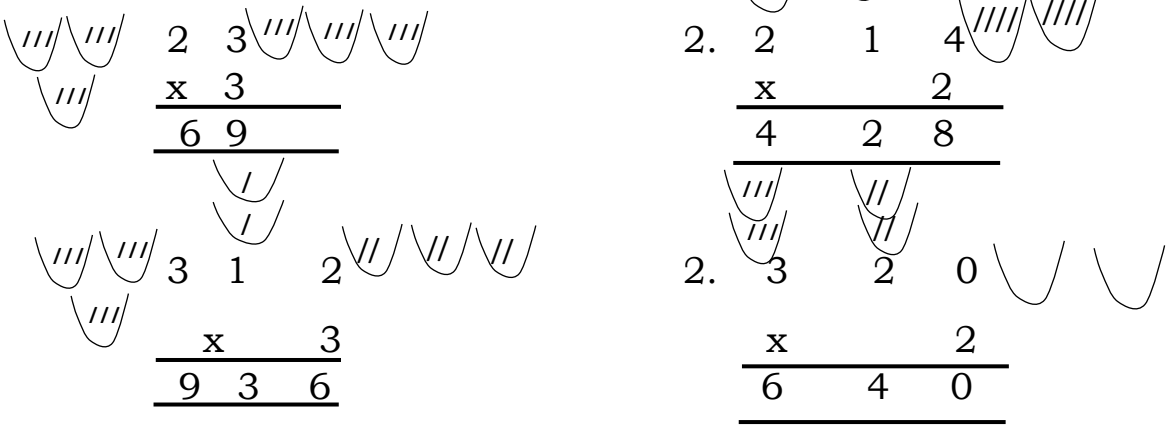
Multiply

-group

-times

Examples

1. Multiply correctly.



Activity

Multiply

a) 2 3 2
x 3

b) 1 3 0
x 3

c) 3 1 3
x 3

d) 4 2 3
x 2

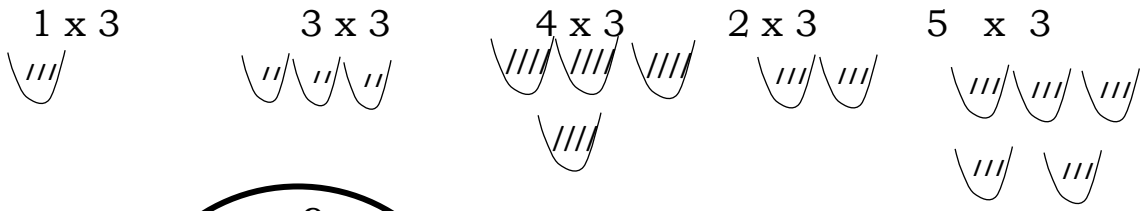
e) 1 0 3
x 2

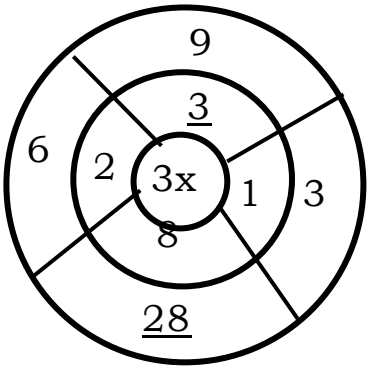
f) 2 4 1
x 3

Completing tables and circles by 3.

Examples

No. of stools	1	3	4	2	5
No. of legs	3	9	12	6	15





3 x 1 = 3



3 x 2 = 6



3 x 8 = 24



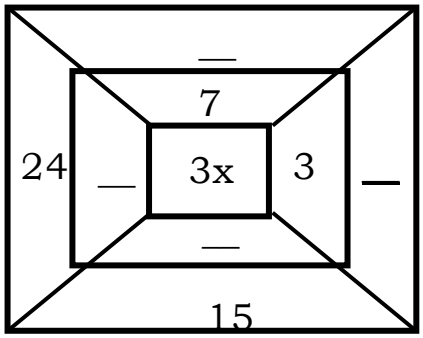
9 ÷ 3 = 3



Activity

1. Complete correctly.

X	1	2	____	6	____	0
3	3	____	12	____	9	___



Counting in fours (4s)

Examples

a) 1 x 4 = 4

b) 2 fours

2 x 4 = 4 + 4 = 8

c) 3 fours

3 x 4 = 4 + 4+ 4+ 4 = 12

4fours = 4 + 4 + 4 + 4 = 16

Activity

Complete correctly.

1. 5fours = ___ x ____ = ___
2. 7 fours = _____
3. What is;
   a) 4 + 4+ 4+ 4 = ____ x ___ = ___
   b) 4 +4+4+4+4+4+4 = ___x ____ = ___

Counting in fours (4s)

Examples

//// //// //// //// //// //// ////
0, 4, 8, 12, 16, 20, 24, 28

//// //// //// //// //// //// ////
40, 44, 48, 52, 56, 60, 64, 68

//////////// //////// ////
12, 8, 4, 0

REF: MATHS PRACTICE BOOK 2 PAGE 27

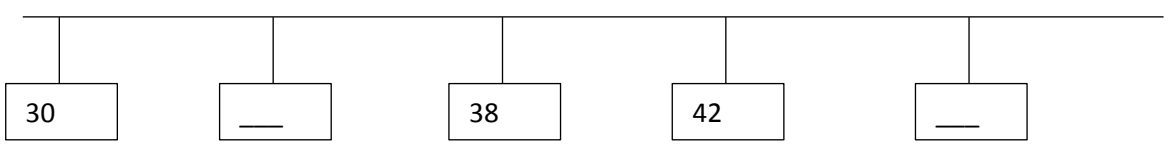
MK PRIMARY 200 BOOK 2 PAGE 49

Exercise

Complete correctly.

a) 4, 8, 12, ____, ___, 20, ____, 28
b) 20, 24, 28, ____, ____, ____, ____
c) 8, _____, 0

d)



e) Count in 4s
___, ___, 8, ____, 16

REF: PRACTICE BOOK FOR PRIMARY 2 PAGE 27

Subtheme: Good feeding and effects of poor feed.

Content: Multiplying by 4.

Examples

a) 2 1
x 4
8 4

c) 2 0
x 4
8 0

e) 1 2
x 2
4 8

c) 2 1 2
x 4
8 4 8

REF: RS THEMATIC EVERYDAY MATHEMATICS BOOK 2 PAGE 97

Activity

Work out:

1. 3 x 4 = _____

$$\begin{array}{r} 401 \\ \times\ \ 4 \\ \hline \\ \hline \end{array}$$

2. 5 x 4 = _____

$$\begin{array}{r} 110 \\ \times\ \ 4 \\ \hline \\ \hline \end{array}$$

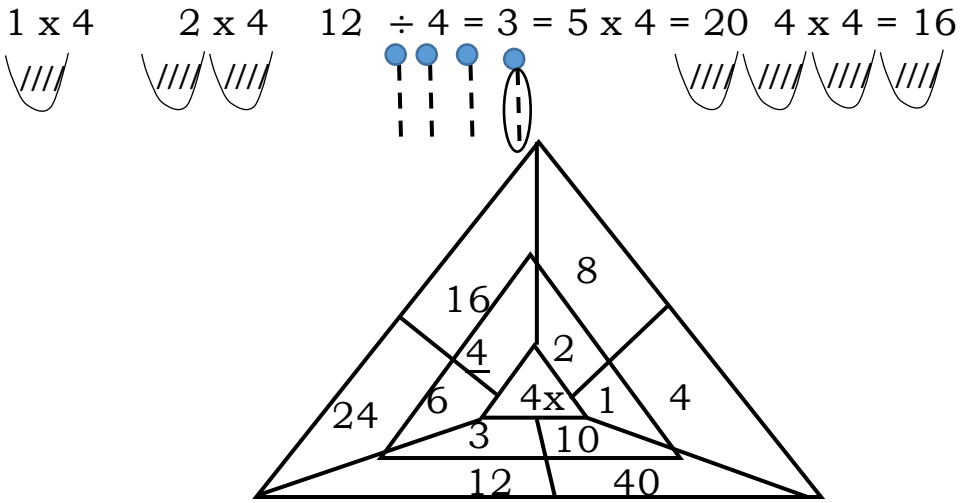
3. 4 x 0 = _____

$$\begin{array}{r} 22 \\ \times\ \ 4 \\ \hline \\ \hline \end{array}$$

Completing tables and circles by 4.

Examples

No. of tables	1	2	3	5	0	4
No. of legs	4	8	12	20	0	16



4 x 2 = 8 4 x 1 = 4 4 x 3 =12

4 x 10 = 40 4 x 6 24 16 ÷ 4 = 4

Activity

Complete correctly

No. of tables	1	2	3	5	6	__
No. of legs	4	___	___	___	__	32

X	2	3	____	____	10
4	8	____	20	16	____

Sub – theme: Keeping food safe

Counting numbers from 500 – 600

500	501	502	503	504	505	506	507	508	509
	510	511	512	513	514	515	516	517	518
	519	520	521	522	523	524	525	526	527
	528	529	530	531	532	532	533	534	535
	536	537	538	539	540	541	542	543	544
	545	546	547	548	549	550	551	552	553
	554	555	556	557	558	559	560	561	562
	563	564	565	566	567	568	569	570	571
	572	573	574	575	576	577	578	579	580
	581	582	583	584	585	586	587	589	590
	591	592	593	594	595	596	597	598	599
	600								

Exercise

1. Identify and find the missing numbers.
   a) 500, 501, __, ____, __, ____,__, ____,__, ____,__, ____,__, ____
   b) 530, __, ____,__, ____,__, ____,__, ____,__, ____,__, ____,__, ____
   c) 591, __, ____,__, ____,__, ____,__, ____,__, ____,__, ____,__, ____
   d) 580, __, ____,__, ____,__, ____,__, ____,__, ____,__, ____
   e) 521, __, ____,__, ____,__, ____, 518, 517, ___, ___, 514
2. Circle a bigger number.

   519 or 529

3. Underline a smaller digit.

   500 or 600

4. Write the number between.
   549 and 551

REF: SHASA: THEMATIC MATHEMATICS PRACTICE BOOK 2 PAGE 45

PRIMARY MATHEMATICS FOR UGANDA PUPIL'S BOOK 2 PAGE 45

Counting in fives (5s)

Examples

a) 1 five = 1 x 5 = 5 b) 2 fives = 2 x 5 = 5 + 5 = 10

c) 3fives = 3 x 5 = 5 + 5 + 5 = 15

d) 4 fives = 4 x 5 = 5 + 5 + 5 + 5 = 20

5 + 5 + 5 + 5 = 5 x 5 = 25.

Activity

Complete correctly.

1. 6fives = _____ 2. 8 fives = ____ 3. 4 fives = _____

4. 9 fives = _____ 6. 10 fives = ____

7. What is 5 + 5 = ___ x___ = ___

REF: RS THEMATIC CURRICULUM PRIMARY 2 MATHS PRACTICE BOOK PG 33

More counting in fives

Examples

///// ///// ///// ///// ///// ///// /////

01, 5, 10, 15, 20, 25, 30

///// ///// ///// ///// ///// ///// /////

40, 45, 50, 55, 60, 65, 70

////////// /////

10, 5, 0

Exercise

1. Fill in the missing numbers
   a) 0, 10, 15, 20, 25, 30, ___, ____, ___
   b) 20, 25, ___, ___, 40, 45, ____, ___, ____
   c) 15, ____, ___, 0

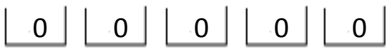
d) 85, ___, 95, ___
e) 100, 95, 90, _____, 80, 75, ___, ___, 60

REF: RS THEMATIC EVERYDAY MATHEMATICS BOOK 2 PAGE 95

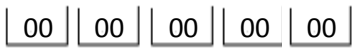
RESOURCES FOR THE THEMATIC CURRICULUM PRIMARY 2 PAGE 31

Multiplying by 5.

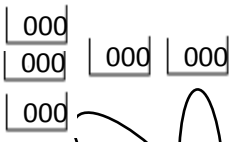
Examples



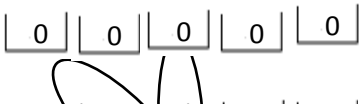
a) 5 x 1 = 5



b) 5 x 2 = 10



c) 3 0
x 5
1 5 0



d) 1 1 0 0 0 0 0
x 5
5 5

Activity

Multiply correctly

1. 5 x 3 =

2. 5 x 4 =

4
x 5

1 0
x 5

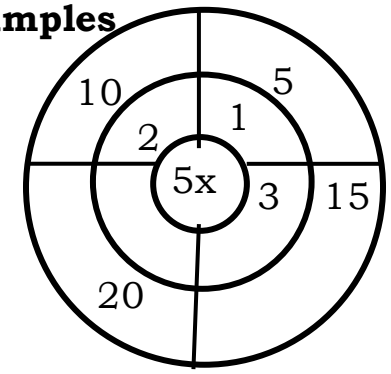
2 0 0
X 5

6) 4 0 1
x 5

5 0
x 5

Completing tables and circles by 5.

Examples



5 x 1 = 5

5 x 3 =15

5 x 2 = 10

5 x 4 = 20

X	1	2	3	____	6	0
5	5	10	15	25	30	0

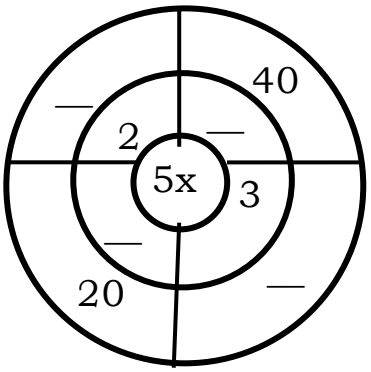
5 x 1 = 5 5 x 2 = 10 5 x 3 = 15

25 ÷ 5 = 5 5 x 6 = 30 5 x 0 = 0

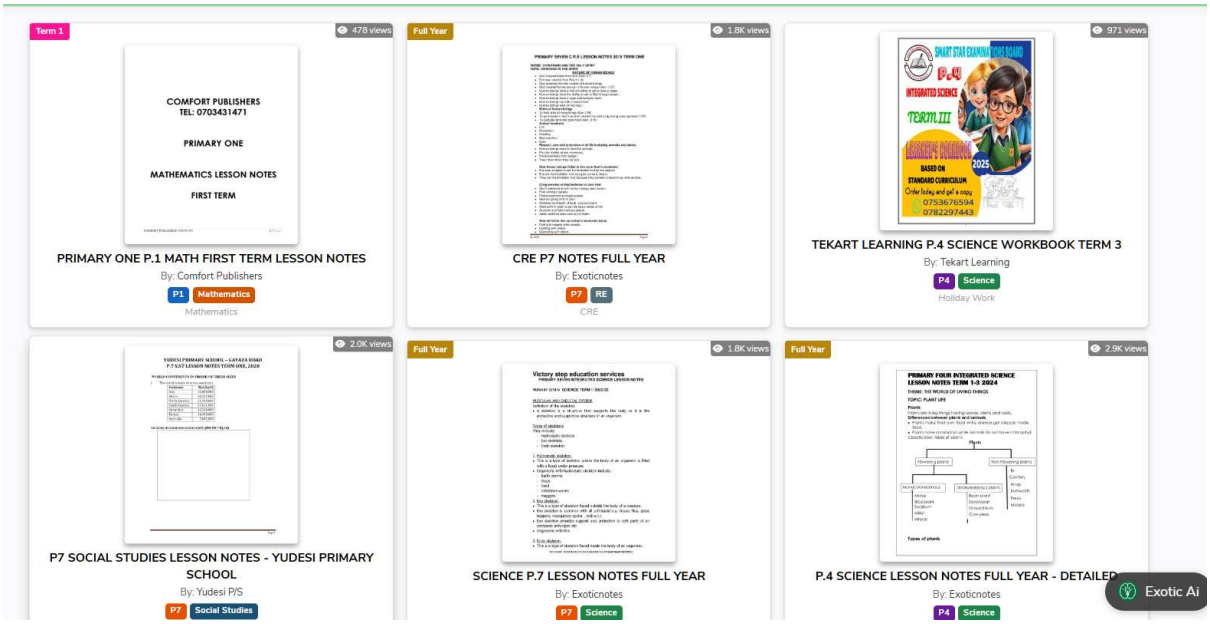
Activity

1. Fill the given table and circle correctly.

X	1	0	5	____	____
5	__	__	___	30	45



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