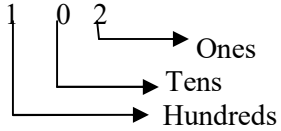
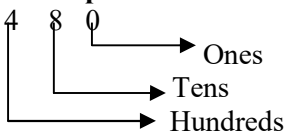
PRIMARY 2 MATHEMATICS SCHEME OF WORK FOR TERM II

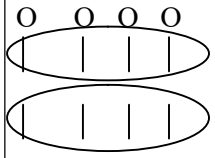
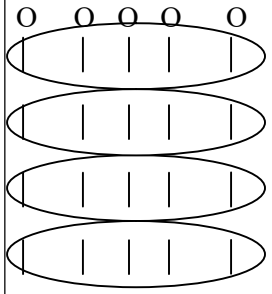
WK	PD	THEME	SUB – TOPIC	CONTENT	COMPETENCES	MTDS	ACTIVITY	LIFE SKILLS	T/ L AIDS	REF
1	1	OUR ENVIRONMENT	COMMON ANIMALS	**Writing number figures in words.** **3 digits write zero (0) in the middle** **Examples**  **One hundred two**	- Write the number names with zero in the middle. - Give the place values correctly	- Guided discovery - Illustration -Demonstration	- Reading the number names - Writing number names - Giving their place values	- Critical thinking - Self awareness - Effective communication	- Chalk board - Bundles - Sticks	
	2			Writing 3 digit number in words with 0 at the end **Example**  **Four hundred eighty**	- Identify the place values - Naming the place values - Writing in words using the place values	- Guided discovery - Illustration - Demonstration	- Reading a 3 digit number with 0 at end. - Writing in words using the place values	- Critical thinking - Self awareness - Effective communication	- Chalk board illustration - Bundles - Sticks	

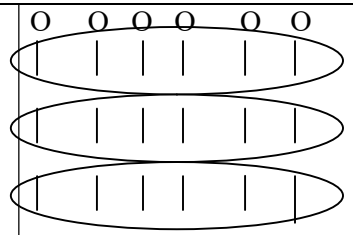
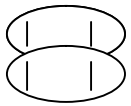
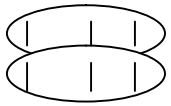
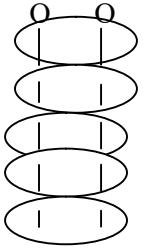
	3			**Writing 3 digit numbers without zero in words** **Example** 1 3 9 Ones Tens Hundreds **One hundred thirty nine**	- Read 3 digit number without zero. - Write 3 digit number in words - Name the place value	-	- Reading 3 digit numbers without zero and write in words	-	-	
	4			**Writing number names in figures** **Examples** Four hundred two Four hundred: two 400: 2	- Identify the place values - Arranging - Writing the number names in figures	-	- Writing number names in figures	- Critical thinking - Effective communication	- Flash cards - Illustration on chalk board	
	5			**Addition of numbers with re – grouping** 16 + 7 = T O 1 6 +0 7 2 3 **SW.** 0000000 +000000000000000	- Adds with re – grouping	-	- Adding numbers with re – grouping	- Self awareness	-	
2	**1**			**Adding of two digit numbers to a two digit number with re – grouping** Example	- **Add a two digit number with re – grouping**	-	- Adding of two digit number to a two digit number	-	- Counters - Flash cards - Counte	

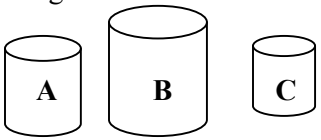
				12 + 18 = T O 1 2 +1 8 3 2 **SW.** 00 +00000000					- rs - Flash cards	
	2			**Addition of word problems** **Example** Okechi had 28 pencils. Gift gave him 4 more pencils. How many pencils does he have now? T O 2 8 pencils +0 4 pencils 3 0 **SW.** 00000000 +0000 Okechi has 32 pencils now	- Reads word problems correctly - Writes, arranges and adds correctly	- Chalk and talk - Guided discovery - Guided discussion	- Reading word problem - Writing and adding word problems - Arranging numbers vertically	- Effective communication - Critical thinking - Creative thinking	- Pencils - Books chalk board - Counters	
	3			**Subtract with re – grouping** **Example** 23 – 7 T O ~~2~~ ~~3~~ - 0 7 1 6 **SW.** 0000000~~/////~~ **Try this**	- Arranges numbers correctly. - Subtracts correctly with borrowing (re – grouping)	-	- Arranging numbers - Subtracting with borrowing correctly -	- Critical thinking - Sharing - Creative thinking - Self awareness	-	

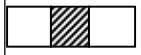
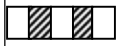
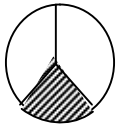
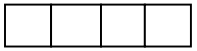
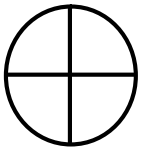
				1. 31 – 2 2. 43 – 6 3. 52 – 7 4. 93 – 4						
	4			**Subtracting 2 – digit numbers** **Examples** **37 – 18** **T O** **2 3 7** **- 1 8** **1 9** **SW.** 0000000000000000	- Re – grouping and subtract correctly - Arranging 2 digit numbers vertically	-	- Re – grouping and subtracting correctly	-	-	
	5			**More subtraction with re – grouping** **Example** **22 – 7** **T O** **2 12** **- 0 7** **1 5** **SW.** 0000000000000 **Exercise** **26 – 7** **42 – 18** **96 – 48**	- Arranges digits to be subtracted correctly	- Guided discovery - Observation - Illustration	- Arranging digits to be subtracted	-	-	

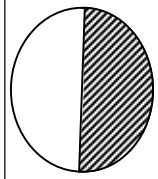
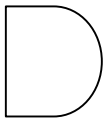
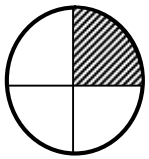
3	**1**			**Subtraction of word problem** **Example** A boy had 44 sweets. He gave away 8 sweets . How many sweets remained? 44 – 8 **T O** **3 ~~4~~ 14 sweets** **+ 0 8 sweets** **3 6** **SW.** 00000000000000	- Reads words problems correctly - Writes, arranges vertically - Re – groups correctly	-	-	-	
	2			**Division** Division by 2 **Example** 6 ÷ 2 0 0 6 ÷ 2 = 3 6 – 2 = 4 4 – 2 = 2 2 – 2 = 0	- Makes the division sign - Identifies the division sign	-	- Making the division sign - Identifying the division sign	-	-
	3			**Division by 3** **Examples** 6 ÷ 3 = 2 O O O Share 12 mangoes equally amongst 3 children	- Divides correctly - Counts the number of times subtracted	- Guided discovery - Question and answer	- Dividing the given numbers carefully and correctly	- Effective communication - Self awareness	- Bottle tops - Stones - Books - Counters	

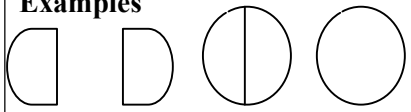
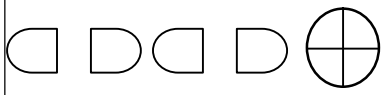
								- Critical thinking		
	4			Division by 4 **Example** 4÷ 4 = 1 O O O O  Share 8 books equally among 4 boys  **Each boy will get 2 books**	-	-	-	-	-	
	5			**Division by 5** **Example** 20 ÷ 5 = 4 O O O O O  **Share 15 stools equally among 5 women**	-	-	-	-	-	
4	**1**			**Division by six (6)** **Examples** 18 ÷ 6 = 3	- Divides as repeated subtraction	- Guided discovery	- Dividing the given number carefully	- Effective communication - Critical	- Stones - Bottles tops - Counte	

				 Share 12 balls equally among 6 teams				thinking	rs	
	2			**Long division** $\begin{array}{r} \textbf{2} \\ 2\overline{)4} \\ \textbf{2 X 2 =4} \\ \hline \textbf{0} \end{array}$  $\begin{array}{r} \textbf{2} \\ 3\overline{)6} \\ \textbf{2 X 3 =6} \\ \hline \textbf{0} \end{array}$ 	- Identifies the long division - Works out the number	- Guided discovery - Guided discussion	- Identifying the long division - Working out the number	- Self awareness - Problem solving	- Counters - Stones - Bottle tops	
	3			**Division (word problems)** **Examples** 1. Share 10 shirts among 2 men 10 ÷ 2 = 5  Each will get 5 shirts	- Reads the word problems - Works out the word problems	-	- Reading the word problems - Working out the word problems.	-	-	

				2. Share 4 books among 2 girls						
	4	**Things we make**	**Materials used and their sources**	**Measuring liquids using** non - standard units comparing using **"less"** or **"more"**  Container A hold ____ water than container B. Containers B holds ____ water than containers C	- Uses less or more to compare - Carries out practical work	- Guided Discovery Demonstration Explanation	Using less or more to compare	- Buckets - Cups (1 litre) - Jerry cans (5 litre	- Creative thinking - Effective communication	
	5			**Comparing (practical)** Example How many 1 litre cups fill a 5 litre jerry can. 1 litre jerry can = 1 5 litre jerry can = 5 cups How many $\frac{1}{2}$ litre cups fill a 2 litre jerry can?	- Finds out the number of cups - Filling the jerry can	- Group work - Illustration	- Filling the jerry can using cups	- Jerry cans 5 litre	-	
5	**1**			**Fractions (practical)** A fraction is a part of a whole Cuts or shows these fractions $\frac{1}{2}, \frac{1}{4}, \frac{3}{4}, 1$	- Defines a fraction - Names the fraction	-	- Designing a fraction - Naming the fraction	- A chart showing wholes parts and their names	- Oranges - Apples - Water melon	

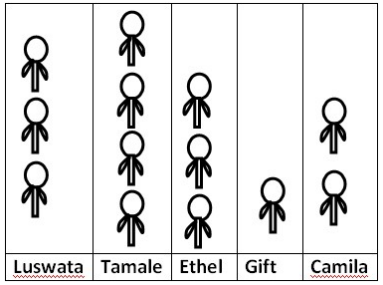
	2			Naming the shaded and un shaded fractions **Examples**  Shaded $\frac{1}{2}$ Un shaded $\frac{1}{2}$  Shaded $\frac{1}{3}$ un Shaded $\frac{2}{3}$  _____	- Names the shaded and un shaded fractions correctly	- Guided discovery - Illustration - Demonstration	- Naming the shaded and un shaded fractions	- Chalk board - Cards - Chat showing fraction	- Sharing - Critical thinking - Effective communication - Self awareness	
	3			**Shading fractions** **Examples** $\frac{1}{2}$  $\frac{1}{3}$  $\frac{1}{4}$  **Shade** $\frac{2}{4}$ 	- Shades the given fraction - Draws fractions - Writes the shaded fractions		- Shading the given fraction - Drawing fractions - Writing the fractions		- Logical thinking	

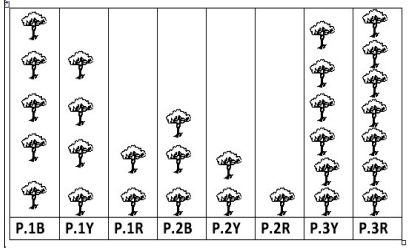
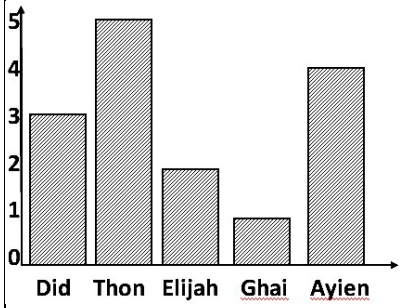
				Writing fractions in words. $\frac{1}{2}$ **a half,** $\frac{1}{4}$ **a quarter**			Writing fractions in words			
	4			**Comparing fractions (practical lesson)** **Procedure** Get an apple, cut it into equal parts    A half is bigger than a quarter	- Compares the fraction why bigger or smaller - Carries out practical's	-	- Comparing fraction using bigger or smaller	- Apples - Oranges - Cut outs - Water melon		
	5			**Comparing fractions** **Arranging fractions from small to big** $\frac{1}{6}, \frac{1}{10}, \frac{1}{2}, \frac{1}{5}, \frac{1}{4}$ $\frac{1}{10}, \frac{1}{6}, \frac{1}{5}, \frac{1}{4}, \frac{1}{2}$ Arranging from big to small	- Compares fraction using bigger or smaller	- Guided discovery - Demonstration - Guided discovery	- Comparing fractions using bigger or smaller	- Flash cards - Apples - Oranges - Water melon	- Critical thinking - Effective communication	

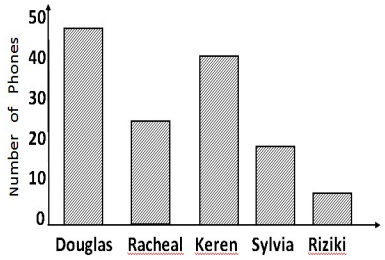
				$\frac{1}{8}, \frac{1}{3}, \frac{1}{7}, \frac{1}{9}, \frac{1}{11}$ $\frac{1}{3}, \frac{1}{7}, \frac{1}{8}, \frac{1}{9}, \frac{1}{11}$					- Logical thinking - Creative thinking	
6	**1**			Addition of fractions (practical) **Examples**  $\frac{1}{2} + \frac{1}{2} = \frac{1}{2} = 1$  $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{4}{4} = 1$	- Adds fractions practically - Shows addition in written - Adds carefully	- Group work - Demonstration - Guided discovery	- Adding fraction practically - Showing addition in written - Adding	- Cards - Charts - Apples - Oranges - Cut outs - Water melon	-	
	2			**Addition of fractions** **Example** $\frac{1}{2} + \frac{1}{2} = \frac{1+1}{2} = \frac{2}{2} = \mathbf{1}$	- Names numerators and denominators - Adds fractions correctly	-	- Naming the numerators and the denominators	-	-	-
	3			**Subtraction of fractions.** **Examples**	- Tells the denomination are not subtracted	- Guided discovery	- Subtracting numerator	- Work cards	- Logical thinking	-

				$\frac{3}{3} - \frac{2}{3} = \frac{3-2}{3} = \frac{1}{3}$ $\frac{5}{7} - \frac{1}{7} = \frac{5-1}{7} = \frac{4}{7}$	- Subtracts only the numerators		s		- Self awareness - Crticatical thinking	
	4			**Fill in the missing numbers Examples** $\boxed{2} + 3 = 5$ $\boxed{3} + 1 = 4$ $\boxed{2} + 7 = 9$	- Finds the missing number correctly - Shows working clearly	-	- Finding the missing numbers correctly - Showing the working	-	-	-
	5			**More addition Examples** $2 + \boxed{4} = 6$ $2 + \boxed{6} = 8$	- Finds the missing number. - Fill in the missing number	-	- Finding and filling in the missing numbers	-	-	-
				Solving word problems in fractions Jane ate $\frac{2}{4}$ of the cake. Joy $\frac{1}{4}$ ate of the cake. What fraction did they eat altogether	- Adds word problems involving word fractions	-	- Adding word problems using fractions	-	-	-

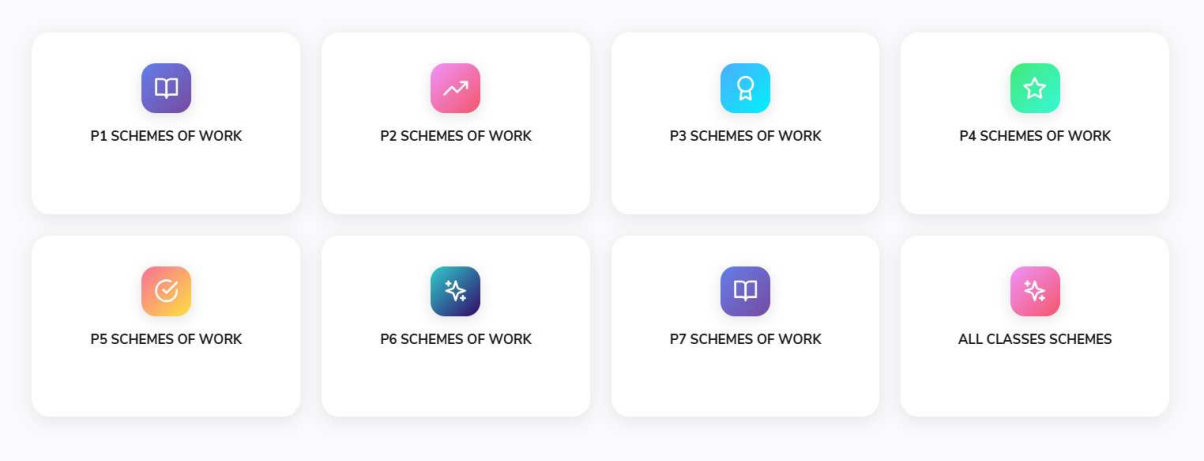
7	**1**	**Transport in our community**	**Means of transport**	**Subtraction** **Example** 4 - [1] = 3 00 000 0ø 5 - 3 = 2 00 øø 0ø0ø 36 - = 14 3 6 - 1 4 2 2	- Finds the missing number by subtracting - Tells the missing number	- Chalk and talk - Guided discovery - Guided discovery	- Finding the missing numbers - Filling in the missing numbers	- Work cards - Flash cards - Counters - Pencils	- Creative thinking - Critical thinking - Logical thinking	-
	2			**More on subtraction** **Example** **[5] - 3 = 2** **000 00** **[32] - 12 = 20** **1 2** **+2 0** **3 2**	-	-	-	-	-	-
	3			**Multiplication** Example a) 2 x [2] = 4 (11) (11) b) 4 x [3] = 12 (111) (111) (111) c) 5 x [ ] = 15	- Finds the missing numbers by multiplying	- Guided discovery	- Finding the missing numbers by multiplying	- Work cards - Flash	-	-

	4	**Accidents and safety**	**Road safety**	**Division** **Examples** $12 \div \boxed{3} = 4$ 111 111 111 111 However for $\boxed{20} \div 5 = 4$ 11111 11111 11111 11111	- Fills in the missing numbers - Finds by grouping	- Guided discovery - observation	- filling in the missing number - finding the missing number by grouping	- work cards - flash cards	- creative thinking - critical thinking - effective	-
				I think of a number multiply by 3 the answer is 18. What is the number	- Solves the word problem	-	- Solving word problem	-	- communication	
	5			**Picture graph** **Example** Four pupils were given sweets as shown below  **Questions** 1. How many sweets does camila have? 2. Who has more sweets? 3. Who has less sweets?	- Studies the picture graph correctly - Interprets the information on the graph	- Observation - Guided discovery	- Studying the picture graph correctly - Interpreting the information on the graph	- A chart showing the chart picto – graph	-	-

8	**1**			**Pictographs** **Examples** **Study the graph below**  **Questions** 1. How many trees did P.I B plant? 2. Who planted the least number of trees. 3. How many trees did they plant altogether?	- Reads the given information carefully - Shows the information on the venn diagram	- Guided discovery - Question and answers	- Reading the given information - Showing the information on a picture graph	- A chart showing a picto – graph	- Creative thinking - Problem solving - Self awareness	-
	2			**Bar graph** **Example** Study the bar graph and answer the questions  **Questions** 1. How many boxes does Thon have? 2. How many boxes does Ghai have?	- Interprets the information correctly	-	-	- A chart showing a bar graph	-	-

				3. Who has the highest no of boxes						
	3			**Bar graph** **Example** Study the bar graph and answer the questions  **Questions** 1. How many phones does keren have? 2. Who has the highest number of phones	- Interprets the information carefully - Draws a bar graph - Reads, writes and interprets the graph	- Guided discovery - Observation - Illustration -	- Interpreting the information carefully - Drawing a bar graph - Answering questions	- A chat showing a bar graph	- Problem solving - Creative thinking - Logical thinking - Self awareness	-
	4			**Commutative properly in multiplication** 8 x 1 = 1 x 8 8 x 0 = 0 x 8 8 x 2 = 2 x 8 8 x 5 = 5 x 8 8 x 10 = 10 x 8	- Explanation for the meaning of communicative properly - Writes the commutations property of the given table	-	- Flash cards for communication property multiplication	-	-	-
				Commutative property of 9 9 x 1 = 1 x 9 9 x 0 = 0 x 9 9 x 2 = 2 x 9 9 x 5 = 5 x 9 9 x 1`0 = 10 x 9	- Exchanges the numbers	-	-	-	-	-

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