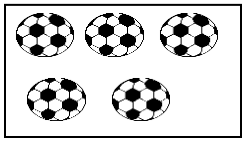
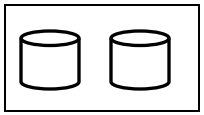
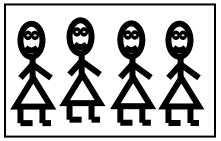
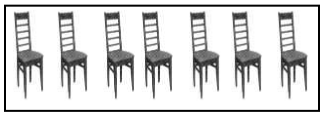
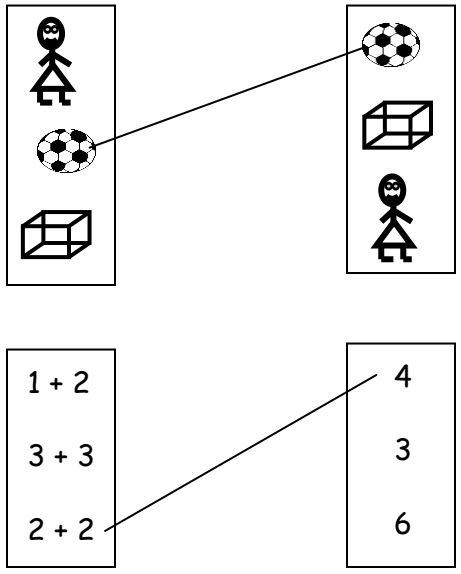
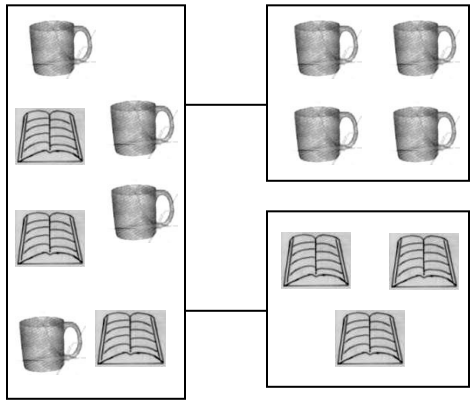
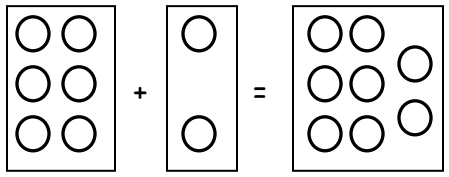
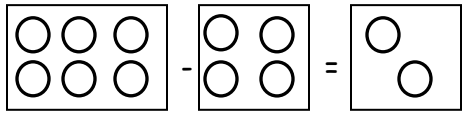
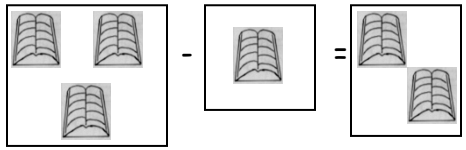
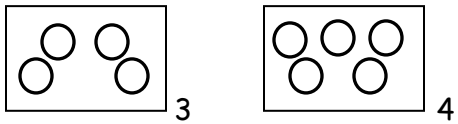
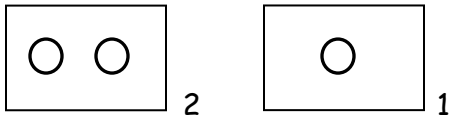
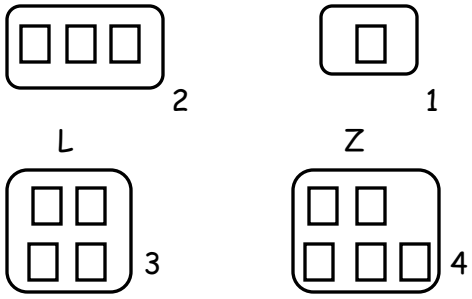
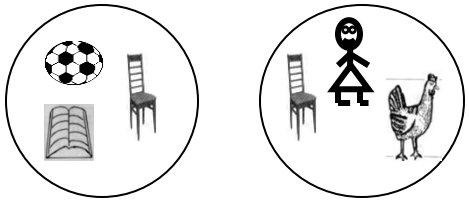
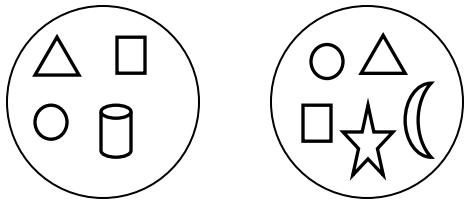
PRIMARY TWO MATHEMATICS SCHEME OF WORK FOR TERM 1 2018

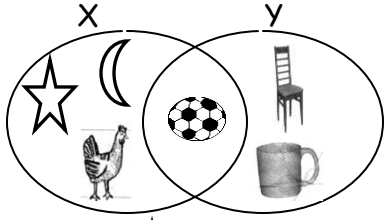
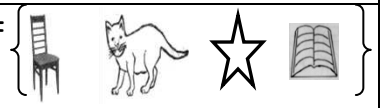
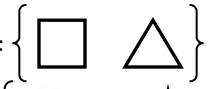
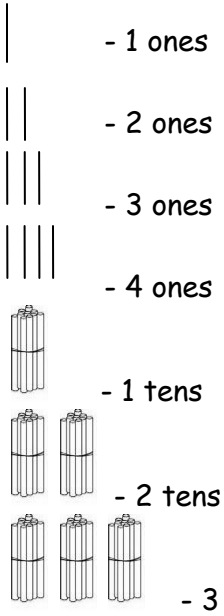
WK	PD	TOPIC	S.TOPIC	COMPETENCE	CONTENT	METHODS	T/AIDS	ACTIVITIES	LIFE SKILLS	REF
1	1	SETS	FORMING SETS	The learner, 1) Defines a set 2) Forms groups of things	**A set** is a group of things. **Forming sets**  A set of balls  A set of tins	• Explanation • Demonstration • Guided discussion • Question & answer	Objects like; • Books • Pencils • Pupils • Bottles • Rulers • e.t.c.	• Defining what a set is • Forming sets of different objects	• Problem solving • Speaking • Writing • Critical thinking • Creative thinking • Self awareness	MK bk 2 pg 13
	2		NAMING SETS	The learner, 1) Identifies objects in a set. 2) Counts the number of members in a set 3) Names the given set.	**Naming sets**  A set of 4 girls  A set of 7 chairs			• Identifying objects • Counting & naming sets.		MK bk 2 pg 1
	3		DRAWING SETS	The learner, 1) Reads the sentences given. 2) Draws the set according to the statement.	**Drawing sets.** A set of 3 cats. A set of 10 books.	• Explanation • Demonstration • Question & answer	• Books • Chairs • Pupils • Pencils • Bottles	• Reading the statements • Drawing sets correctly.	• Reading • Speaking • Critical thinking • Problem solving	MK bk 2 pg 3

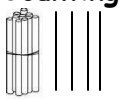
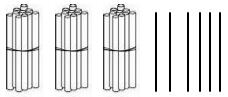
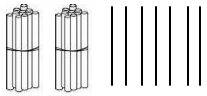
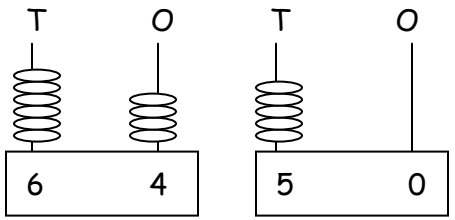
WK	PD	TOPIC	S.TOPIC	COMPETENCE	CONTENT	METHODS	T/AIDS	ACTIVITIES	LIFE SKILLS	REF
1	4	SETS	MATCHING SETS	The learner, 1) Draws sets 2) Matches the same objects to its kind. 3) Recognises the objects and matches correctly.	**Matching sets**  	• Explanation • Demonstration • Question & answer • Discussion	• Books • Chairs • Pupils • Pencils • Bottles • Tables	• Identifying the given objects • Matching objects to its kind.	• Reading • Speaking • Critical thinking • Problem solving	MK bk 2 pg 3
2	1		FORMING NEW SETS FROM THE BIG SET	The learner, 1) Forms new sets from the big set. 2) Identifies the same objects 3) Puts members or objects of the same kind together. 4) Draws new sets.	**Forming new sets.** 			• Making a big set • Forming smaller sets from the big set. • Naming sets formed	• Interpersonal relationship • Problem solving • Creative thinking • Cooperation	MK bk 2 pg 5

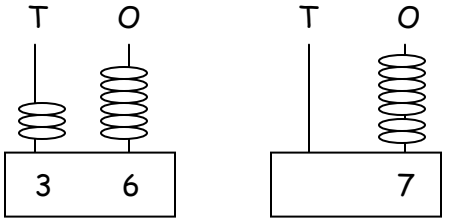
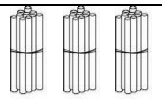
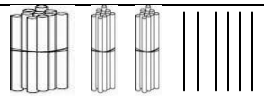
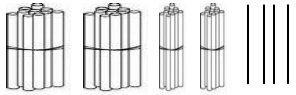
WK	PD	TOPIC	S.TOPIC	COMPETENCE	CONTENT	METHODS	T/AIDS	ACTIVITIES	LIFE SKILLS	REF
2	2	SETS	JOINING SETS	The learner, 1) Identifies sets 2) Counts the members 3) Joins sets.	**Joining sets**  _____ + ____ = _____	• Explanation • Demonstration • Question & answer • Discussion	• Books • Chairs • Pupils • Pencils • Bottles • Tables	• Recognising the objects in the sets. • Joining the sets to form a bigger set.	• Interpersonal relationship • Problem solving • Creative thinking • Cooperation • Sharing	MK bk 2 pg 8
	3		SEPARATING SETS	The learner, 1) Recognises the number in a set. 2) Separates sets.	**Separating sets**  6 - 4 = 2 			• Recognising the objects	• Communication • Creative thinking • Problem solving	MK bk 2 pg 9
	4		COMPARING SETS	The learner, 1) Tells how many members are in each set. 2) Compares using more or less.	**Comparing sets** **P** **Q**  Set Q has less members. Set P has more members Set P has ___ members than set Q.					MK bk 2 pg 6

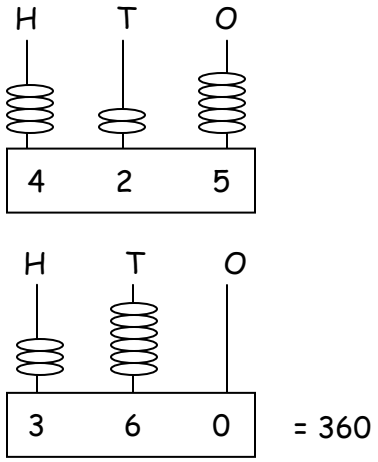
WK	PD	TOPIC	S.TOPIC	COMPETENCE	CONTENT	METHODS	T/AIDS	ACTIVITIES	LIFE SKILLS	REF
3	1	SETS	ORDERING SETS	The learner, 1) Orders sets starting with the smallest. (ascending order)	**Ordering sets** N M  3 4 O P  2 1 Set P comes first 1st Set O comes 2nd Set N comes 3rd Set M comes 4th	• Explanation • Question & answer • Demonstration • Discussion	• Pupils • Books • Sticks • Straws • Pencils • Bottle tops • Stones • Pencils	• Forming sets • Counting the number of members in different sets • Arranging according to their positions	• Problem solving • Critical thinking • Sharing	MK bk 2 pg
	2		DESCENDING ORDER	The learner, 1) Orders sets starting with the biggest.	**Ordering sets** Q X  2 1 L Z 3 4 Set Z comes 1st Set L comes 2nd Set Q comes 3rd Set X comes 4th					
	3		EMPTY SETS	The learner, 1) Defines an empty set. 2) Identifies empty sets. 3) Writes empty sets	**An empty set** is a set without members or with no members. The symbol of an empty set is Ø or { } Write empty or not empty A girl with 2 heads. _____		• Chalk board	• Defining empty set • Identifying empty sets. • Drawing the symbol.	• Self awareness • Creative thinking	MK bk 2 pg 3

WK	PD	TOPIC	S.TOPIC	COMPETENCE	CONTENT	METHODS	T/AIDS	ACTIVITIES	LIFE SKILLS	REF
3	4	SETS	INTERSECTION OF SETS	The learner, 1) Defines intersection of sets 2) Tells the symbol of intersection. 3) Finds common members in the given sets.	**Find the common members.**  Common members =   Common members = 	• Explanation • Question & answer • Demonstration • Discussion	• Pupils • Books • Sticks • Straws • Pencils • Bottle tops • Stones • Pencils	• Defining of intersection of sets • Finding common members • Drawing sets	• Critical thinking • Problem solving	MK bk 2
4	1			The learner, 1) Tells common members 2) Finds members which are common 3) Lists down intersecting members.	**Finding common members.** Set X: dog, pig, cat Set Y: cat, rabbit, cow, sheep X∩Y = cat		• Chalk board	• Drawing • Telling • Identifying • Finding the common members • Writing		
	2			The learner, 1) Defines intersection of sets 2) Finds common members 3) Writes or lists.	Set A = {1, 2, 3, 4, 5, 6} Set B = {3, 4, 6, 7, 8, 9} A∩B = {3, 4, 6} Set X = {Ali, Mary, John} Set Q = {Alice, Mary, Tom} X∩Q = {Mary}		• Chalk board • Chart			

WK	PD	TOPIC	S.TOPIC	COMPETENCE	CONTENT	METHODS	T/AIDS	ACTIVITIES	LIFE SKILLS	REF
4	3	SETS	UNION OF SETS	The learner, 1) Tells and writes the symbol of union of sets. 2) Finds the union members 3) Lists down the union members.	**Union of sets** X Y  X∪Y = {  }	• Explanation • Question & answer • Demonstration • Discussion	• Pupils • Chalk board • A chart	• Telling what union of sets is. • Finding the union members • Drawing	• Critical thinking • Problem solving	MK bk 2
	4				Set A = {  } Set B = {  } A∪B = {  }					
5	1	PLACE VALUE	DRAWING ONES & TENS	The learner, 1) Draws ones & tens 2) Identifies ones & tens 3) Counts & writes ones & tens	**Drawing ones & tens**  - 1 ones - 2 ones - 3 ones - 4 ones - 1 tens - 2 tens - 3 tens	• Explanation • Observation • Guided discussion • Illustration • Question & answer	• Straws • Counters • Chalk board	• Drawing ones & tens • Recognising the bundles of tens & ones	• Self awareness • Sharing	Pri MTC bk 2 pg 14 - 15

WK	PD	TOPIC	S.TOPIC	COMPETENCE	CONTENT	METHODS	T/AIDS	ACTIVITIES	LIFE SKILLS	REF
5	2	PLACE VALUE	COUNTING IN TENS & ONES	The learner, 1) Identifies tens and ones 2) Counts in tens & ones	**Counting in tens & ones**  1 tens 4 ones = 14  3 tens 6 ones = 36  2 tens 7 ones = 27  4 tens 0 ones = 40	• Explanation • Observation • Guided discussion • Illustration • Question & answer	• Straws • Counters • Chalk board	• Identifying tens and ones • Recognising place values • Filling in tens & ones	• Sharing • Problem solving • Creative thinking • Critical thinking	Pri MTC bk 2 pg 14 - 15
	3		FILLING IN TENS & ONES	The learner, 1) Identifies the place values 2) Fills in correctly.	**Filling in tens & ones** TO 25 = 2 tens 5 ones 6 = 0 tens 6 ones 39 = __tens __ones 4 tens 7 ones = __tens __ones = 95		• Chalk board • Chart	• Recognising the place values • Telling place values of the numbers given. • Filling in correctly.	• Critical thinking • Problem solving • Communication	MK bk 2 pg 15
	4		DRAWING TENS & ONES	The learner, 1) Draws tens & ones 2) Recognises the place values 3) Draws beads correctly. 4) Fills and writes the number.	**Abacus**  	• Abacus • Stick		• Identifying the place values • Telling the numbers		MK bk 2 pg 17

WK	PD	TOPIC	S.TOPIC	COMPETENCE	CONTENT	METHODS	T/AIDS	ACTIVITIES	LIFE SKILLS	REF
6	1	PLACE VALUE	DRAWING ABACUS	The learner, 1) Identifies the place values. 2) Draws beads correctly.	**Drawing abacus**  	• Question & answer • Discussion • Explanation	• Chart • Abacus • Straws • Chalk board • Chart • Chalk board • Straw	• Identifying the place values • Drawing beads	• Problem solving • Critical thinking	MK bk 2 pg 17
	2		HUNDREDS	The learner, 1) Counts in hundreds	 = 3 hundreds = 300  = 1 hundreds = 100  = 4 hundreds = 400  = 2 hundreds = 200			• Making bundles of hundreds • Drawing • Telling • Writing		MK bk 2 pg 20
	3		COUNTING IN TENS & ONES	The learner, 1) Counts in hundreds, tens and ones 2) Recognises place values.	 1 hundreds 2 tens 6 ones = 126  2 hundreds 3 tens 4 ones = __  3 hundreds 0 tens 5 ones = 305			• Recognising the bundles given. • Filling in hundreds, tens & ones.		MK bk 2 pg 19
	4				HTO 350 = 3 hundreds 5 tens 0 ones 794 = __ hundreds __tens __ones 2 hundreds 3 tens 8 ones = __ 67 = __ hundreds __tens __ones					

WK	PD	TOPIC	S.TOPIC	COMPETENCE	CONTENT	METHODS	T/AIDS	ACTIVITIES	LIFE SKILLS	REF
7	1	PLACE VALUES	ABACUS	The learner, 1) Identifies place values 2) Draws abacus 3) Fills & counts	 = 360	• Explanation • Question & answer	• Abacus • Chart • Chalk board	• Telling • Drawing • Drawing beads • Telling the numbers	• Critical thinking	MK bk 2 pg 30
	2		IDENTIFYING PLACE VALUES	The learner, 1) Identifies place values of the given numbers.	e.g. 24 Ones Tens 956 Ones Tens Hundreds			• Identifying place values		MK bk 2 pg 32
	3		EXPANDED FORM	The learner, 1) Recognises the numbers given 2) Identifies the place values 3) Expands the numbers correctly.	Expanded form. 42 = 40 + 2 75 = 70 + 5 362 = 300 + 60 + 2 978 = 900 + 70 + 8	• Explanation • Guided discovery • Discussion • Question & answer	• Chalk board	• Identifying place values • Recognises the values of the numbers given. • Expanding the numbers.		MK bk 2 pg 30

WK	PD	TOPIC	S.TOPIC	COMPETENCE	CONTENT	METHODS	T/AIDS	ACTIVITIES	LIFE SKILLS	REF
7	4	PLACE VALUES	FINDING THE NUMBERS WHICH HAVE BEEN EXPANDED	The learner, 1) Recognises the numbers given 2) Identifies the place values 3) Expands the numbers correctly.	50 + 3 = 53 60 + 2 = 62 80 + 0 = 80 100 + 20 + 5 = 125 900 + 30 + 6 = 936 600 + 50 + 4 = 654	• Explanation • Guided discovery • Discussion • Question & answer	• Chalk board	• Identifying place values • Recognises the values of the numbers given. • Expanding the numbers.	• Critical thinking	MK bk 2 pg 32
8	1	NUMERACY	NUMBER SYMBOLS	The learner, 1) Reads number symbols from 100 – 200 2) Writes number symbols	**Reading & writing number symbols** 1 – 100 (Review) 100 – 200	• Recitation • Question & answer	• Chart • Chalk board • Counters	• Reading • Counting • Telling • Writing	• Effective communication • Critical thinking • Sharing • Self awareness	MK bk 2 pg 62
	2		NUMBER AFTER, BEFORE AND BETWEEN	The learner, 1) Reads number symbols 2) Writes number symbols 3) Identifies numbers	**Number after** Which number comes after? 25 __ 99__ 128 __ 281 __ Number before __ 10 __35 __ 100 __254 Number between 5_7 46_48 110_112 221_223	• Guided discussion • Discovery		• Telling number after, before and between • Filling in correctly.		
	3		COMPARING NUMBERS USING BIGGER/SMALLER	The learner, 1) Recognises the numbers given. 2) Compares using bigger or smaller	**Comparing numbers** Which number is bigger? 200 or 100 Circle the bigger number 175 or 160	• Question and answer • Discussion	• Chalk board • Chart	• Comparing numbers • Recognising numbers • Telling • Writing	• Problem solving	

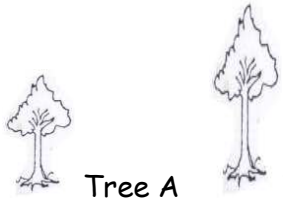
WK	PD	TOPIC	S.TOPIC	COMPETENCE	CONTENT	METHODS	T/AIDS	ACTIVITIES	LIFE SKILLS	REF
8	4	NUMERACY	COMPARING NUMBERS USING SMALLER	The learner, 1) Recognises the numbers given. 2) Compares using smaller	**Comparing numbers** Which number is smaller? 52 or 87 100 or 115 Circle the smaller number 27 or 72 150 or 105	• Question and answer • Discussion	• Chalk board • Chart	• Comparing numbers • Recognising numbers • Telling • Writing	• Problem solving	MK bk 2 pg 62
9	1		ARRANGING NUMBERS IN ASCENDING ORDER	The learner, 1) Identifies numbers given 2) Arranges the numbers from smallest to the biggest.	**Arranging numbers in ascending order.** 9, 6, 8, 7, 15, 20 6, 7, 8, 9, 15, 20 90, 100, 80, 200 80, 90, 100, 200	• Demonstration • Explanation • Question & answer	• Chart • Chalk board • Pupils	• Identifying smaller numbers • Arranging numbers from the smallest to the biggest	• Critical thinking	Pri MTC
	2		DESCENDING ORDER	The learner, 1) Arranges numbers in descending order from the biggest to the smallest.	**Arranging numbers in descending order.** 40, 60, 30, 50 60, 50, 40, 30 120, 50, 200, 175 200, 175, 120, 50			• Arranging numbers from the biggest to the smallest		MK bk 2 pg 62
	3		NUMBER NAMES	The learner, 1) Reads number names 2) Spells and writes number names.	**Number names in hundreds 100 – 900** 100 – One hundred 200 – two hundred 300 – three hundred 400 – four hundred ↓ 900 – nine hundred	• Explanation • Question & answer • Guided discussion • Guided discovery	• A chart • Chalk board	• Reading • Counting • Telling • Writing	• Self awareness	

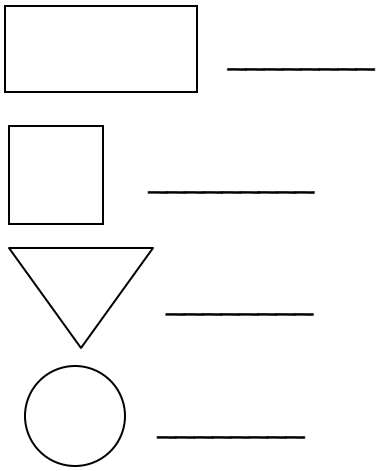
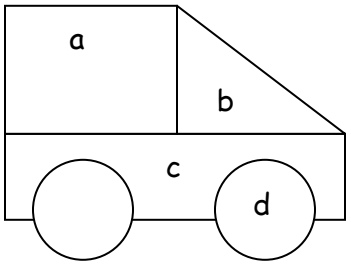
WK	PD	TOPIC	S.TOPIC	COMPETENCE	CONTENT	METHODS	T/AIDS	ACTIVITIES	LIFE SKILLS	REF
9	4	NUMERACY	NUMBER NAMES	The learner, 1) Reads number names 2) Spells and writes number names.	110 – One hundred ten 120 – one hundred twenty 200 – two hundred 250 – two hundred fifty 300 – 390 – 480 – 555 – 629 – 737 –	• Explanation • Question & answer • Guided discussion • Guided discovery	• A chart • Chalk board	• Reading • Counting • Telling • Writing	• Self awareness	MK bk 2 pg 62
10	1	OPERATION OF NUMBERS	ADDITION OF NUMBERS WITHOUT CARRYING	The learner, 1) Recognises numbers given. 2) Adds correctly. 3) Arranges numbers according to their place values.	**Addition of numbers** TO O 24 + 2 = T O 2 4 4 + 2 = 6 + 2 2 6 TO TO 13 + 24 = T O 1 3 + 2 4 _____	• Explanation • Question & answer • Discussion • Demonstration • Illustration	• Counters • Pupils • Chalk board	• Recognising the numbers • Identifying place values • Arranging & adding	• Critical thinking • Reading • Effective communication • Problem solving	MK bk 2 pg 34
	2		WORD PROBLEMS	The learner, 1) Reads and comprehending the statement 2) Arranges the numbers correctly. 3) Counts and writing answers	**Word problems** Jane has 12 eggs. Ruth has 5 eggs. How many eggs do they have altogether? T O 1 2 eggs 2 + 5 = 7 + 5 eggs 1 + 0 = 1 1 7 eggs			• Reading the statements and comprehending • Arranging and adding.		

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10	3	OPERATION OF NUMBERS	ADDITION OF NUMBERS	The learner, 1) Recognises place values. 2) Arranges correctly. 3) Adds correctly.	**Hundreds, tens & ones** H T O 1 3 0 0 + 5 = 5 + 2 5 3 + 2 = 5 1 5 5 1 + 0 = 1 H T O 2 4 5 5 + 2 = 7 +3 1 2 4 + 1 = 5 5 5 7 2 + 3 = 5	• Explanation • Question and answer • Guided discussion	• Counters • Chalk board	• Counting • Arranging • Telling • Writing	• Reading • Effective communication • Problem solving	MK bk 2 pg 34
	4		WORD PROBLEMS	The learner, 1) Reads the statements and comprehending 2) Arranges to its place value 3) Adds correctly	**Word problems** A school has 130 pupils. 20 more pupils joined the same school. How many pupils are there altogether? H T O 1 3 0 pupils 0 + 0 =0 + 2 0 pupils 3 + 2 =5 1 5 0 pupils 1 + 0 = 1			• Reading • Interpreting • Arranging • Counting • Writing		
11	1		SUBTRACTION OF NUMBERS	The learners, 1) Identifies the numbers given. 2) Counts 3) Subtracts the smaller number from the bigger number.	**Subtraction of numbers** 9 – 4 = 5 18 – 3 = T O 1 8 - 3 1 5 25 – 5 = T O 2 5 - 5 2 0	• Explanation • Question & answer • Illustration • Demonstration	• Counters • Chalk board • Pupils • Chart	• Arranging numbers given • Subtracting smaller numbers from the bigger ones.	• Problem solving • Critical thinking • Effective communication	

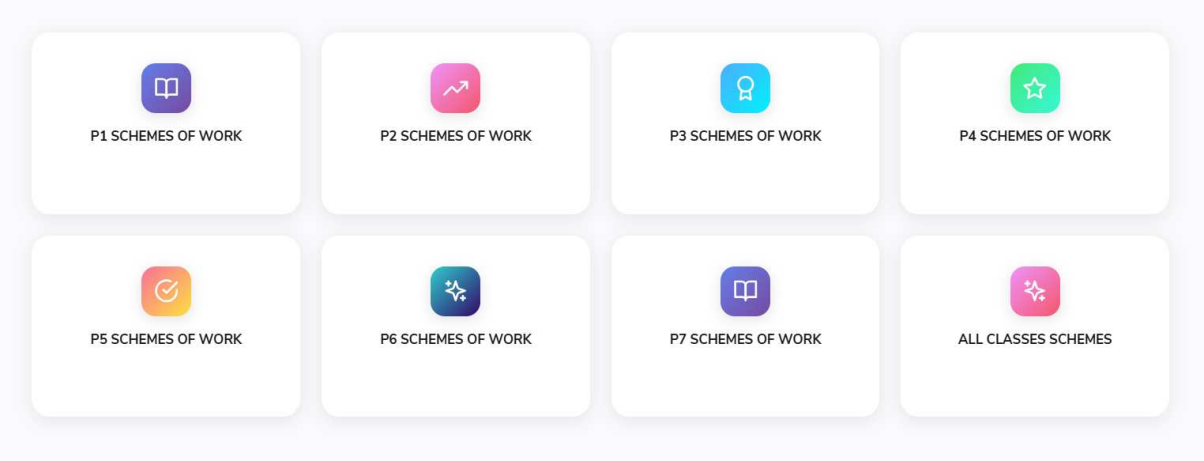
WK	PD	TOPIC	S.TOPIC	COMPETENCE	CONTENT	METHODS	T/AIDS	ACTIVITIES	LIFE SKILLS	REF
11	2	OPERATION OF NUMBERS	WORD PROBLEMS	The learner, 1) Reads the statements & interprets correctly. 2) Arranges correctly. 3) Subtracts	**Word problems** A boy had 43 mangoes. he gave his friend 21 mangoes. How many remained? T O 4 3 mangoes - 2 1 mangoes 2 2 mangoes	• Explanation • Question & answer • Illustration • Demonstration	• Counters • Chalk board • Pupils • Chart	• Reading & interpreting • Arranging and subtracting	• Problem solving • Critical thinking • Effective communication	MK bk 2 pg 34
	3		SUBTRACTION OF NUMBERS	The learner, 1) Identifies the numbers given 2) Arranges to their place values 3) Subtracts numbers correctly.	**Subtractions in hundreds, tens and ones.** H T O 2 5 4 4 – 2 = 2 - 2 2 5 – 2 = 3 2 3 2 2 – 0 = 2 H T O 5 6 2 2 – 1 = 1 - 3 0 1 6 – 0 = 6 2 6 1 5 – 3 = 2			• Counting • Subtracting		
	4		WORD PROBLEMS	The learner, 1) Reads the statements and interprets 2)Arranges in their place values 3) Subtracts correctly.	**Word problems** The head teacher bought 256 books. She gave away 120 books. How many books remained? 256 books 6 – 0 = 6 - 120 books 5 – 2 = 3 136 books 2 -1 = 1			• Reading & comprehending • Arranging & subtracting		

WK	PD	TOPIC	S.TOPIC	COMPETENCE	CONTENT	METHODS	T/AIDS	ACTIVITIES	LIFE SKILLS	REF
12	1	OPERATION OF NUMBERS	NUMBER LINE (ADDITION)	The learner, 1) Recognises the numbers 2) Adds numbers on steps.	**Adding numbers on a number line. e.g.** 2 + 3 = 5  4 + 4 = 8 	• Demonstration • Explanation • Guided discussion • Question and answer • Illustration	• Chalk board • Pupils	• Identifying the numbers given. • Moving on steps • Adding correctly on a number line.	• Critical thinking • Problem solving	MK bk 2 p3
	2		SUBTRACTION	The learner, 1) Subtracts numbers on a number line.	**Subtracting numbers on a number line. e.g.** 5 – 2 = 3  7 – 3 = 4 			• Subtracting on a number line		
	3		COUNTING NUMBERS	The learner, 1) Counts numbers 2) Identifies numbers 3) Writes numbers	**Counting numbers** 300 - 400	• Explanation • Recitation • Question and answer	• Counters • Chalk board	• Counting • Reading • Telling • Writing	• Listening • Speaking	MK bk 2 p3

WK	PD	TOPIC	S.TOPIC	COMPETENCE	CONTENT	METHODS	T/AIDS	ACTIVITIES	LIFE SKILLS	REF
			MEASURING LENGTH, HEIGHT AND WIDTH (NON-STANDARD)	The learner, 1) Defines length, width & height 2) Measures length and height of objects using non-standard units. 3) Uses body parts to measure length e.g. palm, hand span, fathom, strides, cubit, arm length e.t.c.	**Practical Work** 1) Measuring the length, width of a chalk board, tables, windows, verandah. 2) The height of friends using body parts.	• Explanation • Role play • Guided discussion • Question and answer	• Pupils • Tables • Chairs • Sticks	• Measuring length & height • Recording • Telling • Writing	• Self awareness • Mobility • Problem solving • Decision making	MK bk 20 pg 135 – 136 Progress bk 1 pg 56 Pri MTC pg 66 Prime pg 44
			COMPARING OBJECTS USING BIGGER OR SMALLER	The learner, 1) Recognises the objects given 2) Compares objects using longer/taller or shorter.	**Comparing using taller or shorter.**  Tree A Tree B Tree A is __ than tree B Tree B is __ than tree A Tree __ is taller than tree __.	• Question and answer • Discussion	• Tables • Chairs • Sticks • Pencils	• Comparing objects using longer/taller or shorter. • Telling and writing	• Speaking • Effective communication • Self awareness	Prime pg 45 Progressive pg 57

WK	PD	TOPIC	S.TOPIC	COMPETENCE	CONTENT	METHODS	T/AIDS	ACTIVITIES	LIFE SKILLS	REF
		SHAPES	NAMING SHAPES	The learner, 1) Identifies shapes 2) Names shapes 3) Describes	**Naming shapes** 	• Explanation • Question and answer • Discussion	• Books • Boxes • Balls • Chalk board	• Identifying shapes • Naming shapes • Describing shapes	• Critical thinking • Creative thinking	Vikas pg 85 MK bk 2 pg 70 Pri MTC 2000 pg 78 MTC AID pg 79
				The learner, 1) Identifies and names shapes.	**More on shapes**  Name the shapes a) _____ b) _____ c) _____ d) _____	• Explanation • Question and answer • Discussion	• Boxes • Books • Papers • Balls	• Drawing shapes • Naming • Identifying	• Speaking • Listening • Effective communication • Critical thinking	Prime bk 2 pg 45

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