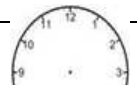
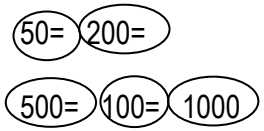
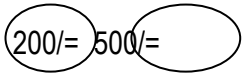
# MATHEMATICS SCHEME OF WORK FOR PRIMARY TWO TERM III 2023

**ELO:** The child understands and participates harmoniously in promoting purposeful development in society.

| WK | PD | THEME | SUB THEME | CONTENT | COMPETENCES | MTD/TECH | ACTIVITIES | T/L AIDS | IND. L SKILLS & VALUES | REF | REM |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | PEACE AND SECURITY | Roles of people who keep peace and security | Number sequence e.g.<br>i) 1, 2, 3, __, ___ 6, __<br>ii)10, 9 __, 7, 6, ___, ___<br>iii) 101, 102, ____, 104, ____ | The learner;<br>- finds the next numbers.<br>- recites numbers literally.<br>- writes the next numbers correctly. | Explanation<br>Guided discovery | Reading<br>Writing<br>Filling in the missing numbers | Chalkboard illustration.<br>A chart showing numbers in order | Problem solving<br>Responsibility | Thematic Curr. Page 42 Bk.2 page 121 | |
| | 2 | | | More number sequence e,g,<br>160, 161, ___, ____, 164, ___<br><br>170, ____, ____, 167, 166, ____<br><br>100, ___, ___, 70, 60, ___, 40<br><br>1000, 900, 800, ___, ____, 500 | The learner;<br>- reads the numbers correctly<br>- finds the next number.<br>- writes numbers correctly | Explanation<br><br>Guided discovery | Reading<br>Writing<br>Filling in the gaps correctly | Number cards<br><br>Chart<br>Chalkboard illustration | Co-operation<br><br>Care<br><br>Responsibility | Thematic Curr. Page 42 Bk.2 page 121 | |
| | 3 | | | Telling time in hours and halves(Revision)<br><br>It is ____ o'clock<br><br>Show the time. Its half past 4 o'clock | The learner;<br>- tells the time in hours and halves<br>- shows the time on the clock face | Explanation<br>Demonstration<br>Observation | Reading<br>Telling<br>Writing time | Clock faces<br><br>Chalkboard illustration | Co-operation<br>Responsibility<br>Problem solving | MK BK 2 page 131 | |
| | 4 | | | Tell time in halves and quarters.<br> | The learner;<br>- tells the time in halves and quarters | Explanation | Reading<br>Telling | Clock faces | Creative thinking | Thematic Curr. Page | |

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| | | | |  | - shows time on clock faces | Demonstration Observation | Writing the time correctly | Chalkboard illustration | Responsibility Problem solving | 42 Bk.2 page 131 | |
| | 5 | PEACE AND SECURITY | | Revision on time.<br>-Tell the time inhours and minutes.<br>-drawing and telling time in halves and quarters | The learner;<br>-does revision on time | Question and answer | Answering the given questions | Chalkboard illustration | Accuracy<br>Critical thinking Writing | Mk Bk 2 page 131-2 | |
| 2 | 1 | | | Word problems involving time e.g it started raining at 8 o'clock and ended at 10 o'clock. For how long did it take? | The learner;<br>- tells the time in digital form | Explanation Demonstration Question and answer | Writing the duration | Chalkboard illustration | Critical thinking Accuracy Problem solving | Teacher collection | |
| | 2 | | | Divide 2 digit numbers by 5 and 6 with or without remainder<br>i)18 ÷ 6 = 3<br><br>ii) 10 ÷ 3 = 3 r 1 | The learner;<br>- divides 2 digit numbers by 5 and 6 correctly with and without remainder numbers | Explanation Question and answer Demonstration | Writing | Chalkboard illustration Real objects | Critical thinking Accuracy problem solving sharing | Thematic Curr. Page 43 | |
| | 3 | | | Word problems involving division by 2, 3, 4, 5 with or without remainder | The learner;<br>- divides 2 digit numbers by 2, 3, 4, 5 with or without remainder. | Explanation Question and answer | Counting Dividing correctly | Counters Chalkboard illustration | Problem solving Critical thinking Orderliness | NCDC Primary Maths for Ug. Page 44 | |
| | 4 | Peace and stability | Importance of promoting peace and security | Subtraction with regrouping.<br>H T O<br>2 3 3<br>- 1 2 5<br>_____<br><br>13 - 5 = 8<br>2 - 2 = 0<br>2 - 1 = 1 | The learner;<br>- subtracts numbers correctly with regrouping<br>-counts correctly<br>-reads numbers | Explanation Demonstration Question and answer | Subtracting Borrowing Writing Reading | Counters chalkboard illustration | Orderliness Problem solving Critical thinking | NCDC Primary Maths for Ug. Bk. 2 Page 86 | |

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| | 5 | | | More subtraction withregrouping.<br>H T O<br>4 3 6<br>- 2 3 8<br>2 0 8<br><br>16 - 8 = 8<br>3 - 3 = 0<br>4 - 2 = 2<br><br>5 3 3<br>5 7<br>4 8 6<br><br>13 - 7 = 6<br>14 - 5 = 8 | The learner;<br>- subtracts numbers correctly.<br><br>- counts correctly<br><br>- reads numbers | Explanation Demonstration Question and answer | Subtraction Borrowing<br><br>Writing Reading | Counters Chalkboard illustration | Orderliness Problem solving Critical thinking | Math for Ug. BK. 2 page 86 | |
| 3 | 1 | | Ways of promoting peace and security | Adding 3 digit numbers vertically with carrying. E.g.<br>1 2 3<br>+ 2 4 9<br>3 7 2<br>3 + 9 = 12<br>1 + 2 + 4 + 7<br>1 + 2 = 3 | The learner;<br>-adds numbers correctly<br>-reads numbers correctly<br>-counts correctly | Explanation Demonstration Question and answer | Counting Writing Adding | Counters Chalkboard illustration | Problem solving Critical thinking | NCDC Primary Maths for Ug. Page 78 | |
| | 2 | | | More addition with carrying e.g.<br>8 8<br>+1 0 5<br>1 9 3<br><br>8 + 5 = 13<br>1 + 8 + 0 = 9<br>0 + 1 = 1<br>4 8 6<br>+ 1 1 8<br>6 0 4<br><br>6 + 8 = 14 | The learner;<br>- adds numbers correctly<br>- reads numbers correctly | Explanation Demonstration Question and answer | Counting Writing Adding | Counters Chalkboard illustration | Problem solving Critical thinking Accuracy Orderliness | NCDC Primary Maths for Ug. Page 122 | |

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| | | | | 1 + 8 + 1 = 10<br>1 + 4 1 = 6 | | | | | | | |
| | 3 | | | **Money**<br>Money used in Uganda is called shillings.<br>America - dollars<br>**Recognition of money.**<br>Coins, notes & cents<br>Examples;<br>Coins<br><br>**Notes:**<br>1000 shillings<br>2000 shillings<br>5000 shillings<br>10000 shillings<br>20000 shillings<br>50000 shillings | The learner;<br>- recognizes money coins and notes<br>- differentiates between coin and notes<br>- tells features on money<br>- answers oral questions about money. | Explanation<br>Question and answer | Recognising<br>Answering questions | Coins<br>Notes<br>Chalkboard illustration | Friendship formation<br>Self esteem<br>Critical thinking<br>Sharing | MK Pri. Maths 2000 Bk.2 page 122. | |
| | 4 | | | Drawing money<br><br>1000 shillings<br>2000 shillings<br>5000 shillings<br>10000 shillings<br>20000 shillings<br>50000 shillings | The learner;<br>- differentiates between coins and notes<br>- answers questions about money. | Question and answer | Give difference between money<br>Answer questions | | Thinking caring sharing | 2 page 122 | |
| | 5 | | | Tracing coins | The learner;<br>-traces money in their books<br>-recognises money | Explanation<br>Demonstration | Tracing<br>Recognizing | Money coins notes | Accuracy<br>Sharing | | |
| ***ELO:- The child appreciates and understands ways and effect of child abuse.*** | | | | | | | | | | | |

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| 4 | 1 | Child Protection | Child war and child abuse | Reading and writing money.<br><br>50= fifty shillings<br>Sh.50 50/=<br><br>100= one hundred shillings sh. 100 100/=<br><br>200= two hundred shillings sh. 200 200/=<br><br>500= five hundred shillings sh. 500 500/=<br><br>Five thousand shillings sh. 5000 5000/=<br><br>One thousand shillings | The learner;<br>-reads money in words<br>-writes money in numerical values.<br>-tells the units of money used in Uganda.<br>-identifies Uganda currency | Explanation Demonstration Question and answer | Drawing Writing recognising | Uganda currency in different denominations | Critical thinking | Mk BK 2 page 122. | |
| | 2 | | | Changing money<br>100= 50= 50=<br><br>100 = 50 + 50<br><br>200= 100= + 100<br><br>200 = 100 + 100<br><br>50/=+50/=+50/=+50/= | The learner;<br>- identifies the money used in Uganda.<br><br>- changes the given money<br><br>- changes the given money in big denomination to other smaller denominations | Explanation Demonstrations | Changing in different denominations | Ugandan currency | Critical thinking<br><br>Problem solving | Mk BK 2 page 122. | |
| | 3 | | | More on changing money.<br>Sh.500=200+sh200+sh.100 **or** Sh. 100+sh.100+sh.100 + sh.100 +sh.100<br>**Or**<br>Sh.50+sh.50+sh.50+sh.50+sh. 100+sh.100+sh.100 = sh.1000= sh.500 +sh.500<br>**Or**<br>Sh.200 + sh. 200 + sh.100+sh.500 | The learner;<br>- identifies money used in Uganda.<br><br>- changes the given money in big denominations | Explanation Demonstration Observation | Changing money in different denominations | Uganda currency | Critical thinking<br><br>Problem solving | Mk Bo 2 MTC page 123 | |

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| | 4 | | | Adding money vertically<br>**Examples**<br>Sh. 3 5<br>+sh. 4 0<br>Sh. 7 0<br><br>2. sh. 4 5 0<br>+sh. 4 5 0<br>Sh. 9 0 0 | The learner;<br>- adds money correctly<br><br>- counts correctly | Explanation<br>Demonstration | Writing money<br>Adding money | Counters coins<br><br>Chalkboard illustration | Orderliness<br><br>Critical thinking<br><br>Problem solving | MK MathsBk 2 page 124. | |
| | 4 | | | Recognition in money in coins and notes<br><br>50/= 100/=<br>Horizontally.<br>Examples<br>1 mango 2mangoes<br>Sh. 50=<br><br>Sh.50 + sh.50 = sh 100<br><br>= sh. 50<br>+ sh. 50<br>Sh. 100<br><br>3 mangoes cost shs. 50 + sh.50 + sh. 50<br>- sh. 50<br>Sh. 50<br>+ sh.50 | The learner;<br>- recongizes money, coins and notes.<br><br>- adds money correctly<br>- counts correctly | Explanation<br><br>Demonstration<br><br>Question and answer | Recognising<br>Observing<br>Adding money horizontally | Coins<br><br>Notes<br><br>Real objects in a shop | Accuracy<br>Critical thinking<br><br>Problem solving | Mk Maths book 2 page 124 | |
| | 5 | | Effects of child abuse | Word problems involving addition of money.<br>1 bottle of soda costs sh. 450. What is the cost of 2 bottles of sodas?<br>Sh. 4 5 0<br>+sh. 4 5 0<br>Sh. 9 0 0 | The learner;<br>- reads and interprets the word problems<br><br>- adds correctly | Explanation<br>Demonstration | Writing<br><br>Reading<br><br>Adding correctly | Chalkboard illustration<br><br>Counters | Accuracy<br>Critical thinking<br><br>Problem solving | Page 124 | |

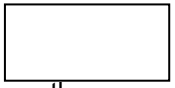
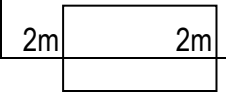
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| 5 | 1 | | | Addition<br>1 bottle of soda costs sh. 500.<br>1 pineapple cost sh. 350<br>Find the cost of both items<br>Sh. 5 0 0<br>+sh. 3 5 0<br>Sh.8 5 0 | The learner;<br>- interprets information correctly.<br>- adds correctly<br><br>- writes numbers<br>- counts correctly | Demonstration | and interpreting words<br><br>Writing<br><br>Adding | board illustration<br><br>Counters | Critical thinking<br><br>Problem solving | K Math Book 2 page 124 | |
| | 2 | | | Subtraction of money<br>**Example1**<br>Sh. 5 0 0<br>- sh. 3 0 0<br>Sh. 2 0 0<br><br>**Example 2**<br>Sh. 6 5 0<br>-sh. 4 5 0<br>Sh. 2 0 0 | The learner;<br>- subtracts money correctly<br><br>- counts correctly | Explanation | Subtracting<br>Reading | Chalkboard illustration | Problem solving<br><br>Critical thinking | Mk Maths book 2 page 126. | |
| ***ELO: The child appreciates work and understands ways the effects of child abuse.*** | | | | | | | | | | | |
| | 3 | **Child protection** | **Effects of child abuse** | Word problems involving subtraction of money<br>**Example**<br>Kamese had 400, he gave Mwine sh.200. How much did he remain with?<br>Sh. 4 0 0<br>Sh. 2 0 0<br>Sh. 2 0 0 | The learner;<br>- interprets information correctly and get correct answers.<br><br>- counts correctly. | Explanation<br><br>Question and answer | Counting<br>Interpreting<br><br>Subtracting<br><br>Reading | Chalkboard illustration<br><br>Counters<br><br>Text books | Problem solving<br><br>Critical thinking<br><br>Creative thinking | Mk Maths Bk.2 page 12 | |
| | 4 | | | Multiplication of money<br>Example 1<br>Sh. 50 0 x 2 = 0<br>X 2 5 x 2= 10<br>Sh.100<br><br>Example 2<br>Sh. 200 0 x 4= 0<br>X 4 0x4=0<br>800 2x4 =8 | The learner;<br>- multiplies given numbers correctly.<br><br>- recites tables 2, 3,4,and 5<br><br>- counts correctly | Explanation<br>Demonstration<br>Question and answer | Reciting<br>Multiplying<br>Counting<br>Writing | Chalkboard illustration<br><br>Counters<br>Tables | Problem solving<br>Critical thinking | Mk MathsBk 2 page 125.<br>NCDC Pri. Math Bk.2 page 79 | |

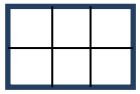
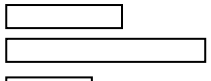
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| | 5 | | Ways of child protection | Word problems on money.<br>1 pencil cost shs. 200<br>3 pencils cost… | The learner;<br>- reads and interprets word problems involving money transaction | Explanation<br>Demonstration<br>Question and answer | Reading<br>Interpreting<br>Multiplying | Chalkboard illustration | Problem solving<br>Critical | MK MathsBk 2 | |
| 6 | 1 | | | Sh 2 0 0 0x3=0<br>X 3 0x3=0<br>Sh. 6 0 0 2x3=6<br><br>If 1 mango costs 500/= how much will 4 mangoes cost?<br>Sh. 5 0 0<br>X 4<br>Sh. 2 0 0 0 | The learner;<br>- multiplies correctly<br><br>- counts correctly | | | Pupil's text books | Thinking | Page 124. NCDC Pri. Math Bk 2 page 97 | |
| | 2 | | | **Shopping (introduction)**<br>Item price<br>Book sh.200<br>Mango sh.100<br>Ball sh. 500<br>Soda sh. 500<br>Pencil sh. 200<br>Ruler sh. 500<br>Milk sh.700<br>Rubber sh.200<br>Bread sh.800<br>Sugar sh.1000 | The learner;<br>-identifies objects in the shop<br>-reads the price list correctly<br><br>-matches the given objects with their prices correctly | Explanation<br><br>Question and answer | Shopping<br><br>Reading<br>Identifying items in the shop<br><br>Matching objects with prices | Real objects | Accuracy<br><br>Co-operation<br><br>Critical thinking<br><br>Creative thinking<br><br>Sharing | Mk Maths Bk.2 page 126 | |
| | 3 | | | Answering questions about shopping.<br>Nakato had sh. 500 and bought a mango at sh. 100. How much money was he left with?<br>Sh. 5 0 0<br>-Sh. 1 0 0<br>Sh. 4 0 0<br><br>2. What is the cost of 2 balls?<br>Sh. 500<br>Sh. 5 0 0 | The learner;<br>- interprets the prices of the given prices<br><br>- answers questions correctly. | Explanation<br><br>Question and answer | Reading and interpreting words<br><br>Writing<br><br>Counting | Shop | Creative thinking<br><br>Problem solving<br><br>Co-operation<br><br>Orderliness | MK Maths Bk.2 page 126. | |

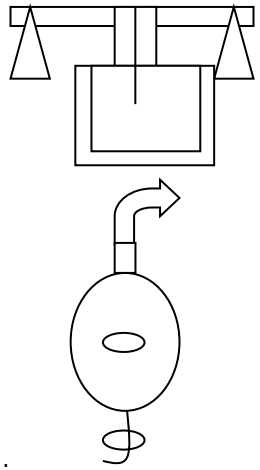
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| | | | | +sh. 5 0 0<br>Sh.1 0 0 0<br><br>1 rubber costs sh. 200<br>4 rubbers =<br>Sh. 2 0 0<br>Sh. 2 0 0<br>Sh. 2 0 0<br>+Sh. 2 0 0<br>Sh. 8 0 0 | | | | | | | |
| | 4 | **Child protection** | **Ways of child protection** | More about shopping.<br>Find how much was left?<br>Mary had sh. 850, She bought soda at 500. How much was left?<br>Sh. 8 5 0<br>- sh. 5 0 0<br>Sh. 3 5 0<br><br>2. I had sh. 700. I bought bread at 300/=. How much was left? | The learner;<br>- reads and interprets prices correctly<br><br>- subtracts the cost from the amount she get how much was left correctly. | Explanation<br><br>Question and answer<br><br>Demonstration | Subtracting<br><br>Writing<br><br>Reading | Chalkboard illustration | Problem solving<br><br>Critical thinking | MK Maths Bk.2 page 128. | |
| | 5 | | | Revision on money | The learner;<br>- does a revision exercise on money | Question and answer | Answering qns on money | Chalkboard illustration | Writing<br>Critical thinking | Mk *MTC* book 2 page 128 | |
| 7 | 1 | **Measures** | **Time of the day** | Days of the week.<br>SundayMonday<br>TuesdayWednesday<br>ThursdayFriday<br>Saturday<br>There are seven days in a week | The learner;<br>- reads days of the week<br><br>- recites days of the week.<br><br>- writes days of the week in order | | Reading<br><br>Reciting<br><br>Filling in<br><br>Sing a song | A chart showing days of the week | Co-operation<br>Self esteem<br>Responsibility<br>Honest | Primary Sch. Curr. Bk.2 page 45<br><br>Mk Math Bk.2 page 133. | |

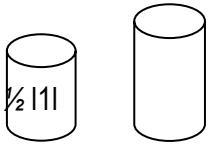
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| | 2 | | **The day** | **Month of the year.**<br>There are 12 months in a year.<br>January February<br>March April<br>May June<br>July August<br>SeptemberOctober<br>NovemberDecember | The learner;<br>- recites the months of the year<br><br>- identifies the months of the year<br><br>- writes the months of the year in their order. | Explanation<br><br>Question and answer | Reading<br>Reciting months of the year.<br>Spell the months of the year.<br>Write months of the year in their books | Chalkboard illustration<br><br>A chart showing months of the year. | Co-operation<br><br>Care<br><br>Sharing<br>Critical thinking<br><br>Self esteem | A new MK Maths book2 page 133. | |
| | 3 | | | **More about the months of the year**.<br>First or 1st = Jan<br>Second 2nd= Feb<br>Third 3rd = March<br>Fourth 4th=April<br>Fifth 5th = May<br>Sixth 6th =June<br>Seventh 7th =July<br>Eigth 8th =August<br>Ninth 9th =Sept.<br>Tenth 10th =Oct.<br>Eleventh 11th =Nov.<br>Twelfth 12th =Dec. | The learner;<br>- recites the months of the year.<br><br>- reads the months of the year<br><br>- answers oral questions about the months of the year.<br><br>- writes the months of the year. | Explanation<br><br>Question and answer | Reciting<br><br>Reading<br><br>spelling<br><br>Answering questions<br><br>Writing | Chalkboard illustration<br><br>A chart showing months of the year | Critical thinking<br><br>Creative thinking<br><br>Co-operation<br><br>Self esteem | A New Mk Maths Bk.2 page 134. | |
| | 4 | | | **Days in each month.**<br>January 31days<br>February28/29<br>March 30 days<br>April 31 days<br>May 30 days<br>June 31 days<br>July 30 days<br>August 31days<br>September 30days<br>October 31 days<br>November 30 days<br>December 31days | The learner;<br>- recites the month of the year<br><br>- reads the months of the year<br><br>- identifies the months of the year<br><br>- writes the months and the days in each month. | Explanation<br><br>Question and answer | Writing<br><br>Reading<br><br>Identifying month of the year | Chart showing month and days in each<br><br>Chalkboard illustration | Creative thinking<br><br>Ordination<br><br>Responsibility<br><br>Care | Mk Math Bk.2 page 134. | |

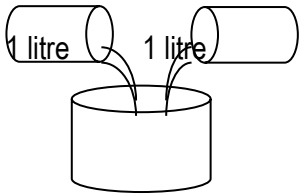
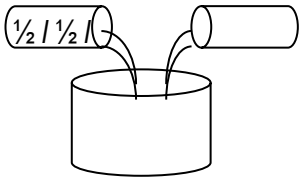
<table>
<tr><td></td><td>5</td><td></td><td></td><td>Answering questions about the months of the year and the days of the week.</td><td>The learner;<br>- recognises the month of the year and the days of the week</td><td>Question & answer</td><td>reading<br><br>identifying months of the year</td><td>Chart showing month and days in each<br><br>Chalkboard illustration</td><td>Problem solving<br><br>Care</td><td>Mk Math Bk.2 page 134.</td><td></td></tr>
<tr><td colspan="12">ELO: The child understands and appreciates different measures in day today life.</td></tr>
<tr><td>8</td><td>1</td><td></td><td></td><td>Interpreting the calendar<br>Month of August, 2010<br><table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr></table><br>i)How many days are in 1 week?<br>ii) which month is shown on the calendar?<br>iii)When did the month end?<br>iv) How many days has the month of August?</td><td>The learner;<br>- studies the calendar<br><br>- reads, interprets and answers questions about the calendar.</td><td>Explanation<br><br>Discussion<br><br>Question and answer</td><td>Studying the calendar<br><br>Reading and interpreting answering questions</td><td>A drawn calendar</td><td>Accuracy<br><br>Creative thinking<br><br>Critical thinking</td><td>MK Maths book 2 page 139</td><td></td></tr>
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| | 2 | **Measures** | **Units of measures** | Answering question about the calendar.<br>-Which year is shown on the calendar?<br>-How many Sundays are on the month of August.<br>-when did the month begin?<br>-On which day did the month end?<br>-In which month of year is Christmas?<br>-On what day do christians go to church? | The learner;<br>- studies the calendar<br><br>- reads, interprets and answers question about the calendar. | Explanation<br><br>Question and answer | Studying the calendar<br><br>Reading and interpreting<br><br>Answering questions | A chart showing a calendar | Co-operation<br><br>Creative thinking<br><br>Critical thinking | Mk Maths Bk.2 page 139 | |
| | 3 | | | Measuring length using body parts.<br>e.g. palm, fathom, cubit, handspan, feet, stride | The learner;<br>- identifies the body parts<br>- measures length using different body parts.<br>- records units correctly | Explanation<br><br>Question and answer Demonstration | Identifying<br><br>Measuring Recording units correctly | Parts of the body | Co-operation<br><br>Sharing Critical thinking | Mk Maths Bk.2 page 135 | |
| | 4 | | **Units of measures** | Measuring things in the classroom. The common standard measure for length is metres. We can use a metre rule, tape measure.<br>1metre-100cm<br>½ m ruler=50cm<br><br>Width <br>Length<br>The length of the blackboard is -----metres.<br>The width of the black board is ----metres | The learner;<br><br>- measures things in the classroom<br><br>- records units correctly<br><br>- identifies units used | Explanation<br><br>Demonstration<br><br>Question and answer | Measuring<br><br>Recording<br><br>Identifying units | A meter rule<br><br>½ meter rule | Accuracy<br><br>Creative thinking<br><br>Critical thinking<br><br>Problem solving | Mk Maths Bk2 page 137-139 | |
| | 5 | | | Finding total distance around the figure (perimeter)<br>4m<br><br>2m 2m | the learner;<br>- finds the perimeter of the figure given. | Observation<br><br>Guided discovery | Identifying<br><br>Recording | Chalkboard illustration | Accuracy<br><br>Creative thinking | Mk book 2 140 | |

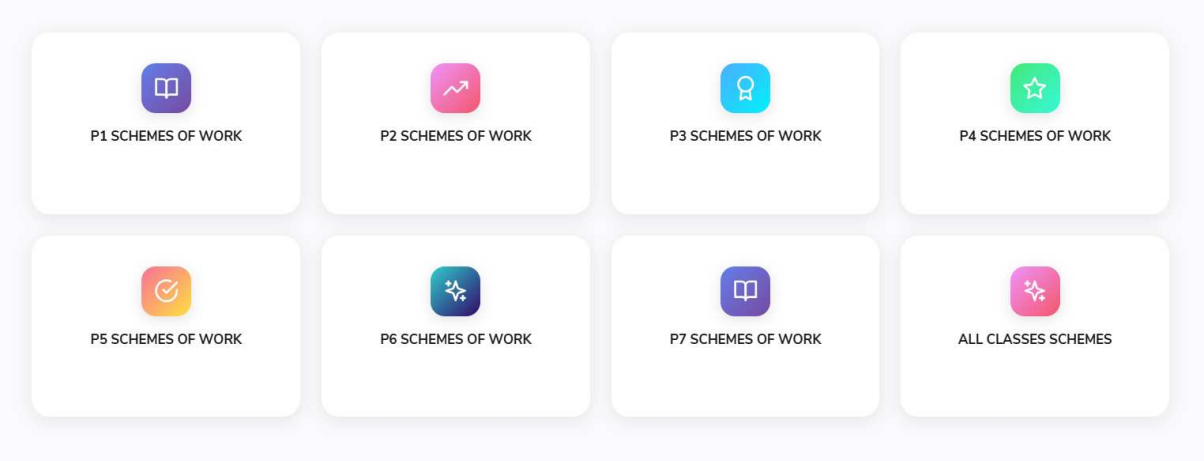
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| | | | | 4m<br>P =2m+4m+2m+4m<br>P = 12m | | | | | Problem solving | | |
| 9 | 1 | | | **Area of the figure**<br>Area is measured in square(metres).<br>We can find the area by counting the squares.<br>A = WxL<br>2sqs x 2sqs=<br>4squares<br>2sq.<br>w<br><br>Width = 2sq<br>Length = 3sq<br>A = l x w<br>A = 2sqx3sq<br>A = 6sqs | The learner;<br>- identifies the length and the width | Question and answer | Identifying length and width | Chalkboard illustration | Thinking<br><br>Critical thinking<br><br>Problem solving | Mathematics Book 2 page 142. | |
| | 2 | | | Comparing length longer or shorter than<br><br>A<br>B<br>C<br><br>i)Which piece of paper is the shortest?<br>ii) Which piece of paper is the longest? | The learner;<br>- compares length correctly<br><br>- writes the words correctly. | Explanation<br><br>Question and answer | Comparing<br><br>Reading<br><br>Writing | A drawn chart. | Co-operation<br><br>Creative thinking<br><br>Critical thinking | Mk MathsBk2 page 136 | |
| | 3 | **Measures** | **Units of measures** | Comparing weight of objects using heavier and lighter.<br>**Examples**<br><br>Kato is heavier than Babirye | The learner;<br>- compares the weight of objects. identifies the objects<br><br>- draws objects<br><br>- answers questions correctly | Explanation<br><br>Demonstration<br><br>Question and answer | Comparing<br><br>Identifying objects<br><br>Drawing<br><br>Writing | Real objects | Accuracy<br><br>Creative thinking<br><br>Critical thinking | Mk Maths Book 2 page 143<br><br>Pri. Sch. Curr. Bk 2 page | |

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| | | | | A tomato & a pawpaw<br>The toamto is lighter than the pawpaw. | | | | | Co-operation | | |
| | 4 | | | Weight is measured in kg/g.<br>We weigh things using weighing scales<br><br>Things we can measure using a weighing scale e.g. beans, sugar, salt, rice etc.. | The learner;<br>- weighs objects using scale<br>- identifies weighting scales<br>- identifies object weighed by scales.<br>- understands the standard measure for solids. | Explanation<br>Demonstration<br>Question and answer | Comparing<br>Identifying<br>Drawing | Weighing scale | Accuracy<br>Creative thinking<br>Critical thinking<br>Co-operation | Mk Maths Bk.2 page 144.<br>Pri. Sch. Curr For Uganda Bk 2 page 44 | |
| | 5 | | | Addition of weight in kilograms (kg) 2kg+3kg = 5kg<br>9kg + 4kg= 13kg<br>8 kg 2. 1 0kg<br>+ 2 kg+ 2 3kg<br>10 kg3 3kg | The learner;<br>- adds in kilograms correctly<br>- measures objects correctly | Explanation<br>Demonstration | Adding<br>Measuring<br>Writing | Chalkboard illustration<br>Weighing scale | Critical thinking<br>Accuracy<br>Problem solving | NCDC Primaths for Ug. Pupils Bk.2 page 111 | |
| | ***ELO: The child understands, appreciates and participates in recreation, festivals and holidays.*** | | | | | | | | | | |
| 10 | 1 | **Recreation festivals & holidays** | **Cultural festivals** | Subtraction of weight in kg.<br>i) 6kg-3kg= 3kg<br>ii) 9kg-3kg =6kg<br>iii)1 6kg 6 – 3=3<br>- 3kg 1 – 0=<br>1 3 | The learner;<br>- subtracts kilograms correctly<br>- measures correctly<br>- reads correctly | Explanation<br>Demonstration | Subtracting<br>Measuring<br>Writing | Chalkboard illustration | Problem solving<br>Critical thinking<br>Accuracy | NCDC Pri. Maths for Ug. Pupils Bk.2 page 112. | |

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| | | | | 2 5 kg 5-5 =0<br>- 1 5kg 2 -1=<br>1 0<br><br>1 6 kg 6-3=3<br>3 kg 1-0=1<br>1 3<br><br>2 5 kg 5-5=0<br>- 1 5 kg 2-1=1<br>1 0 | | | | | | | |
| | 2 | | | Word problems in measuring.<br>Mary bought 2 kg of sugar and 1 kg of salt. What was the total weight?<br><br>2kg<br>+ 1 kg<br>3 kg | The learner;<br>- reads and interprets questions<br><br>- writes questions correctly.<br><br>- identifies words total, remain heavier and lighter. | Explanation<br><br>Question and answer | Reading<br><br>Interpreting<br><br>Writing | Chalkboard illustration<br><br>Counters | Critical thinking<br><br>Creative thinking | NCDC Pri. Maths for Ug. Pupils Bk. 2 page 112 | |
| | 3 | | | Capacity: The standard measure of liquids is litres. We can also use a half litre.<br>Example of liquids<br>water, oil, soda, milk, juice, petrol, paraffin.<br>Containers include;<br>Milk can, bottles, cups, jugs, jerrycan 20*l*, 10*l*, 5*l*, 3*l* & 1*l*<br><br><br><br>1. How many half litres fill in litre?<br>2. How many I litre mugs fill pot of 4 litres? | The learner;<br>- understands the standard measure of liquids.<br>- identifies the liquids.<br>- gives the examples of containers used to measure liquids.<br>- recognises the half litres that can fill the litre. | Demonstration<br><br>Guided discovery | Identifying containers and liquids<br><br>Measuring and recording | Real objects<br><br>Container | Accuracy<br><br>Problem solving<br><br>Responsibility<br><br>Care | Mk Maths book 2 page 114 | |

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| | | | | 4l 4 litres | | | | | | | |
| | 4 | **Measures** | **Units of measures** | Addition of litres<br><br><br>1litre + 1litre = 2 litres<br><br><br>½ litre + ½ litre = 1*l*<br>½+½ =1+1 =2 =1*l*<br>2 2 | The learner;<br>- adds in litres correctly<br>- identifies units<br>- writes correctly<br>- measures and record the units correctly. | Explanation<br>Demonstration<br>Question and answer | Adding<br>Counting<br>Writing | Chalkboard illustration<br>Containers | Accuracy<br>Problem solving | Mk MathsBk 2 page 114<br>Primary Maths for Uganda book 2 page 45 | |
| | 5 | | | Subtraction of litres.<br>Examples<br>8litres – 4litres = 4litres<br>15 litres – 8 litres = 7 litres<br>2 8 litres<br>-2 5litres<br>1 3litres | The learner;<br>- subtracts correctly.<br>- writes the units correctly. | Explanation<br>Demonstration | Subtraction<br>Writing | Chalkboard illustration | Problem solving | Primary School Curriculum for Uganda bk 2 page 45 | |
| 11 | 1 | | | Word problems in litres.<br>Mugumu bought 19 litres of milk. His wife boiled 12 litres. How many litres remained?<br>1 9litres<br>- 1 2litres<br>7 | The learner;<br>- reads interprets and answer questions.<br>- subtracts correctly. | Explanation | Reading Interpreting<br>Writing<br>Subtracting | Chalkboard illustration | Problem solving | Primary School Curriculum for Uganda bk 2 page 45 | |
| | | | | **REVISION** | | | | | | | |

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