DIVINE EDUCATION CENTRE

MATHEMATICS
LESSON NOTES TERM ONE 2025
0784540287/0751565742

PRIMARY TWO

Week 1: LESSON 1

Revision of p.1 work (numbers 1 – 100)

Lesson 2

Reading numbers from 101 – 200.

Counting and filling in numbers from 101 - 200

101									110
								119	
							128		
						137			
					146				
				155					
			164						
		173							
	182								
191									200

Week 2

Lesson 1

Counting and filling in missing numbers from 201 – 300

201									210
	212								
		223							
			234						
				245					
					256				
						267			
							278		
								289	
291									300

Lesson 2

Counting and filling in missing numbers from 301 – 400

301				305				309	
321									
						347			
351									
			364						370
391					396				

Lesson 3

Read and write missing numbers 401 - 500

401									410
	412							419	
		423					428		
			434			437			
				445	446				
				455	456				
			464			467			
		473					478		
	482							489	
491									500

REF: Golden Mathematics book 2 page 28 – 36

lesson 4

Writing the number before, after and between.

Encourage children to read numbers orally.

Example: Which number comes before, after and between?

------ 234 100 -------- 203------ 205

ACTIVITY

1. **Write the number that comes before?**

-------- 256 -------299 -------101

------115 -------163 -------199

2. Which number comes after?

330 ------ 321 --------- 253 ----------

291------ 400--------- 279 ---------

3. Which number comes between?

334 ------- 336 119 ------- 121 200 -------- 202

454 -------456 79 ------- 81 100------- 102

Week 3 lesson 1

Writing numbers in ascending order.

Ascending is writing from the smallest to the biggest.

Example

315, 330, 321, 309.

309, 315, 321, 330.

Activity

1. 355, 361, 372, 369.

2. 385, 381, 391, 353

3. 357, 356, 359, 351

4. 372, 371, 375. 378,

5. 101, 367, 289, 300

6. 88, 34, 02, 100

7. 400, 200, 300 100

Ref.GoldenMtcBk 2 pg 29-36

Week 3: Lesson 2

Writing numbers in descending order.

Descending order is writing numbers from the biggest to the smallest.

Example

546, 89, 310, 355

546, 355, 310, 89

ACTIVITY

Arrange the following numbers in descending order.

1. 15, 17, 18, 19
2. 40, 30, 20, 10
3. 120, 140, 130, 110
4. 212, 210, 214, 213
5. 300, 100, 400, 200
6. 399, 199, 299, 599
7. 233, 06, 15, 274

Week 3: Lesson 3

Finding the biggest and the smallest numbers.

Emphasize the instruction given. E.g

- Circle the biggest number
- Tick the smallest number.

Example

Circle the biggest number

102, 356, 288, 466

88, 45, 12, 200.

ACTIVITY

Circle the biggest number

1.34, 56, 21, 45

2.297, 45, 390, 100

3.101, 234, 300, 478

4.111, 399, 201, 101

5.70, 34, 69, 44

Tick the smallest number

1.67, 304, 75, 201

2. 300, 286, 43, 456

3.249, 100, 401, 321

4.27,388, 45, 299

5.156, 112, 390, 467

Week 3: Lesson 4

PLACE VALUES

Practical lesson: Teacher will guide the learners to tie bundles in tens and ones.

Ref. Understanding Mathematics BK 2 PG 13.

Week 4: Lesson 1

Drawing tens and ones for the given numbers

1. 22 =
2. 46 =
3. 30 =
4. 51 =
5. 06 =
6. 28 =
7. 12 =
8. 10 =
9. 64 =
10. 9 =

REF: -Understanding Mathematics Bk.2 pg 13

-Golden Mathematics Bk2 pg 29- 36

Week 4: Lesson 2

Filling in Tens and Ones.

Example

1.13 = 1 Ten 3 Ones

2.29 = 2 Tens 9 Ones

ACTIVITY

Fill in Tens and Ones

1.37 = ------- Tens --------- Ones

2.64 = -------Tens -------- Ones

3.19 = -------Tens ---------Ones

4.56 = ------- Tens ---------Ones

5. 37 = --------Tens ------ Ones

Write the numbers for the given Tens and Ones.

1. 7 Tens 5 Ones = ---------

2. 2 Tens 0 Ones = ---------

3. 2 Tens 8 Ones = ---------

4.5 Tens 3 Ones = ----------

5. 0 Tens 8 Ones = ----------

Week 4: Lesson 3

Practical lesson, tying bundles for Hundreds , Tens and Ones.

Children will tie ten bundles of Tens to make one bundle of Hundreds.

Week 4: Lesson 4

Writing the numbers shown by the bundles of Hundreds, Tens and Ones

Week 5: Lesson 1

Identifying place values of hundreds, tens, and ones.

Examples

1.187=--------hundreds-------tens-------ones.

2.352=--------hundreds-------tens------ones.

3.406=-------hundreds--------tens------ones.

4.63=-------hundreds-------tens--------ones.

Activity

Write the number represented by Hundreds, Tens and Ones

1. 3 hundreds 2 tens 7 ones = ----------

2. 9 hundreds 1 tens 2 ones = ----------

3. 0 hundreds 5 tens 4 ones = ----------

4. 0 hundreds 0 tens 8 ones = ----------

5. 3 hundreds 0 tens 0 ones =----------

6. 4 hundreds 3 tens 2 ones = ----------

7. 2 hundreds 9 tens 1 0nes = ----------

8. 3 hundreds 2 tens 3 ones = ----------

9. 1 hundreds 1 tens 1 ones = ----------

10. 2 hundreds 3 tens 0 ones = ----------

Ref. Understanding MtcBk 2 pg 10.

Mk MtcBk 2 pg 22

Week 5: Lesson 2

Revision of P.1 work

Example

Writing in words numbers from 101-500

102 = One hundred two.

Activity

Write in words.

A) 243 - ----------

B) 456 - ----------

C) 201 - ----------

D) 112 - ----------

E) 398 - ----------

F) 399 - ----------

G) 478 - ----------

H) 321 - ----------

I) 111- ----------

Week 5: Lesson 3

Writing in figures

-Revision of p.1 work

Example

Three hundred sixty three – 363

ACTIVITY

Write the following in figures.

1. Two hundred forty two - ----------
2. One hundred twenty five- ----------
3. Four hundred six - ----------
4. Two hundred ninety eight - ----------
5. Ninety- seven - ----------
6. Five hundred - ----------
7. Two hundred sixty three - ----------
8. Three hundred eighty one - ----------

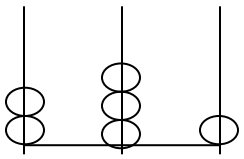
Week 5: Lesson 4

The Abacus

-Teach the place values on the abacus

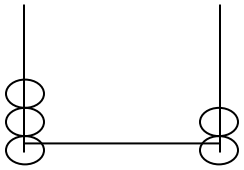
-Emphasize on how numbers should be written on the abacus.

1. **H T O**

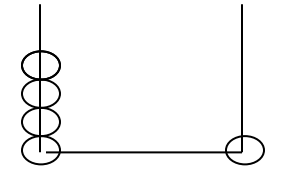


2. **H T O**

4. **T O**



5. **T O**



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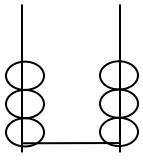
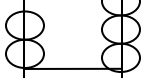


Drawing beads for the number on the abacus.

-Beads sit on each other, do not leave spaces between them

Example

T O



2 3

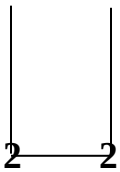
T O

4 6

Activity

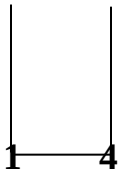
Draw beads to complete the abacus

1. **T O**



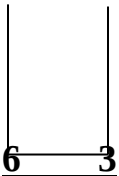
2 2

2. **T O**



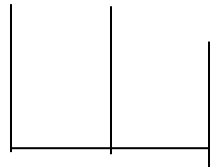
1 4

3. **T O**



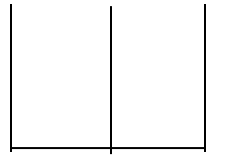
6 3

4. **H T O**



2 0 3

H T O



4 3 1

Week 6: Lesson 1

Finding the value of the given numbers

Example

Find the value of the underlined numbers.

T O
2<u>4</u> = 4 x 1 = 4

H T O
<u>3</u>54 = 3x 100 = 300
ACTIVITY

Find the value of the underlined numbers.

<u>1 .6</u>8 = ----------

2. 7<u>9</u> = ----------

<u>3. 4</u>52 = ----------

4. 8<u>7</u>9 = ----------

5. 43<u>6</u> = ----------

6. 8<u>8</u> = ----------

7. 3<u>4</u>2= ----------

8. 4<u>0</u>1 = ----------

9. 67<u>0</u> = ----------

Week 6: Lesson 2

Expansion

Teach the values of the given numbers.

Example

Expand this number

58 = 50 + 8

ACTIVITY

Write the following numbers in expanded form.

1. 14 - ----- + -------- + ----------

2. 285 - ------- + ---------- + ----------

3. 405 - ------- + ---------- + ----------

4. 120 - -------- + ---------- + ----------

5. 574 - -------- + --------- + ----------

6. 127 - --------- + --------- + ----------

7. 390 - ---------- + ---------- + ----------

8. 68 - --------- + ---------- + ----------

9. 100- ---------- + ---------- + ----------

Week 6: Lesson 3

Writing the expanded number.

Example

200 + 40 +3 = 243

ACTIVITY

Which number has been expanded?

1.70 + 2 = ----------

2.100 + 20 + 9 = ----------

3. 200 +60 +7 = ----------

4. 400 + 40 + 4 = ----------

5. 30 +5 = ----------

6. 200 + 00 +0 = ----------

7. 300 + 00 + 6 = ----------

REF: Golden Mathematics Bk 2 pg 38

Week 6: Lesson 4

Forming numbers from given digits.

Teach the meaning of the word digits

Example

Form numbers from the given digits

2, 3 = 23, 32

4, 3, 5 = 435, 354, 543

ACTIVITY

Form numbers using the given digits

1. 1, 4, 5= ----------, ----------

2. 3, 6, 7, = --------, ----------, ----------

3. 1, 0, 2 = ----------, ----------, ----------

4. 4, 8 = ----------, ----------

5. 2, 1, 4 = ----------, ---------- , ----------

Write the biggest number which can be formed from these digits.

1. 4, 3, 2= ----------

2. 3, 4, 5= ----------

REF: Golden Mathematics bk 2 pg 38

OPERATIONS ON NUMBERS

Week 7: Lesson 1

Addition

Revision of p.1 work,i.e addition of two digit numbers less than 100 horizontally and vertically without regrouping.

Simple word problems involving addition of one or twodigit numbers less than 100 horizontally and vertically.

Number families of numbers adding up to 10

Addingon a numberline.

Week 7: Lesson 2

Addition of two three digit numbers without re- grouping.

Encourage learners to re-arrange the numbers correctly according to their place values.

Example

Re-arrange

202+11 = ----------

ACTIVITY

Re- arrange and add

1.112 + 10 = 4.156 + 12 =

2. 320 + 11= 5.103 + 11 =

3. 400+ 21 = 6.234 + 32 =

Word problems

7. Okello had 105 mangoes. Mubiru had 12 mangoes. How many mangoes did they have altogether?

8. There are 124 cows in a kraal, the farmer brought 10 more. How many cows are there now?

9. Find the sum of 150 and 23

10. There are 203 boys and 112 girls in a school. Find the total number of children in a school.

Ref. MK Primary Mathematicspg 50

Week 7: Lesso 3

Addition of 3 numbers vertically without regrouping.

Example

Re-arrange

13 + 41 +20

ACTIVITY

Re- arrange and add

1.13+ 40 +32 =

2.12+ 70 + 11 =

3.24 +30 + 32 =

4.16 +30 +21 =

5. 34 + 21 + 40=

6. 10 + 41+ 23 =

7. 12 +11 +60 =

8. 41 +13 +22 =

Word problems

9. Work out the sum of 20, 11 and 22.

10. Jane is 10 years old, Namusisi is 12 years old and Tendo is 17 years old. Find their total age.

11. What is 12 plus 40 and 30 more equal to?

REF: **Understanding Mathematics Bk2 pg 17**

Week 7: Lesson 4

SUBTRACTION

Revision of p.1 work,i.e. subtraction of two digit numbers less than 100 horizontally and vertically without regrouping.

Simple word problems involving subtraction of one or two digit numbers less than 100 horizontally and vertically.

Number families of numbers subtracting up to 10

Subtracting on a number line

Week 8: Lesson 1

Subtracting two and three digit numbers vertically without regrouping.

Example

Subtract starting with the ones, tens and Hundreds.

ACTIVITY

Rearrange and subtract

1. 385 – 212 =

2. 360 – 120 =

3. 871 – 62=

4.721 – 625 =

5. 359 – 24 =

6. 245 – 132 =

Word problems

7.A farmer had 547 cows. He sold 142 cows. How many cows did he remain with?

8. A class had 240 children, 10 of them were absent. How many were present?

9. There are 45 eggs in a basket. 12 of them got broken. How many eggs remained?

10. Kato had 386 bags of coffee. He sold 72 of them. How many remain?

11. Madada had 789 mangoes. He sold 169 of them. How many remained?

REF: **Vikas Golden Mathematics Bk 2 pg 59- 53**

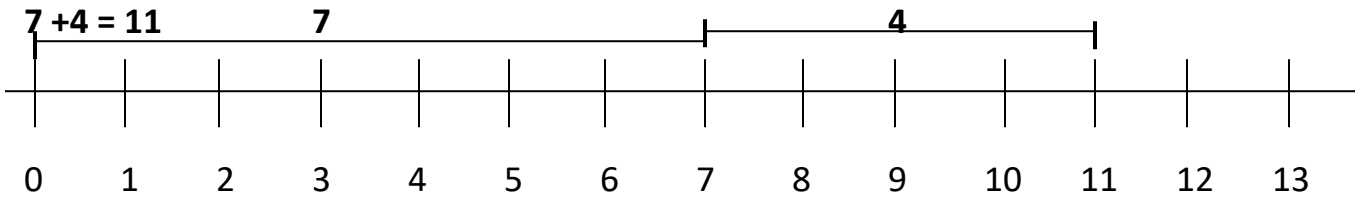
Adding numbers up 20 on a number line.

-Children must learn how to use a ruler

-While adding on a number line you move forward.

-We count gaps not numbers.

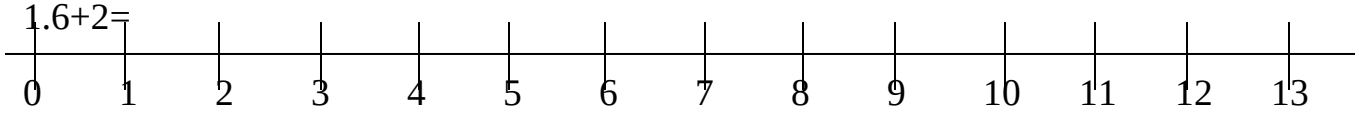
Example



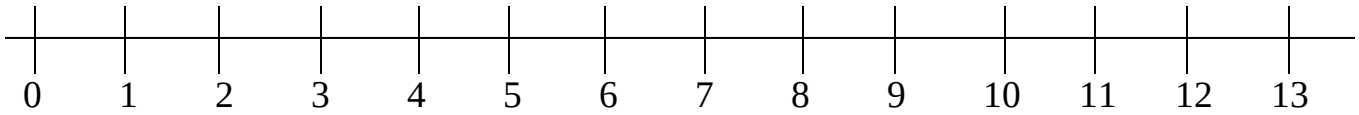
Activity

Add using a number line

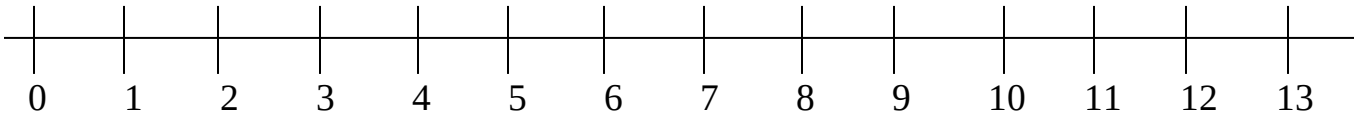
1.6+2=



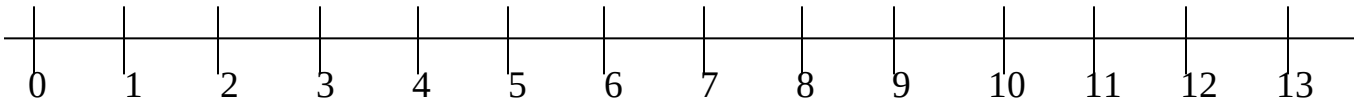
2. 7 + 5 =



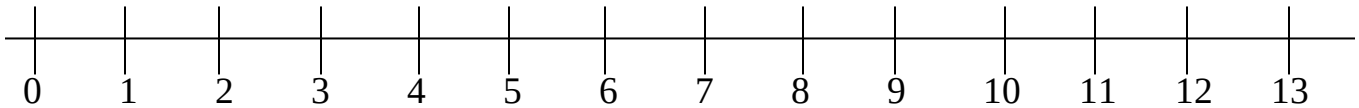
3. 9 + 3=



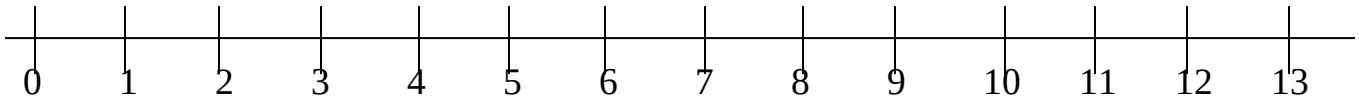
4. 7 + 6=



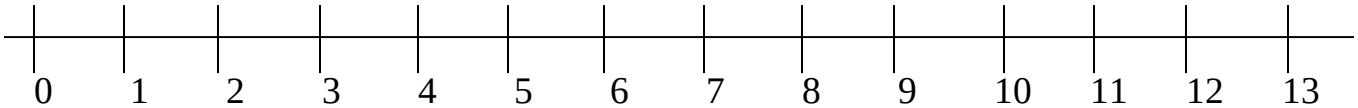
5. 8 + 2 =



6. 3 + 6 =



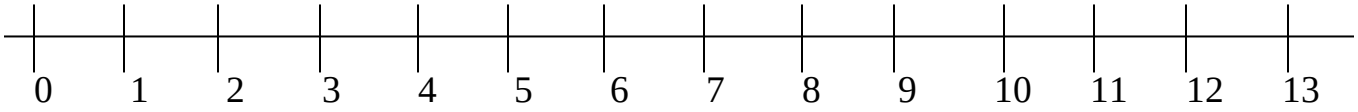
7. 6 + 6 =



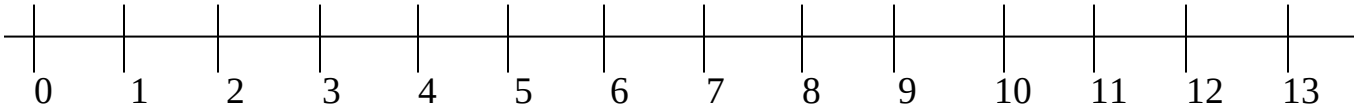
Week 8 lesson 3

Subtraction on a numberline.

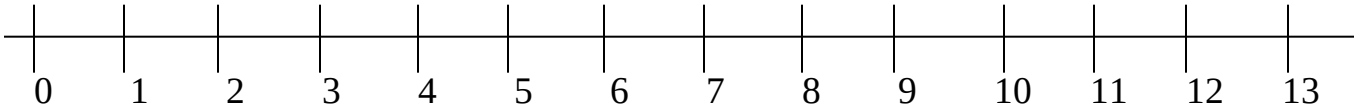
1. 8-3=



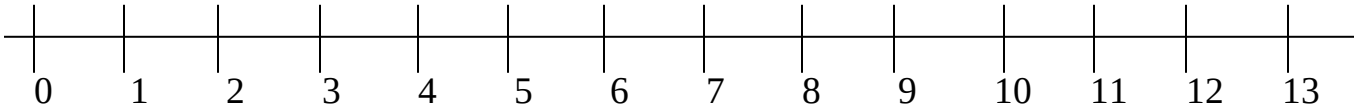
2.9-7=



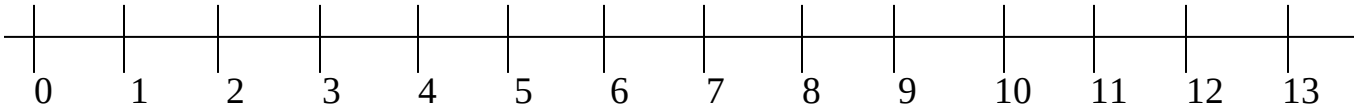
3. 10-3=



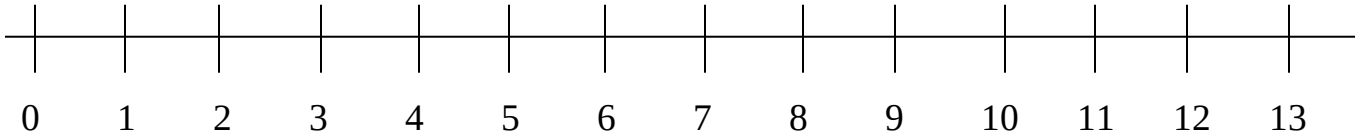
4. 6-6=



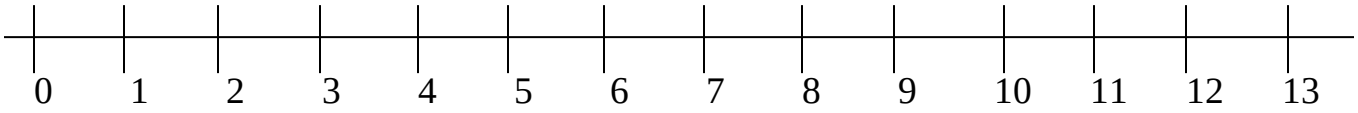
5. 3-0=



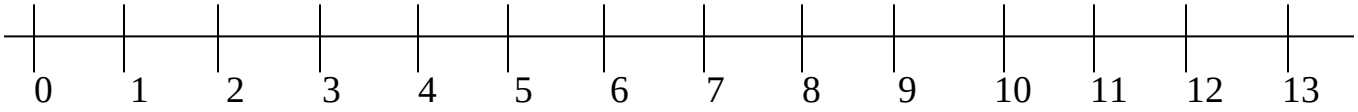
6. 5-2=



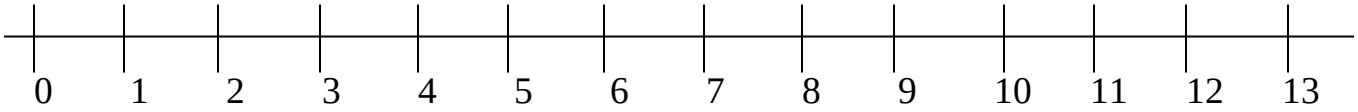
7. 7-1=



8. 7-6=



9. 9-8=



Week 8: Lesson 4

SET CONCEPTS:

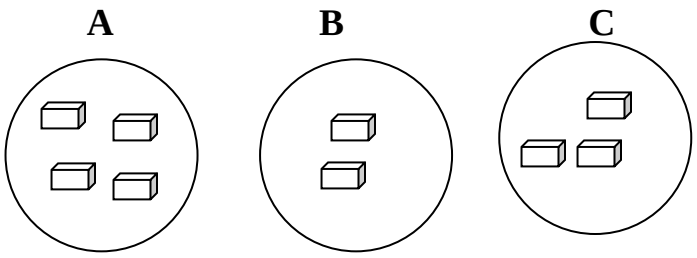
Revision of p.1 work.

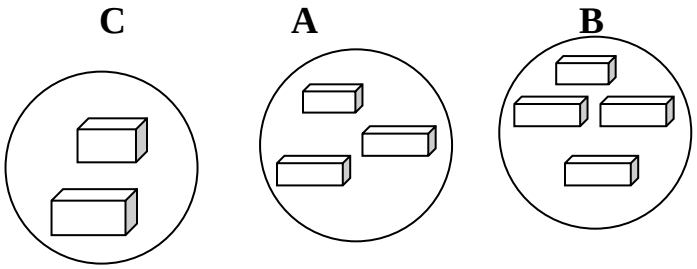
1. Naming sets
2. Drawing sets
3. Forming new sets
4. Matching sets
5. Empty sets

Week 9: Lesson 1

Ordering sets

Arranging sets in ascending order





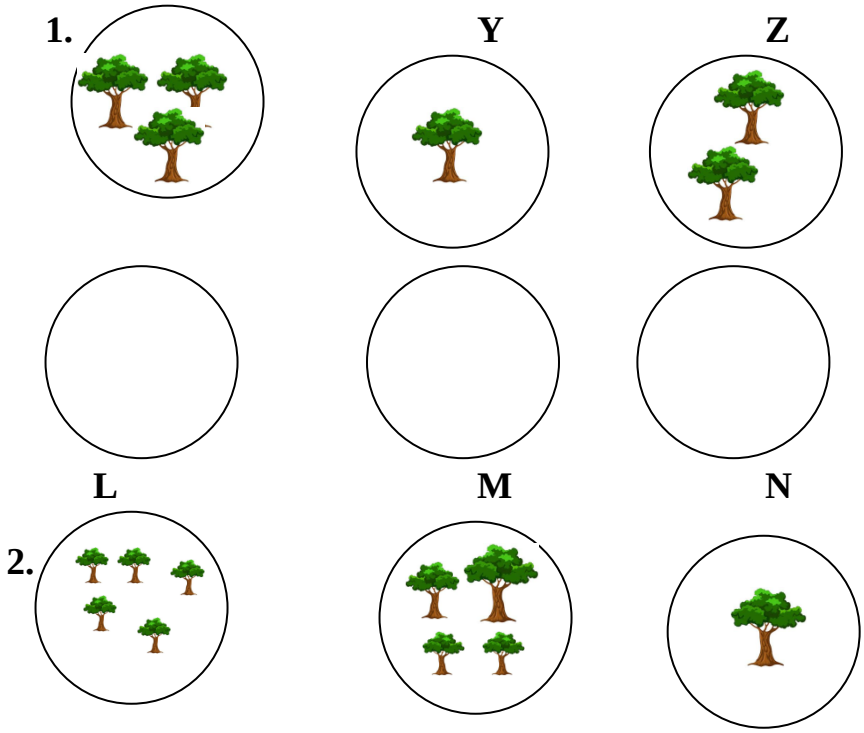
Set c comes first

Set a comes second

Set b comes third

ACTIVITY

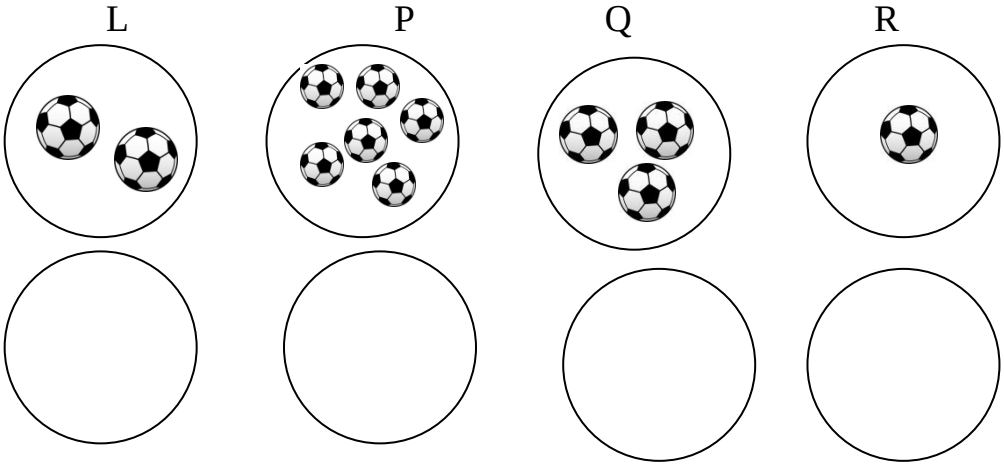
Arrange these sets in ascending order.



Week 9: Lesson 2

Arranging sets in descending order.

Example



Set O comes first

Set Q comes second

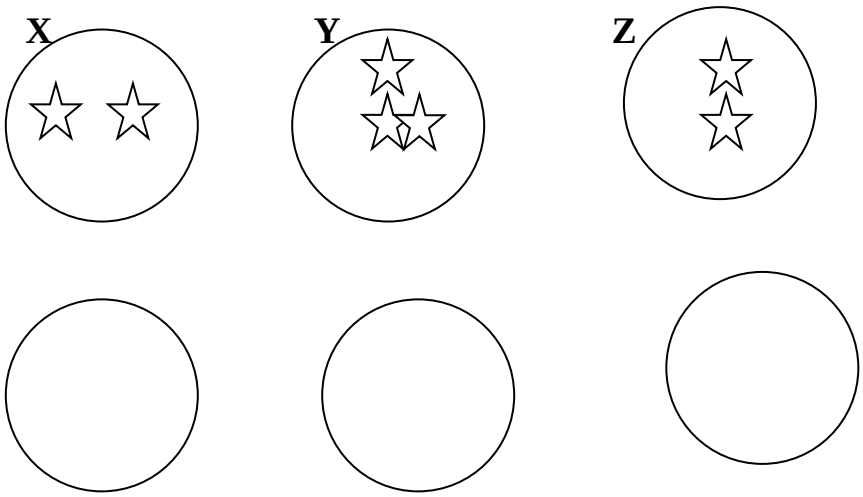
Set R comes third

Set P comes fourth

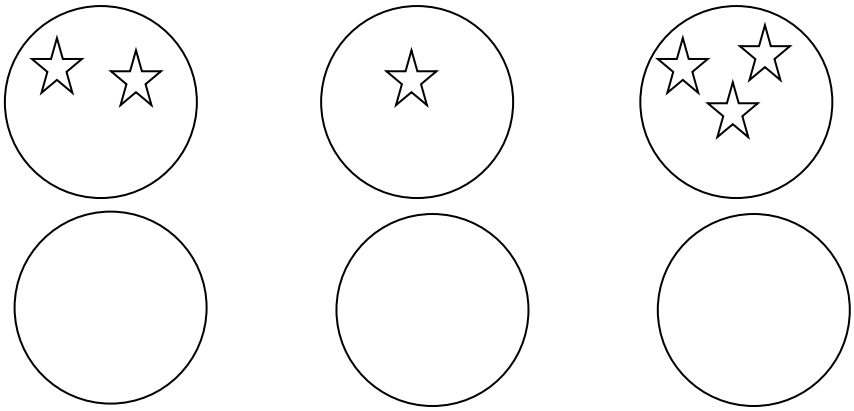
ACTIVITY

Arrange these sets in descending order.

1. **X** **Y** **Z**



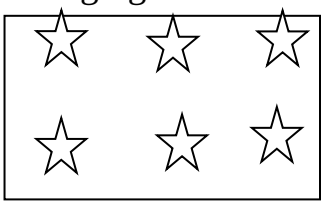
2. L M Z



Ref: MK Bk 2 PG 13, Understanding Mathematics bk 2 pg 7

Week 9: Lesson 3

Ringing sets



Ring sets of twos

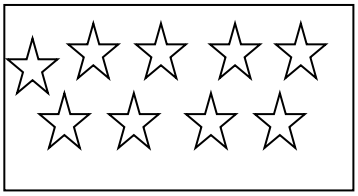
a) How many sets have you formed?

b) How many stars are there altogether?

c) How many stars are there altogether?

ACTIVITY

1. **Ring sets of threes**



a) How many sets have you formed?

b) How many stars remained?

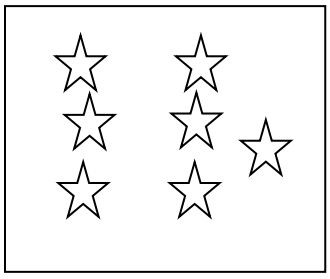
c) How many stars are there altogether?

Ring sets of fives.

a) How many sets have you formed?

b) How many stars remained?

c) How many stars are there altogether?



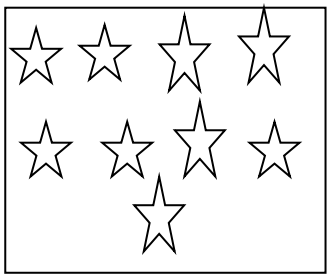
3. Ring sets of threes..

a) How many sets have you formed?

b) How many stars remained?

c) How many stars are there altogether?

4. Ring sets of fours.

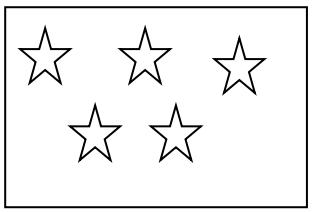


a) How many sets have you formed?

b) How many stars remained?

c) How many stars are there altogether?

5.Ring sets of twos.



a) How many sets have you formed?

b) How many stars are there altogether?

c) How many stars are there altogether?

Week 9: Lesson 4

INTERSECTION SETS (∩)

Intersection sets are made of the common members.

Example

Find the common members in these sets

A={1, 2, 3, 4, 5}
B={8, 9, 3, 5}

The common members are or the intersection set is {3, 5}

The symbol for intersection sets is

ACTIVITY

Find the common members in the following sets.

Set A= { a, b, c, e} Set B={r, t, a, b}

The common members are {-------,---}

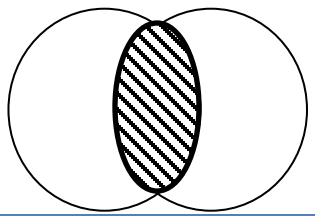
NOTE: For more activities, form as many sets as possible.

Shading the intersection part on a venn diagram.

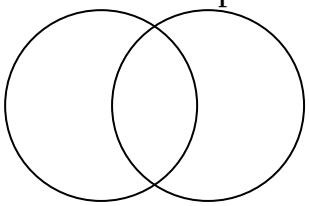
We shade the middle part.

Example

A **B**



Shade the intersection part



Week 10: Lesson 1

The Union sets (U)

A union set is a set where members of two or more sets are put together.

Common members are written once.

Example

Set M= {a, s, c, g}

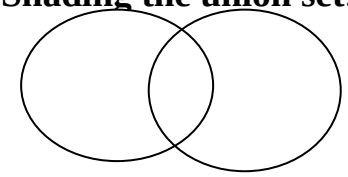
Set N= {a, t, b, c}

The union is {a, c, s, g, t, b}

ACTIVITY

1. Set A={1, 2, 3, 4 }
   Set B={5, 2, 6, 1 }

   The union set is { }
2. **Shading the union set**.



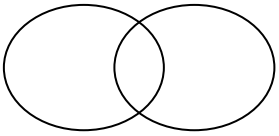
Representing sets on a venn diagram

Example

Set F= {1, 2, 3, 4 }

Set G = {2, 5, 6, 3 }

Represent the above information on a venn diagram.



ACTIVITY

1. Given that Set D={ a, s, r, m }
   Set M ={c, f, s, t, s }
   Show the above information on a venn diagram
2. Set F={ 5, 6, 7, 8, 9 }
   Set G= {2, 3, 7, 6, 1 }
   Show the above information on a venn diagram.

3. E= {in, on, an, go }
   L={ at, and, on, out }

END