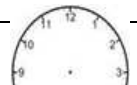
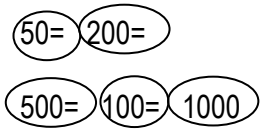
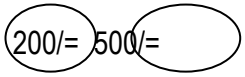
MATHEMATICS SCHEME OF WORK FOR PRIMARY TWO TERM III 2023

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. i) 1, 2, 3, __, ___ 6, __ ii)10, 9 __, 7, 6, ___, ___ iii) 101, 102, ____, 104, ____	The learner; - finds the next numbers. - recites numbers literally. - writes the next numbers correctly.	Explanation Guided discovery	Reading Writing Filling in the missing numbers	Chalkboard illustration. A chart showing numbers in order	Problem solving Responsibility	Thematic Curr. Page 42 Bk.2 page 121	
	2			More number sequence e,g, 160, 161, ___, ____, 164, ___ 170, ____, ____, 167, 166, ____ 100, ___, ___, 70, 60, ___, 40 1000, 900, 800, ___, ____, 500	The learner; - reads the numbers correctly - finds the next number. - writes numbers correctly	Explanation Guided discovery	Reading Writing Filling in the gaps correctly	Number cards Chart Chalkboard illustration	Co-operation Care Responsibility	Thematic Curr. Page 42 Bk.2 page 121	
	3			Telling time in hours and halves(Revision)  It is ____ o'clock  Show the time. Its half past 4 o'clock	The learner; - tells the time in hours and halves - shows the time on the clock face	Explanation Demonstration Observation	Reading Telling Writing time	Clock faces Chalkboard illustration	Co-operation Responsibility Problem solving	MK BK 2 page 131	
	4			Tell time in halves and quarters. 	The learner; - tells the time in halves and quarters	Explanation	Reading Telling	Clock faces	Creative thinking	Thematic Curr. Page	

					- 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. -Tell the time inhours and minutes. -drawing and telling time in halves and quarters	The learner; -does revision on time	Question and answer	Answering the given questions	Chalkboard illustration	Accuracy 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; - 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 i)18 ÷ 6 = 3 ii) 10 ÷ 3 = 3 r 1	The learner; - 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; - 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. H T O 2 3 3 - 1 2 5 _____ 13 - 5 = 8 2 - 2 = 0 2 - 1 = 1	The learner; - subtracts numbers correctly with regrouping -counts correctly -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	

	5			More subtraction withregrouping. H T O 4 3 6 - 2 3 8 2 0 8 16 - 8 = 8 3 - 3 = 0 4 - 2 = 2 5 3 3 5 7 4 8 6 13 - 7 = 6 14 - 5 = 8	The learner; - subtracts numbers correctly. - counts correctly - reads numbers	Explanation Demonstration Question and answer	Subtraction Borrowing 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. 1 2 3 + 2 4 9 3 7 2 3 + 9 = 12 1 + 2 + 4 + 7 1 + 2 = 3	The learner; -adds numbers correctly -reads numbers correctly -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. 8 8 +1 0 5 1 9 3 8 + 5 = 13 1 + 8 + 0 = 9 0 + 1 = 1 4 8 6 + 1 1 8 6 0 4 6 + 8 = 14	The learner; - adds numbers correctly - 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	

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

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

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

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

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

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

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

identifying months of the year</td><td>Chart showing month and days in each

Chalkboard illustration</td><td>Problem solving

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
Month of August, 2010
<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>
i)How many days are in 1 week?
ii) which month is shown on the calendar?
iii)When did the month end?
iv) How many days has the month of August?</td><td>The learner;
- studies the calendar

- reads, interprets and answers questions about the calendar.</td><td>Explanation

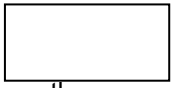
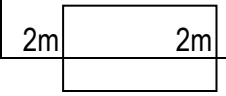
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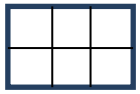
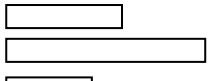
Question and answer</td><td>Studying the calendar

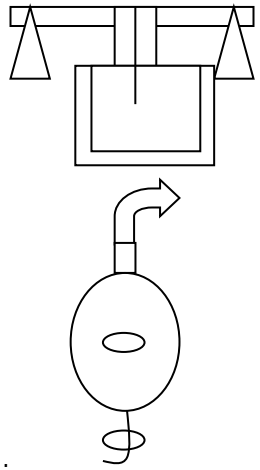
Reading and interpreting answering questions</td><td>A drawn calendar</td><td>Accuracy

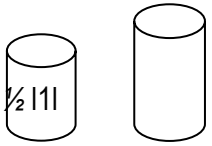
Creative thinking

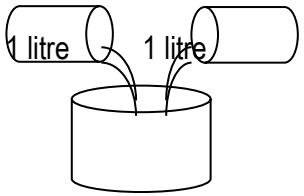
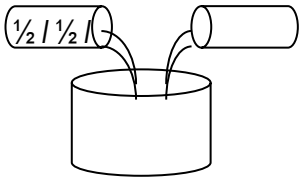
Critical thinking</td><td>MK Maths book 2 page 139</td><td></td></tr>
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	2	**Measures**	**Units of measures**	Answering question about the calendar. -Which year is shown on the calendar? -How many Sundays are on the month of August. -when did the month begin? -On which day did the month end? -In which month of year is Christmas? -On what day do christians go to church?	The learner; - studies the calendar - reads, interprets and answers question about the calendar.	Explanation Question and answer	Studying the calendar Reading and interpreting Answering questions	A chart showing a calendar	Co-operation Creative thinking Critical thinking	Mk Maths Bk.2 page 139	
	3			Measuring length using body parts. e.g. palm, fathom, cubit, handspan, feet, stride	The learner; - identifies the body parts - measures length using different body parts. - records units correctly	Explanation Question and answer Demonstration	Identifying Measuring Recording units correctly	Parts of the body	Co-operation 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. 1metre-100cm ½ m ruler=50cm Width  Length The length of the blackboard is -----metres. The width of the black board is ----metres	The learner; - measures things in the classroom - records units correctly - identifies units used	Explanation Demonstration Question and answer	Measuring Recording Identifying units	A meter rule ½ meter rule	Accuracy Creative thinking Critical thinking Problem solving	Mk Maths Bk2 page 137-139	
	5			Finding total distance around the figure (perimeter) 4m  2m 2m	the learner; - finds the perimeter of the figure given.	Observation Guided discovery	Identifying Recording	Chalkboard illustration	Accuracy Creative thinking	Mk book 2 140	

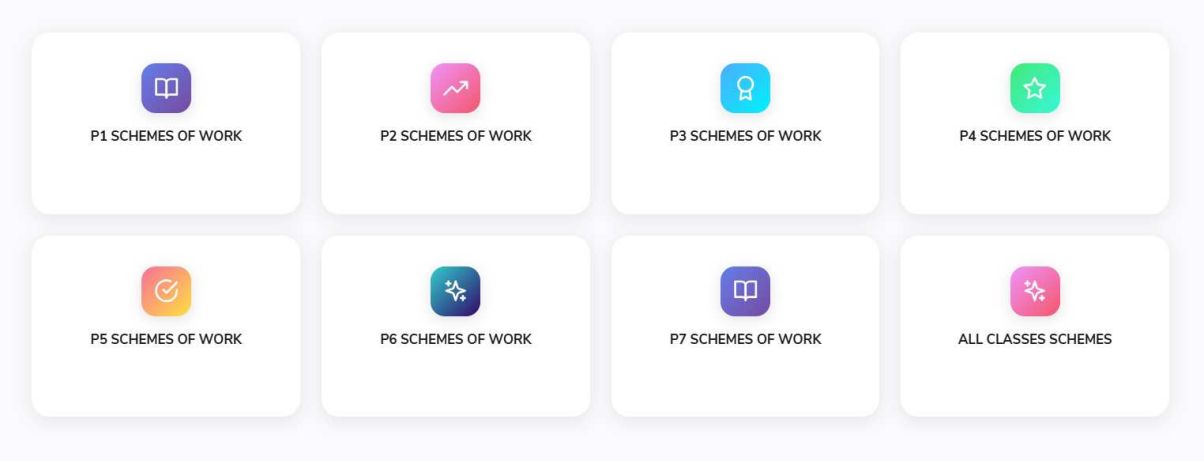
				4m P =2m+4m+2m+4m P = 12m					Problem solving		
9	1			**Area of the figure** Area is measured in square(metres). We can find the area by counting the squares. A = WxL 2sqs x 2sqs= 4squares 2sq. w  Width = 2sq Length = 3sq A = l x w A = 2sqx3sq A = 6sqs	The learner; - identifies the length and the width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

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

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

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