PRIMARY TWO MATHEMATICS TOPICAL BREAKDOWN TERM ONE 2025

Week 1

- Counting numbers from 1- 100
- Writing numbers 1- 50 in words
- Writing numbers 50 – 100 in words
- Number sequence in **ascending order** (Smallest to the biggest)
- Number sequence in **descending order** (biggest to smallest)

Week 2

- Naming and drawing sets
- Matching sets to numbers
- Comparing sets using **more** or **less**
- Ordering or arranging sets using ordinal numbers
- Ordering or arranging sets in **ascending order** (smallest to the biggest)

Week 3

- Ordering or arranging sets in **descending order** (biggest to smallest)
- Forming and naming new sets
- Adding or joining sets
- Subtraction of sets
- Set symbols

Week 4

- Equal sets
- Not equal sets
- An intersection set
- Ringing or grouping sets
- Numeration system and place values

Week 5

- Drawing bundles for ones
- Drawing bundles for tens
- Drawing bundles for hundreds
- Drawing bundles for 2-digit numbers
- Writing in figures for the numbers drawn or represented

Week 6

- Filling in hundreds, tens and ones
- Hundreds, tens and ones on the abacus
- Number sequence of hundreds from 100 – 200
- Writing numbers 100 – 150 in words
- Writing numbers 100 – 150 in figures

Week 7

- Number sequence in **ascending order** (smallest to the biggest)
- Number sequence in **descending order** (biggest to the smallest)
- Showing number words and figures on the abacus
- Adding two-digit numbers vertically
- Adding two-digit numbers horizontally

Week 8

- Word problems in addition of two-digit numbers
- Addition of two-digit numbers by carrying or regrouping
- Writing numbers in expanded form
- Finding expanded numbers
- Addition of three-digit numbers

Week 9

- Word problems involving addition of three-digit numbers
- Subtraction of two- and three-digit numbers
- Word problems involving subtraction
- Multiplication of two-digit numbers vertically and horizontally
- Word problem involving multiplication of two-digit numbers

Week 10

- Measuring height and width using non-standard units/ measures
- Comparing height using taller, shorter, tall, tallest, short, shortest
- Measuring weight using nonstandard units (heavier than and lighter than)
- Naming shapes
- Interpreting data on picture graph and bar graph

MATHEMATICS LESSON NOTES FOR PRIMARY

TWO TERM ONE - 2025

WEEK 1
LESSON: 1
THEME: OUR SCHOOL AND NEIGHBOURHOOD
SUBTHEME: Location, symbols and benefits of our school.
CONTENT: Counting numbers 1 – 100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

ACTIVITY

1. Fill in the missing numbers.

a. 1, ___, 3, ____, 5, ____, _____, 8, _____
b. 10, ____, ____, 40,50, ____, 70, ____, 90, _____

2. Which number comes before?

a. _____,90 d. ____,49

b. _____,50 e_____,81
c. _____,62 f_____,100

3. Write the number after.

a. 99, _____ c. 16, ____
b. 15, _____ d. 26, ____

Ref: Mk Bk2 Pg 62 – 63
Math Work Bk B2 Page 1
Understanding Math Bk2 Pg 47

LESSON 2
THEME: OUR SCHOOL AND NEIGHBOURHOOD.
SUBTHEME: Location, symbols and benefits of our school.
CONTENT: Writing numbers 1 – 50 in words.

1	one	9	nine	17	seventeen
2	two	10	ten	18	eighteen
3	three	11	eleven	19	nineteen
4	four	12	twelve	20	twenty
5	five	13	thirteen	21	twenty-one
6	six	14	fourteen	22	twenty-two
7	seven	15	fifteen	23	twenty-three
8	eight	16	sixteen	24	twenty-four
30	thirty	40	forty	50	fifty

ACTIVITY

1. Write the following numbers in words.

16 40 13 22 12 39 30

2. Write the following in figures

fifteen five thirteen twenty-five thirty-nine nineteen

3. Match the figures to their words.

17	Twenty-seven
13	nineteen
27	fifty
8	thirteen
19	eight

Ref: Mk Bk 2 Page 62

LESSON 3

THEME: OUR SCHOOL AND NEIGHBOURHOOD

SUBTHEME: Location, symbols and benefits of our school.

CONTENT: Writing numbers 50 – 100 in words.

50	fifty	51	fifty-one	55	fifty-five
60	sixty	61	sixty-one	66	sixty-six
70	seventy	73	seventy-three	77	seventy-seven
80	eighty	78	seventy-eight	89	eighty-nine
90	ninety	84	eighty-four	96	ninety-six
100	one hundred	88	eighty-eight	99	ninety-nine

ACTIVITY

1. Write the following numbers in words.

53 54 62 65 76 70 89 86 99 90

2. Write in figures
   a. One hundred = _____
   b. Sixty = _____
   c. Ninety = _____

Ref: NPSC Pupil's Bk 2 Page 15
Mk Math Bk 2 Page 26.
NPSC For Uganda Tr's Guide 2 Page 83.

LESSON 4

THEME: OUR SCHOOL AND NEIGHBOURHOOD

SUBTHEME: Location, symbols and benefits of our school.

CONTENT: Number sequences in ascending order (smallest to the biggest).

Note: Ascending order means arranging from the smallest to the biggest.

Examples

1, 2, 3, 4, 5, 6, 7, _____

16, 17, 18, 19, 20, 21, _____

25, 26, 27, 28, 29, 30, _____

40,41, 42, 43, 44, 45, _____

84, 85, 86, 87, 88, 89, _____

ACTIVITY

1. Fill in the missing numbers
   a. 6, ____ 8, ____,10, ____,12, _____, _____,15

b. 35, ___,37, ____, ____, 40, ____,42, 43, ____, 45.
c. 63, 64, ____,66, ____, ____,69, _____, _____, _____, 73
d. 89, 90, _____,92, _____, 94, _____, 96, _____, 98, _____

2. Arrange the following numbers in ascending order (Smallest to biggest)
a. 42, 45, 40, 44, 43, 41_____
b. 19, 16, 20, 17, 18, 15_____
c. 66, 72, 69, 70, 67, 71, 68_____

Ref: Mk math Pupil's Bk 2 Pg 18
Understanding Math Bk 2 Pg 28.

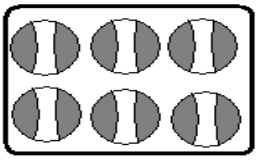
LESSON 5
THEME: OUR SCHOOL AND NEIGHBOURHOOD
SUBTHEME: LOCATION, SYMBOLS AND BENEFITS OF OUR SCHOOL
CONTENT: Number sequence in descending order (biggest to smallest)
Examples
a. 4, 3, 2, 1, 0. _____
b. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1. _____
c. 20, 19, 18, 17, 16, 15, 14, 13, 12, 11. _____
d. 90, 80, 70, 60, 50, 40, 30, 20, 10. _____

ACTIVITY
1. Fill in the missing numbers.
   a. 99, 98, ____, _____, 95, ____, _____, 92
   b. 77, ____, _____, 74, _____, 72, _____, 70
   c. 46, 45, ___, ____, 42, 41, ____, 39
   d. 18, _____, _____,15, ____,13
   e. 55, 54, 53, _____, _____, ____,49
2. Arrange the following in descending order (from the biggest to smallest)
   a. 50, 51, 52, 53, 54.
   b. 76, 77, 73, 75, 74.
   c. 91, 93, 90, 94, 92, 95.
   d. 87, 86, 84, 85, 88, 83.

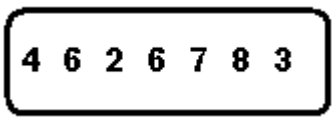
Ref: Mk Math Teacher's Bk 2 Pg 17
Mk Math Bk 2 Pg 28

WEEK 2

LESSON 1
THEME: OUR SCHOOL AND NEIGHBOURHOOD
SUBTHEME: LOCATION, SYMBOLS AND BENEFITS OF OUR SCHOOL.
CONTENT: **Naming and drawing sets.**
What is a set?
A set is a collection of well-defined objects or elements.
Examples
Name these sets

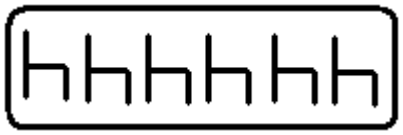


A set of 6 balls.



A set of 7 numbers

A set of 3 sticks.



A set of 5 chairs

Set A = 

Name set A.
Set A is a set of 4 shapes

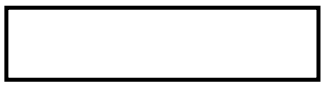
Drawing sets
Examples
Draw these sets

a. A set of five books.
b. A set of four shapes.
c. A set of seven onions.

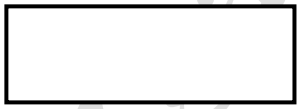
Activity

1. Name these sets

 _____

 _____

 _____

 _____

Note: A Tr. Gives different kinds of pictures

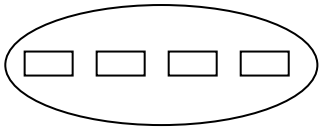
Draw the following sets.

a. A set of 5 boys.
b. A set of 7 flowers.
c. A set of 4 chairs.
d. A set of 9 circles.
e. A set of 8 oranges.

Ref: Mk Math Bk 2 Pg 1

LESSON 2
THEME: OUR SCHOOL AND NEIGHBOURHOOD.
SUBTHEME: LOCATION, SYMBOLS AND BENEFITS OF OUR SCHOOL.
CONTENT: 1. Matching sets to numbers.

Match correctly



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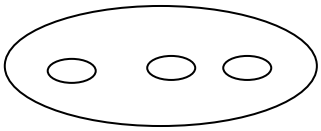
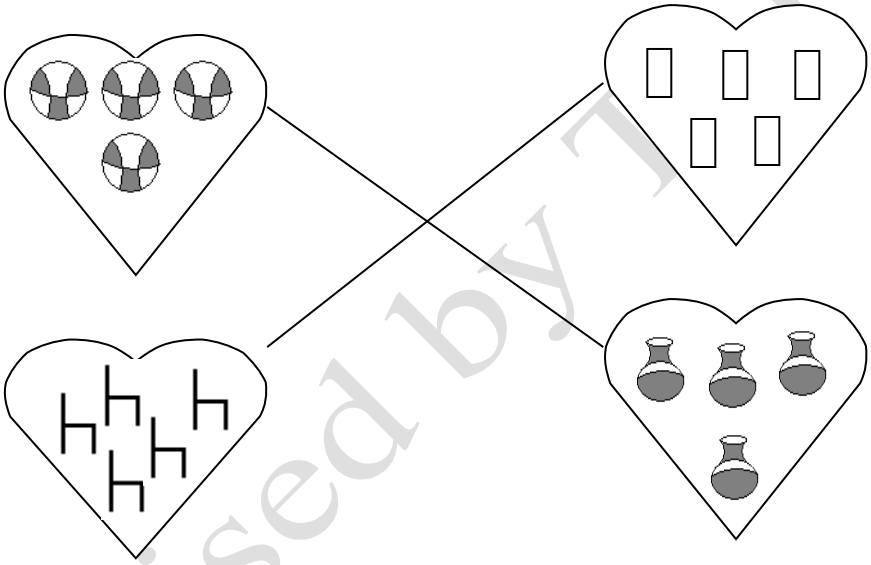


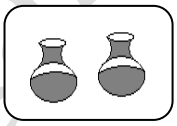
4

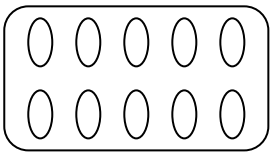
2. Matching pictures to pictures.

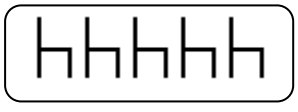


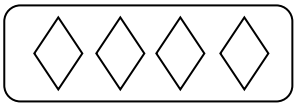
ACTIVITY.
Match the following correctly.

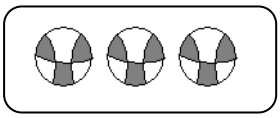
1.

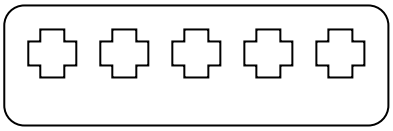










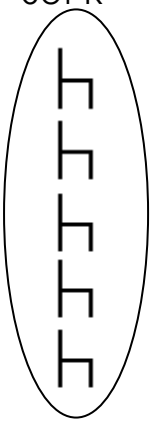


2. Match these sets correctly
3. Match shape sides to their numbers

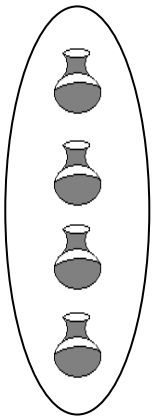
Ref: Mk Math Bk2 Pg 3
Mk Bk 2 Page 4 – 5.

LESSON 3
THEME: OUR SCHOOL AND NEIGHBOURHOOD
SUBTHEME: LOCATION, SYMBOLS AND BENEFITS OF OUR SCHOOL.
CONTENT: **Comparing sets using *more* or *less.***

Set R



Set Y

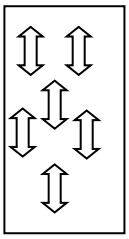


Set R has **6 members.**
Set Y has **5 members.**
Set R has **more** members than set Y.
Set Y has **less** members than set R.
How many members are there altogether?
Which set has more members
Set ____ has less members than set ____

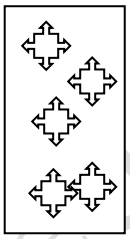
ACTIVITY

1. Study and compare these sets.

Set C



Set D



How many elements are in set D?
How many members are in set C?
Which set has more members?
How many members are there all together?
Which set has less members?
Set D has ____members.

Ref: Mk Bk 2 Pg 6 – 7

LESSON 4
THEME: OUR SCHOOL AND NEIGHBOURHOOD
SUBTHEME: BENEFITS TO THE NEIGHBOURHOOD FROM SCHOOL.
CONTENT: Ordering or arranging sets using ordinal numbers.
Words used in ordering sets.

First	1st	Eleventh	11th
Second	2nd	Twelfth	12th
Third	3rd	Thirteenth	13th
Fourth	4th	Fourteenth	14th
Fifth	5th	Fifteenth	15th
Sixth	6th	Sixteenth	16th
Seventh	7th	Seventeenth	17th
Eighth	8th	Eighteenth	18th
Ninth	9th	Nineteenth	19th
Tenth	10th	Twentieth	20th

ACTIVITY

1. Write the following words in ordinal figures.
   a. First_____

b. Second_____
c. Fourth_____
d. Seventh_____
e. Eleventh_____
f. Nineteenth_____
g. Third_____
h. Sixteenth_____

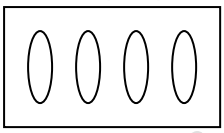
2. Write the following ordinal numbers in words.
   a. 6^{th} _____
   b. 10^{th} _____
   c. 8^{th} _____
   d. 9^{th} _____
   e. 3^{rd} _____
   f. 14^{th} _____

Ref: Mk Bk2 Pg 5 And 12
Understanding Math Book 2 Page 6 - 7

LESSON 5
THEME: OUR SCHOOL ANS NEIGHBOURHOOD.
SUBTHEME: BENEFITS TO NEIGHBOURHOOD FROM THE SCHOOL
CONTENT: Ordering or arranging sets in ascending order (from smallest to the biggest)
Note: 1. Ascending order means from smallest to the biggest.
2. When ordering or arranging sets in ascending order, we consider the number of members inside each set and the one with few members comes first.

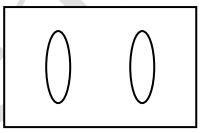
Examples
Order or arrange these sets in ascending order (from smallest to the biggest)

Set A(3^{rd})



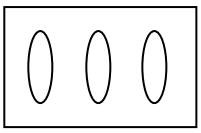
4 members

set B(1^{st})



2 members

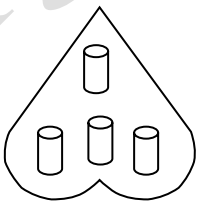
Set C(2^{nd})



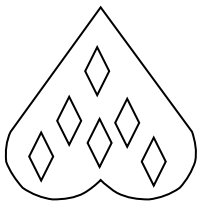
3 members

3. Which set comes first?
4. Which set comes third?
5. Which set comes second?

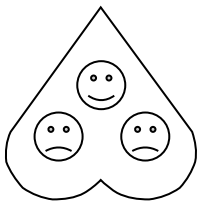
Activity
1. Arrange or order these sets in ascending order (from the smallest to the biggest)



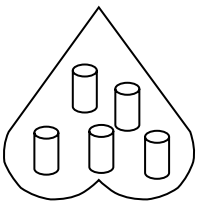
4 members



6 members



3 members



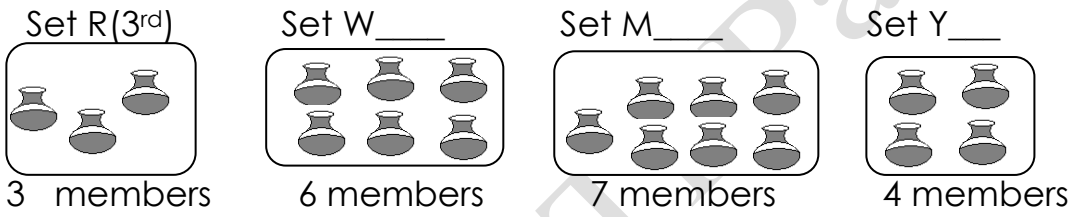
5 members

a. Which set comes first?
b. Which set comes second?
c. Which set comes third?

d. Which set comes fourth?

WEEK 3
LESSON 1
THEME: OUR SCHOOL ANS NEIGHBOURHOOD.
SUBTHEME: BENEFITS TO NEIGHBOURHOOD FROM THE SCHOOL
CONTENT: Ordering or arranging sets in descending order (from biggest to the smallest)
Note: 1. Descending order means from biggest to smallest
2. When ordering or arranging sets in ascending order, we consider the number of members inside each set and the one with more members comes first.

Examples
Order or arrange the following sets in descending order (from the biggest to the smallest).

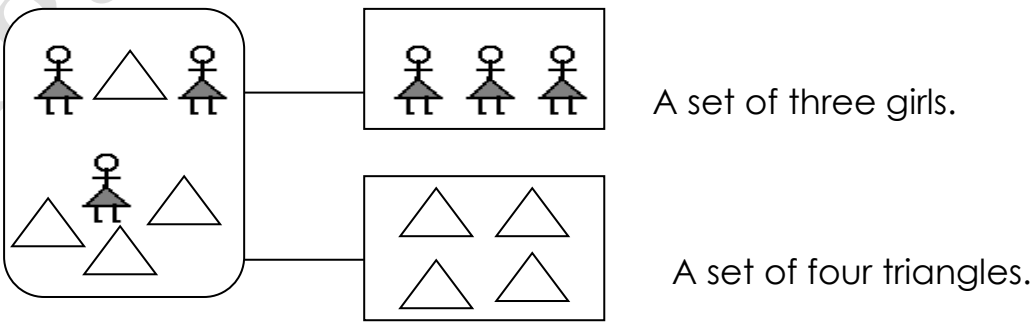


a. Set _____comes third?
b. Which set comes last?
c. Set _____ comes first.
d. Set R comes _____

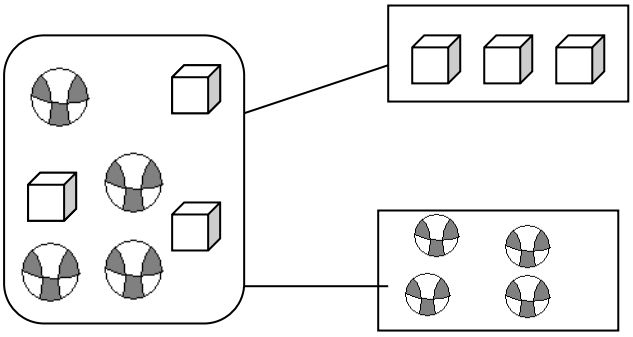
Activity

Ref: Understanding Bk 2 Pg 3 -4
Uganda Primary Math Book 2 Pg 5.
Mk Bk2 Page 11 - 13.

LESSON 2
THEME: OUR SCHOOL AND NEIGHBOURHOOD.
SUBTHEME: BENEFITS TO THE NEIGHBOURHOOD FROM THE SCHOOL.
CONTENT: Forming and naming new sets.
Example
Form small sets from the big set.
Note: Small sets formed or got from the big set are called **subsets**



Example 2.

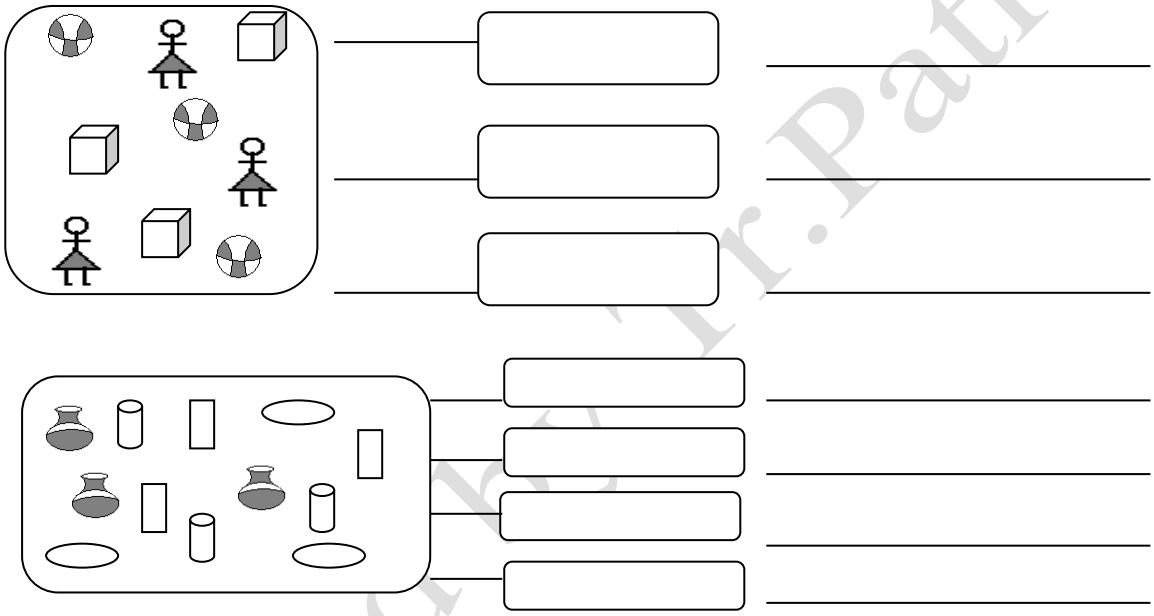


A set of 3 boxes.

A set of 4 balls.

ACTIVITY.

Form and name the sets from the big set.



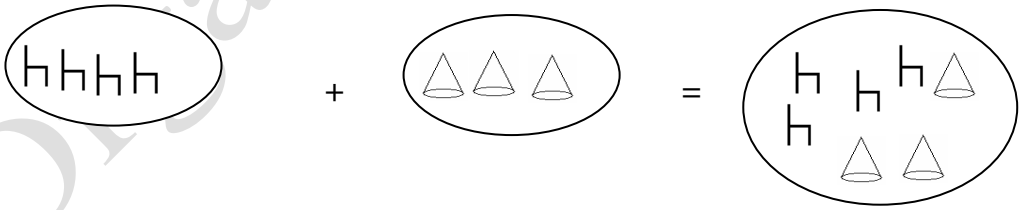
Ref: Mk Bk 2 Pg 5
NPSC bk 2 Pg 98

LESSON 3

THEME: OUR SCHOOL AND NEIGHBOURHOOD

SUB THEME: CAUSES OF PROBLEMS BETWEEN SCHOOL AND NEIGHBOURHOOD.

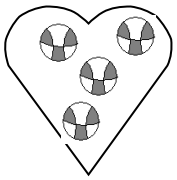
CONTENT: Adding or joining sets.



4 + 3 = 7

ACTIVITY

Count and add / join the sets.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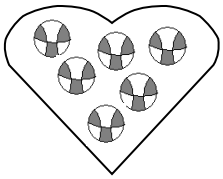
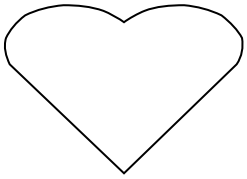
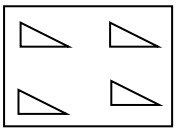

=


_____ + _____ = _____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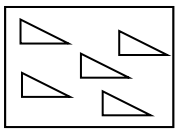

=


_____ + _____ = _____

Ref: Mk Bk 2 Pg 8
NPSC Bk2 Pg 98

LESSON 4

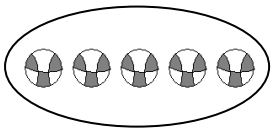
THEME: OUR SCHOOL AND NEIGHBOURHOOD.

SUBTHEME: CAUSES OF PROBLEMS BETWEEN SCHOOL AND NEIGHBOURHOOD

CONTENT: Subtraction of sets.

Example

Subtract these sets.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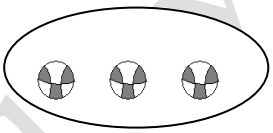
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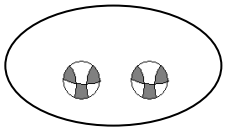
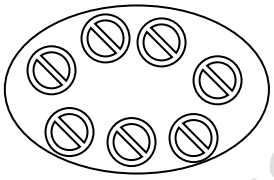
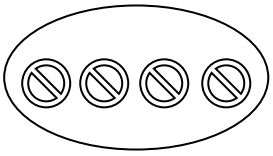


5 - 3 = 2

ACTIVITY.

Subtract the following sets.


-

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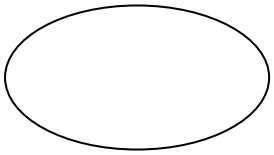
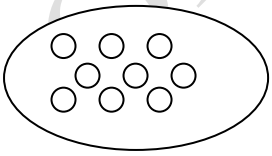
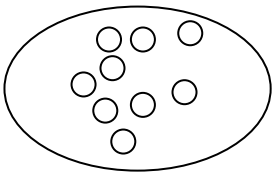


7 - 4 = _____


-

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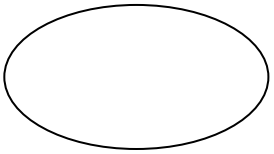


9 - 5 = _____

Ref: Understanding Math Book 2 Pg 7.
Mk Bk 2 Pg 9 – 10

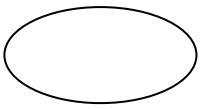
LESSON 5
THEME: OUR SCHOOL AND NEIGHBOURHOOD.
SUBTHEME: CAUSES OF PROBLEMS BETWEEN SCHOOL AND NEIGHBOURHOOD.
CONTENT: Set symbols
Examples of set symbols

∅	An empty set
=	Equal set
∩	An intersection set
∪	Union set
≠	Not equal set

An empty set
What is an empty set?
An empty set is a set without members.
An empty set is also called a **Null set.**
The symbol for the empty set is ∅
Examples of empty sets.

a. A set of boys with ten legs each.
b. A set of houses made of eggs.
c. A set of girls in P.2 who have babies.
d. A set of lions studying in Primary Two at Victorious Education Services.
e. A set of dogs cooking food.
f. Name set M.

Set M



= _____

Write Empty or not empty.

a. A set of books running = An empty set
b. A set of 3 boys writing = Not empty set
c. A set of trees walking = Not empty set
d. A set of three girls talking = An empty set

ACTIVITY

1. Write three examples of an empty set.
   a. _____
   b. _____
   c. _____
2. Write **empty** or **not empty**.

a. Girls in P.3 with 5 eyes = _____
b. A tree having green leaves = _____
c. A president who is a boy = _____

Ref: Primary Math Bk 2 Pg 2
Nspc Teacher's Book 2 Page 104

WEEK 4
LESSON 1
THEME: OUR SCHOOL AND NEIGHBOURHOOD.
SUBTHEME: CAUSES OF PROBLEMS BETWEEN SCHOOL AND NEIGHBOURHOOD.
CONTENT: Equal sets.
What is are equal sets?
Equal sets are sets with the same number of members of the same kind.
The symbol for equal sets is =
Examples

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

Note: Set A has four members and set B has four members which are the same. Therefore, they are equal sets.

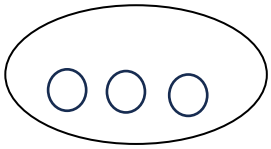
So, Set A is **= or equal** to set B

2. Set P = {m, a, n} Set K = {n, a, m}

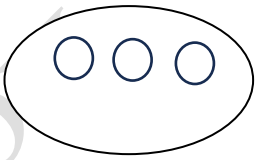
Note: Set P has three members and set K has three members which are the same.

So, Set P is **=** to Set K

3. Set S



Set N



Note: Set S has three members and set n has three members of the same kind.
So, Set **S** is **equal** to set **N**

Activity

1. Set L = {8, 9, 6, 7} and set N = {4, 5, 2, 1}
   Set L is _____to set N.
2. Set Z = {man, woman. Boy, girl} and set W = {boy, girl, woman, man}
   Set W is _____to set Z.

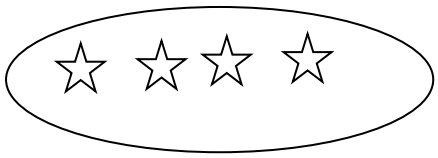
A tr will add more activity…

Lesson 2
THEME: OUR SCHOOL AND NEIGHBOURHOOD.
SUBTHEME: CAUSES OF PROBLEMS BETWEEN SCHOOL AND NEIGHBOURHOOD.
CONTENT: Not equal sets.
Not Equal sets are sets with different members and different numbers.
Note: -The numbers can either be the same but with different members
-Also, the members can be the same but with different numbers
Therefore, all are considered **Not equal sets.**

Examples

Set M

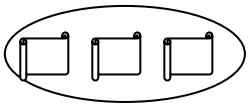
Set T



Note: Set M has two stars and set T has four stars, the members are the same but the numbers are different.
So, Set **M** is **<u>not equal</u>** to set **T**

W

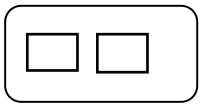
X



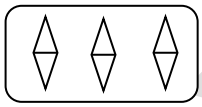
Note: Set W has three stars and set X has three books, the numbers are the same but the members are different.
So, Set **W** is **<u>not equal</u>** to set **X**

ACTIVITY
Write equal or not equal in the sets below.

A

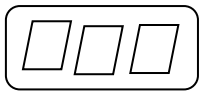


B

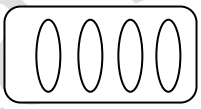


Set A is _____ to set B.

C

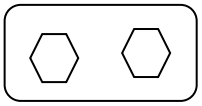


D

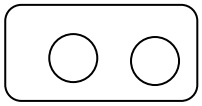


Set C is _____ to set D.

E



F

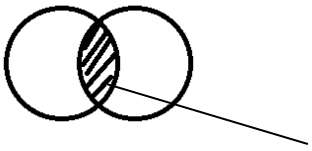


Set E is_____ to set F
A tr will give more numbers for equal set….

Ref: Mk Bk2 Pg 3
NSPC tr's Book 2 Pg 104

Lesson 3
THEME: OUR SCHOOL AND NEIGHBOURHOOD.
SUBTHEME: CAUSES OF PROBLEMS BETWEEN SCHOOL AND NEIGHBOURHOOD.
CONTENT: An intersection set (∩)
What is an intersection set?
An intersection set is a set containing common members.
Note: Intersection set is found in the middle or centre of two sets.

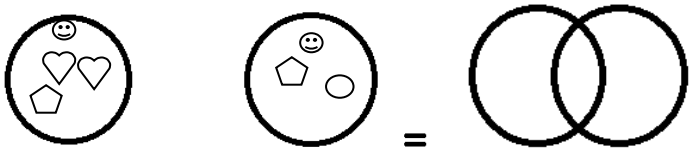
Examples
1. Shade the intersection/common part.



Intersection set

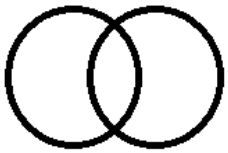
2. Find the common members of these sets

A B



Activity

3. What is an intersection set?
4. Write the symbol of an intersection set _____
5. Shade the intersection or common part.



Lesson 4

THEME: OUR SCHOOL AND NEIGHBOURHOOD.

SUBTHEME: CAUSES OF PROBLEMS BETWEEN SCHOOL AND NEIGHBOURHOOD.

CONTENT: Ringing or grouping sets

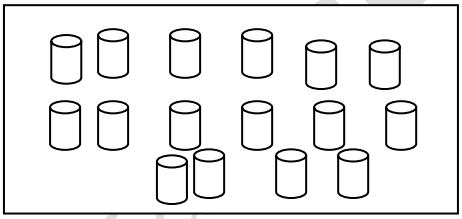
Words used in ringing sets

Groups or subsets

Groups or subsets are small sets formed or got from a big set.

Examples

Ring sets of twos



1. How many groups have you formed?
2. How many members are inside each small group?
3. How many members are there altogether?

A teacher will give more work on grouping or ringing in

a. Threes
b. Fours
c. Fives
d. sixths

Activity

1. Ring sets of:

a. Threes
b. Fours

LESSON 5
THEME: OUR HOME AND COMMUNITY.
SUBTHEME: RELATIONSHIP AMONG FAMILY MEMBERS.
CONTENT: Numeration system and place values.
Place values
What is a place value?
A place is the position of a digit in a given number.
Examples of place values
Ones Tens Hundreds Thousands
Examples
Write the place value of the following digits/numbers
a. 5 2

b. 458
c. 7532
d. 8
e. 106

Activity
1. What is a place value?
2. Write the place value of each digit
a. 356
b. 7827
c. 78
3. Write the place value of the underlined digit.
a. 1<u>4</u>5
b. 15<u>5</u>
c. <u>1</u>67

Ref: NPSC Page 20.
Tr's Resource Bk2 Pg 40 – 41

Week 5
Lesson 1
THEME: OUR HOME AND COMMUNITY.
SUBTHEME: RELATIONSHIP AMONG FAMILY MEMBERS.
CONTENT: Drawing bundles for ones
Ones is the lowest or smallest place value.
Ones does not make any bundle.

| = 1 ones

|| = 4 ones

|| = 2 ones

||| = 3 ones **more work from 3 ones to 9 ones**

Activity

Lesson 2
THEME: OUR HOME AND COMMUNITY.
SUBTHEME: RELATIONSHIP AMONG FAMILY MEMBERS.
CONTENT: Drawing bundles for tens
Note: 10 sticks make a bundle of 1 ten

 = 1 ten

 = 2 tens

A teacher proceeds to draw more bundles of tens 3,4,5,6,7tens

Activity

Lesson 3
THEME: OUR HOME AND COMMUNITY.
SUBTHEME: RELATIONSHIP AMONG FAMILY MEMBERS.
CONTENT: Drawing bundles for hundreds.
Note: 100 sticks make 1 bundle of hundreds.

 = 1 hundred

More work on 2, 3 hundreds….
Activity

Lesson 4
THEME: OUR HOME AND COMMUNITY.
SUBTHEME: RELATIONSHIP AMONG FAMILY MEMBERS.
CONTENT: Drawing bundles for 2-digit numbers
Note: When drawing bundles for 2-digit numbers, we position the number and draw the sticks according to the place value.
Examples

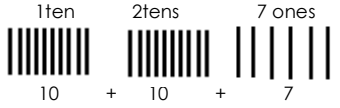
1. Draw bundles for these numbers
   a. 17 = 
   b. 20 = 

A teacher proceeds to give more examples
Activity

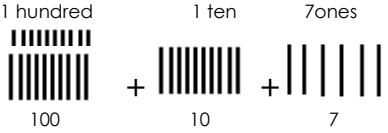
Lesson 5
THEME: OUR HOME AND COMMUNITY.
SUBTHEME: RELATIONSHIP AMONG FAMILY MEMBERS.
CONTENT: Writing in figures for the numbers drawn or represented.
Note: When writing the number drawn or represented, we count the number of bundles of tens and ones and write the number represented.

Examples

Write the number represented by the bundles below



= 27



= 117

= 7

More examples….

Activity

Week 6
Lesson 1
THEME: OUR HOME AND COMMUNITY.
SUBTHEME: RELATIONSHIP AMONG FAMILY MEMBERS.
CONTENT: Filling in hundreds, tens and ones
Note: When filling in hundreds tens and ones we position the given number first then fill the numbers/digits according to their place values.

Examples

1. Fill in the missing hundreds of tens and ones.

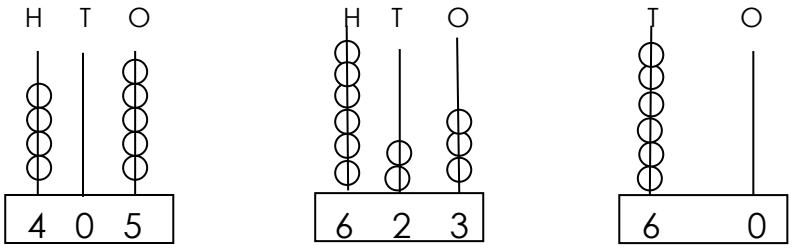
a. 164 = ___ hundreds __ tens _ ones
b. ____ = 4 hundreds 6 tens 7ones
c. 8 hundreds 7tens 3ones = ____
d. 36 = ___ tens ___ ones
e. 9 = ___ tens ___ ones
f. 83 = ____ hundreds ___ tens ___ ones
g.  = ___ tens ___ ones

h.  = ____ tens ____ ones

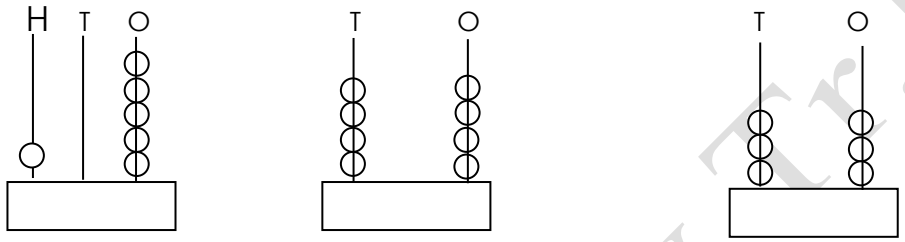
Ref: Mk Bk 2 Page15.
Top Score 2 Page 9
A Living Math 1 Page 40 – 41.
NPSC Teacher's Book 2 Page 14 -15.

Activity

Lesson 2
THEME: OUR HOME AND COMMUNITY.
SUBTHEME: RELATIONSHIP AMONG FAMILY MEMBERS.
CONTENT: Hundreds, tens and ones on the abacus.
Examples
Fill in hundreds, tens and ones on the abacus



ACTIVITY
Fill in the tens and ones shown on the abacus.



Ref: Mk Bk 2 Pg 16 – 17.
A Living Math Book 1 Page 40 – 41

Lesson 3
THEME: OUR HOME AND COMMUNITY.
SUBTHEME: RELATIONSHIP AMONG FAMILY MEMBERS.
CONTENT: Number sequence of hundreds from 100- 200
Examples

100	101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120	121
122	123	124	125	126	128	129	130	131	132	133
134	135	136	137	138	139	140	141	142	143	144
145	146	147	148	149	150	151	152	153	154	155
156	157	158	159	160	161	162	163	164	165	166
167	168	169	170	171	172	173	174	175	176	177
178	179	180	181	182	183	184	185	186	187	188
189	190	191	192	193	194	195	196	197	198	199
200										

ACTIVITY
1. Fill in the missing numbers.
a. 101, 102, 103, 104, 105, ___ , ___ , 108
b. 121, 122, ___ , ___ , ___ , ___ , ___ ,127
2. What number comes just after 199?
3. What number comes just before 101?
4. Write the number the following.
5. Write the number after the following.
a. 199,_____ b. 175,_____

Ref: Understanding Math Bk 2 Pg 22 – 23
New Mk Book 2 Pg 2

Lesson 4
THEME: OUR HOME AND COMMUNITY
SUBTHEME: RELATIONSHIP AMONG FAMILY MEMBERS
CONTENT: Writing numbers 100- 150 in words.

Examples

100	One hundred	**110**	One hundred ten	**120**	One hundred twenty
101	One hundred one	**111**	One hundred eleven	**121**	One hundred twenty-one
102	One hundred two	**112**	One hundred twelve	**122**	One hundred twenty- two
103	One hundred three	**113**	One hundred thirteen	**123**	One hundred twenty- three
104	One hundred four	**114**	One hundred fourteen	**124**	One hundred twenty- four
105	One hundred five	**115**	One hundred fifteen	**125**	One hundred twenty – five
106	One hundred six	**116**	One hundred sixteen	**126**	One hundred twenty – six
107	One hundred seven	**117**	One hundred seventeen	**127**	One hundred twenty – seven
108	One hundred eight	**118**	One hundred eighteen	**128**	One hundred twenty – eight
109	One hundred nine	**119**	One hundred nineteen	**129**	One hundred twenty – nine

Activity

Lesson 5
THEME: OUR HOME AND COMMUNITY
SUBTHEME: RELATIONSHIP AMONG FAMILY MEMBERS
CONTENT: Writing numbers 100 - 150 in figures
Examples

1. Write in figures.

a. One hundred twenty-four.

100 + 30 + 4

```
    1   0   0
=       3   0
+       ↓   4
    1   3   4      =  134
```

One hundred	**100**
One hundred one	**101**
One hundred two	**102**
One hundred three	**103**
One hundred four	**104**
One hundred five	**105**
One hundred six	**106**
One hundred seven	**107**
One hundred eight	**108**
One hundred nine	**109**

ACTIVITY
Write the following in figures.

a. Six hundred seventy-seven.
b. seven hundred thirty.
c. five hundred forty.

Ref: Mk Book 2 Pg 8
Mk Math Teacher's Guide 2 Page 26

Week 7
Lesson 1
THEME: OUR HOME AND COMMUNITY.
SUBTHEME: RELATIONSHIP AMONG FAMILY MEMBERS.
CONTENT: Number sequence in ascending order (smallest to the biggest)
Ascending order means from the smallest to the biggest.
Note: When arranging numbers in ascending order, we begin with the smaller number to the bigger number.
Examples
Arrange these numbers in ascending order (smallest to the biggest)

a. 105, 101, 104, 103, 102, 100
   _____
b. 100, 150, 160, 140, 130, 110, 120
   _____
c. 197, 194, 199, 193, 195, 198, 196, 200
   _____
d. 180, 176, 174, 172, 178, 170, 182
   _____

ACTIVITY.

1. Arrange the following numbers in ascending order.

a. 120, 160, 130, 180, 140, 150, 170
   _____
b. 145, 150, 110, 160, 135, 140.
   _____
c. 190, 180, 170, 160, 150, 140.
   _____

2. Fill in the missing numbers.
   a. 120, 130, ___, ___, 160, 170, ___, ___
   b. 190, 191, 192, ___, ___, ___, ___, 197
   c. 155, 157, 159, ___, ___, ___, ___, 169

Ref: Mk Bk 2 Pg 22.
Understanding Math Book 2 Page 13 And 23.

LESSON 2
THEME: OUR HOME AND COMMUNITY.
SUBTHEME: RELATIONSHIP AMONG FAMILY MEMBERS.
CONTENT: Number sequence in descending order (biggest to the smallest)
Descending order means from the biggest to the smallest
Note: When arranging numbers in descending order, we begin with the bigger number to the smaller number.
Examples
Arrange these numbers in descending order (biggest to the smallest)

a. 190, 160, 170, 200, 180, 100, 150, 130, 140
b. _____
c. 140, 160, 150, 170, 130, 145, 199, 101, 120
d. _____
e. 130, 115, 150, 143, 133, 167, 189, 100, 190

ACTIVITY

1. Arrange in descending order.

a. 140, 170, 150, 160, 180
b. 190, 200, 160, 180, 170.
c. 110, 130, 120, 150, 140.
d. 150, 190, 160, 170, 180.

2. Fill in the missing numbers.

a. 200, ___, ___, ___, 196, 195, ___ , 193.
b. 180, 170, ___, ___, 140, ____, 120, ___

Ref: Mk Math Bk 2 Pg 22.
Understanding Math Bk 2 Pg 22 – 23.

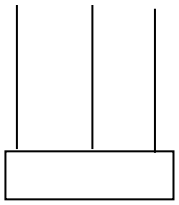
LESSON 3
THEME: OUR HOME AND COMMUNITY.
SUBTHEME: RELATIONSHIP AMONG FAMILY MEMBERS.
CONTENT: Showing number words and figures on the abacus

Note: When showing number words on the abacus, we change the number from words to figures

Examples

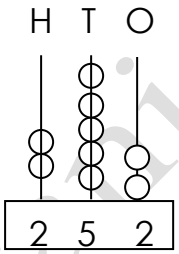
1. Show two hundred twenty-three on the abacus.

Note: Change from words to figures
= 223

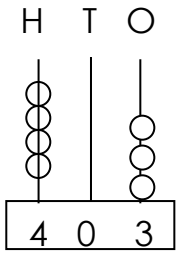


2. Show two hundred fifty-two on the abacus.

Note; change to figures
= 252



Four hundred three = 403

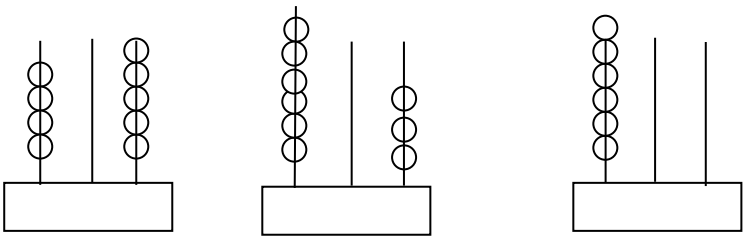


Activity

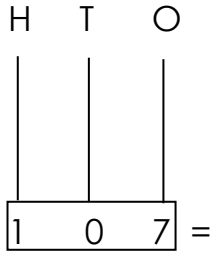
1. Draw the abacus and show the following numbers.

a. six hundred twenty-one.
b. Three hundred seventy-four.
c. Nine hundred six.

2. Write the number shown on the abacus.



3. Show the given numbers on the abacus.



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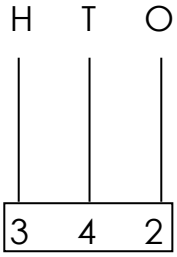

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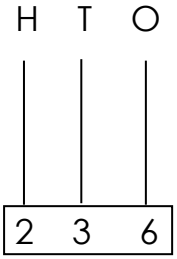


Ref: New Mk Bk 2 Pg 31.
Uganda Primary Math Book 2 Page 8 - 9.

Lesson 4
THEME: OUR HOME AND COMMUNITY.
SUBTHEME: ROLES OF DIFFERENT PEOPLE IN THE COMMUNITY.
CONTENT: Adding two-digit numbers vertically
Note: Show the working using side work
Examples

T	O
6	4
+	0
6	4

SW

Ones	Tens
4+0=4	6

Activity
Add the following numbers correctly.

T	O
2	2
+ 3	3

T	O
5	4
+ 2	0

T	O
5	6
+	1

T	O
3	7
+ 3	1

More activity to be given

Ref: New Mk Bk 2 Pg 34
Uganda Primary Math Bk 2 Page.

LESSON 5
THEME: OUR HOME AND COMMUNITY.
SUBTHEME: ROLES OF DIFFERENT PEOPLE IN THE COMMUNITY.
CONTENT: Adding two-digit numbers horizontally.
Examples
Note: Arrange the numbers following the order of place values and show the working

a. 12 + 15 = 27

ACTIVITY
Add the following numbers correctly.

a. 30 + 4 =
b. 25 + 51 =

Ref: Mk Bk 2 Pg 16 - 18.
Uganda Primary Math Book 2 Page 12 - 13.

Week 8

Lesson 1

THEME: OUR HOME AND COMMUNITY.

SUBTHEME: CULTURAL PRACTICES AND VALUES IN THE COMMUNITY.

CONTENT: Word problems in addition of two-digit numbers

Examples.

1. Jane has 12 eggs. Ruth has 17 eggs. How many eggs do they have altogether?

Jane has	1 2 eggs.
Ruth has	+ 1 7 eggs.
	2 9 eggs

2. Kato has 230 sweets. Babirye has 142 sweets. How many sweets do they have altogether?

Activity

a. Namata has 26 mangoes and Naiga has 30 mangoes. How many mangoes do they have altogether?

b. Okello has 40 goats on his farm. Akurut has 27 goats on his farm. How many goats do they have altogether?

Ref: Mk Book 2 Page 35

Leeson 2

THEME: OUR HOME AND COMMUNITY.

SUBTHEME: CULTURAL PRACTICES AND VALUES IN THE COMMUNITY.

CONTENT: Addition of two-digit numbers with carrying or grouping

Note: When adding with carrying, we carry the digit under the place value of ones and add with that of the place value of tens.

We don't write a two-digit number as the answer in the place value of ones.

Examples

```
  3 9
+ 5 2
-----
  9 1
-----
```

Ones	Tens
9+2 = 11	3+1+5 = 9

```
  1 7
+ 1 8
-----
  3 5
-----
```

ACTIVITY

Add the following numbers correctly.

REF:MK BK2 Pg108 – 109

Lesson 3
THEME: OUR HOME AND COMMUNITY.
SUBTHEME: CULTURAL PRACTICES AND VALUES IN THE COMMUNITY.
CONTENT: Writing numbers in expanded form.
Note: When writing numbers in expanded form, we use the place values and expand the numbers using a plus sign.
Also note that

- Ones has no zero so we write the exact number given
- Tens has one zero
- Hundreds has two zeros

Examples

1. Expand these numbers
   Note: First position the number using place values

   T O
   a. 1 7 = 1tens + 7ones

   =  + 

   = 10 + 7

   b. 43
   Soln
   Note Ones has no zero and tens has one zero
   So, we add one zero to the number under the place value of tens
   T O
   4 3 = 4 tens + 3 ones

   = 40 + 3

   c. 124
   Soln

   124 = 1hundreds + 2tens + 4 ones

   = 100 + 20 + 4

Activity

1. Write the following in expanded form.

a. 96
b. 45
c. 56

More activity to be given

Lesson 4
THEME: OUR HOME AND COMMUNITY.
SUBTHEME: CULTURAL PRACTICES AND VALUES IN THE COMMUNITY.
CONTENT: Finding expanded numbers
Note When finding expanded numbers, we position the given numbers beginning with the bigger number and add them to give the final number being expanded
Examples

1. Which number has been expanded?

a. 60 + 2

=
$$\begin{array}{r} 6\ 0 \\ +\ 2 \\ \hline 6\ 2 \end{array}$$

b. 800+30+5

Expanded number = 62

Activity
Find the expanded numbers below
30 + 8
20 + 7
500 + 9 + 6
400 + 90 + 2

Ref:
Mk bk 2 pg 36 – 37.
Understanding math bk 2 pg 20

More activity to be given

Lesson 5
THEME: OUR HOME AND COMMUNITY.
SUBTHEME: CULTURAL PRACTICES AND VALUES IN THE COMMUNITY.
CONTENT: Addition of three-digit numbers.
Examples
Note: When adding three-digit numbers, we add following the order of place values

H	T	O
1	2	1
+1	3	3
2	**5**	**4**

H	T	O
2	4	1
+1	1	2
3	**5**	**3**

H	T	O
3	9	1
+ 4	0	8
7	**9**	**9**

H	T	O
2	4	5
+ 2	1	3
4	**5**	**8**

Activity
Add the following numbers correctly

H	T	O
2	3	4
+3	2	1

H	T	O
1	2	3
+3	4	2

H	T	O
4	2	3
+ 2	7	4

H	T	O
5	1	2
+ 1	0	4

H	T	O
6	3	4
+ 2	5	4

Ref: Understandung Math Bk 2 Pg 21

Week 9
LESSON 1
THEME: OUR HOME AND COMMUNITY.
SUBTHEME: CULTURAL PRACTICES AND VALUESS IN THE COMMUNITY.
CONTENT: Word problems involving addition of three digit numbers.
Examples

1. There were 130 pupils in a school. 150 more pupils joined the school. How many pupils are in the school now?

   The school had 130 pupils.
   More pupils joined +150 pupils
   Total number now 280 pupils

2. A farmer had 255 cows on his farm. He bought more 200 cows. How many cows are on his farm now?

   Number he had 255 cows.
   Number he added + 200 cows
   Total number now 455 cows

ACTIVITY

a. There are 350 men and 148 women on a train. How many people are on the train altogether?
b. There are 206 goats and 183 sheep on Simon's farm. Find the total number of animals on this farm.
c. A shopkeeper sold 250 potatoes in the morning and 140 in the afternoon. How many potatoes did he sell the whole day?
d. Victorious P.2 classes have 345 boys and 654 girls. How many pupils are in P.2 classes?

LESSON 2
THEME : HUMAN BODY AND HEALTH.
SUBTHEME: SANITATION.
CONTENT: Subtraction of two- and three-digit numbers.
Examples

T	O		T	O			H	T	O			H	T	O
6	4		7	8			9	4	8			7	4	5
- 5	1		- 5	6		-	4	2	6		-	6	3	2
1	**3**		**2**	**2**			**5**	**2**	**2**			**1**	**1**	**3**

ACTIVITY
Subtract the following numbers.

Ref: Mk Bk 2 Pg 59

LESSON 3
THEME: OUR HUMAN BODY AND HEALTH.
SUBTRACTION: SANITATION.
CONTENT: Word problems involving subtraction of two- and three-digit numbers.
Examples

1. Abraham had 50 mangoes. He gave away 20 mangoes to Isa. How many mangoes did he remain with?

Mangoes he had	50 mangoes.
Mangoes he gave out	- 20 mangoes.
Mangoes remained	**30 mangoes.**

2. The head teacher had 256 books and gave 123 to P.2 and the rest to P.3. How many books were given to P.3?

Books he had	256 books.
P.2 books	- 123 books
P.3 books	**133 books**

Activity

a. Nansubuga had 48 cups. She gave away 36 cups to Namale. How many cups did she remain with?
b. There are 99 books in our library. If 92 books were borrowed, how many books remained in the library?
c. Kamoga had 57 crates of soda. He sold 34 crates. How many crates remained?
d. Kato had 800 bags of coffee. He sold 700 bags. How many bags remained?
e. There were 450 pupils in P.2 classes. If all of them passed. How many pupils failed?
f. Aaron had 598 chickens on his farm.198 chicken died. How many chickens remained?

Ref: Mk Bk 2 Pg 61

LESSON 4
THEME: FOOD AND NUTRITION.
SUBTHEME: CLASSIFICATION OF FOODS.
CONTENT: Multiplication of 2-digit numbers horizontally and vertically
Examples

1. Multiply the following

Note every number multiplied by one is that very number.
And every number multiplied by 0 is zero.

a. 1 X 2 = **2**
So 1x2 =2

b. 2 X 0 = **0**
So 2x0 = 0

c. 3 X 2 = **6**

Soln

3 x 2

3 + 3 = 6

Note: 3x2 means 2 groups of 3. So, we add 3 two times

d. What is 2 groups of 10?

Soln

2groups of 10 means

10 x 2

= 10 + 10

Note: 10 x 2 means 2 groups of 10. That means we add 10 two times

11 X 2 = **22** 24 X 2 = **48**

62 X 2 = **124** 23 X 2 = **46**

2. **Multiplying vertically**

T	O		T	O	
1	3	2 x 3 = 6	3	4	2 x 4 = 8
X	2	2 x 1 = 2	X	2	2 x 3 = 6
2	**6**		**6**	**8**	

Note: We multiply 2 by the ones first then by the tens

ACTIVITY

1. Multiply the following numbers.

12 x 2 = 24 x 2 = 41 x 2 =

44 x 2 = 33 x 2 =

1. Multiply the following vertically.

T	O	T	O	T	O	T	O
5	2	4	0	3	4	4	1
X	2	x	2	x	2	x	2

Ref: Mk Bk 2 Pg 43
Understanding Bk 2 Pg 46

LESSON 5
THEME: FOOD AND NUTRITION.
SUBTHEME: LASSIFICATION OF FOODS.
CONTENT: Word problems involving multiplication of two-digit numbers
Examples

1. One fly has 2 wings. How many wings have 3 flies?
   3 x 2 (wings) = **6 wings**

Note: 1. Multiply the given number of flies times the number of wings
2. The question is asking for wings so we write the final answer with the word wings

3. One stool has 3 legs. How many legs have 42 stools?
   Note: Multiply the number of legs times the given number of stools

42 x 3 (legs) = **126 legs**

$$\begin{array}{r} 4\quad 2 \\ \times\quad 3 \\ \hline \mathbf{12\quad 6\ legs} \end{array}$$

3 x 2 = 6
3 x 4 = 12

Activity

a. If each basket has 3 oranges, how many oranges are in 8 baskets?
b. How many legs have 12 stools if one stool has 3 legs?
c. If one girl has 3 pencils, how many pencils have 9 girls?
d. How many sides does 2 triangles have?
e. How many legs have 50 boys if one boy has 2 legs?

References:
Mk Bk 2 Pg 43 – 48.
Understanding Math Bk 2 Pg 50 – 51

Week 10
LESSON 1
THEME : THE HUMAN BODY AND HEALTH.
SUBTHEME: PARTS OF THE BODY AND THEIR FUNCTIONS.
CONTENT: Measuring height and width using non-standard units/ measures.
Things we use to measure using non-standard units.

a. hand span.
b. Strides.
c. Sticks.
d. Arms
e. Foot
f. Strings.
g. Palms.
h. Arm's length

Activity
Measure the following using non-standard units practically.

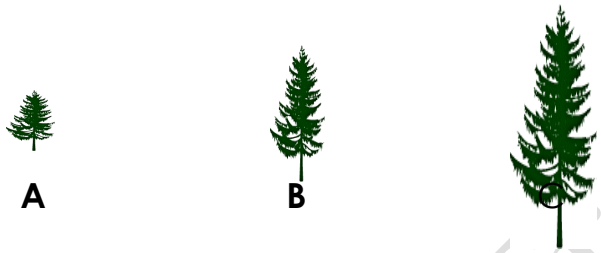
a. length of a book

b. Height of the table
c. Height of the chair
d. Width of the table
e. Sides of the classroom
f. Height of the door

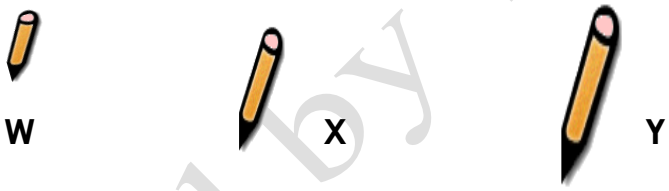
Ref: Mk Bk 2 Pg 135

LESSON 2
THEME: HUMAN BODY AND HEALTH
SUBTHEME: THE WAY DIFFERENT PARTS OF THE BODY WORK TOGETHER TO CARRY OUT DIFFERENT ACTIVITIES.
CONTENT: Comparing height using the following words.
Shorter, taller, tall, shortest, tallest, short

Examples



Tree A is shorter
Tree B is taller than tree A.
Tree C is the tallest of the 3 trees.



Pencil Y is short.
Pencil X is shorter than pencil Y.
Pencil W is the shortest of the three pencils.

Activity
Use shorter, taller, shortest or tallest to fill in the gaps.

Bottle R is _____than bottle P.
Bottle Q is the _____ of the three bottles.
Bottle P is_____ than bottle R.
Bottle Q is _____ than bottle R.
Bottle Q is the _____ of the three bottles

LESSON 3
THEME: FOOD AND NUTRITION.
SUBTHEME: CLASSIFICATION OF FOODS.
CONTENT: Measuring weight using non-standard units.
Using heavier than and lighter than.

Chair

bottle

The bottle is **lighter** than the chair.
The chair is **heavier** than the bottle.

Bicycle

tomatoes

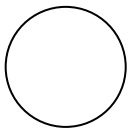
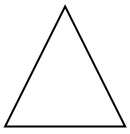
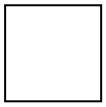
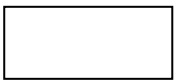
1. The bicycle is heavier than the tomatoes.
2. The tomatoes are lighter than the bicycle.

Activity
Use **heavier or lighter** to fill in the following.

The house is _____than the hat.
The bird is _____than the lion.
The flower is_____ than the bus.
The bench is _____ than the pencil.
The teacher is _____ than the book.

References : Mk Bk 2 Pg 143
Let's Learn Math Bk 2 Pg 90 – 91

LESSON 4
THEME: THE HUMAN BODY AND HEALTH.
SUBTHEME: THE WAY DIFFERENT PARTS OF THE BODY WORK TOGETHER TO CARRY OUT DIFFERENT ACTIVITIES.
CONTENT: Naming shapes.
Examples
Name these shapes

					
circle	triangle	square	rectangle	kite	star

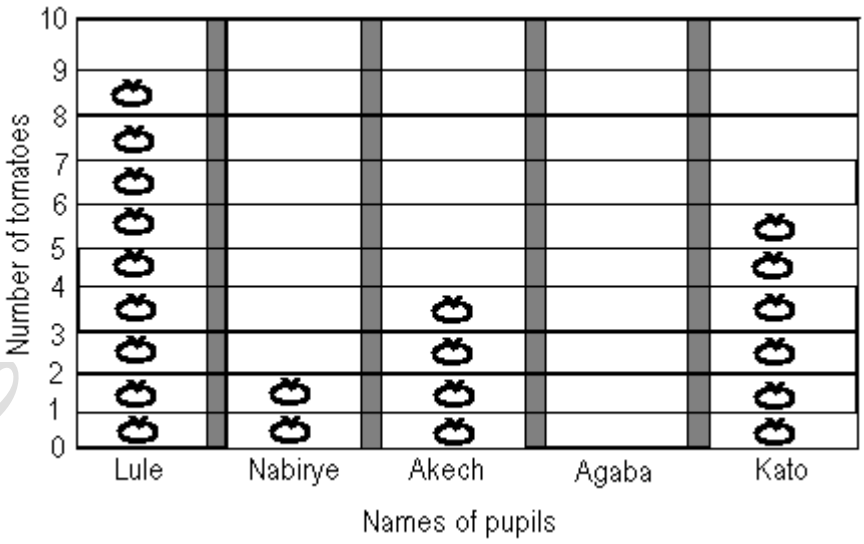
Note: More examples be given

Activity
Draw the following shapes.

kite	oval	rectangle	triangle	circle	square

Ref: Mk Bk 2 Pg 70 – 71

LESSON 5
THEME: FOOD AND NUTRITION.
SUBTHEME: CLASSIFICATION OF FOOD.
CONTENT: Interpreting data on picture graph
The graph below shows how 5 pupils in P.2 who collected tomatoes.

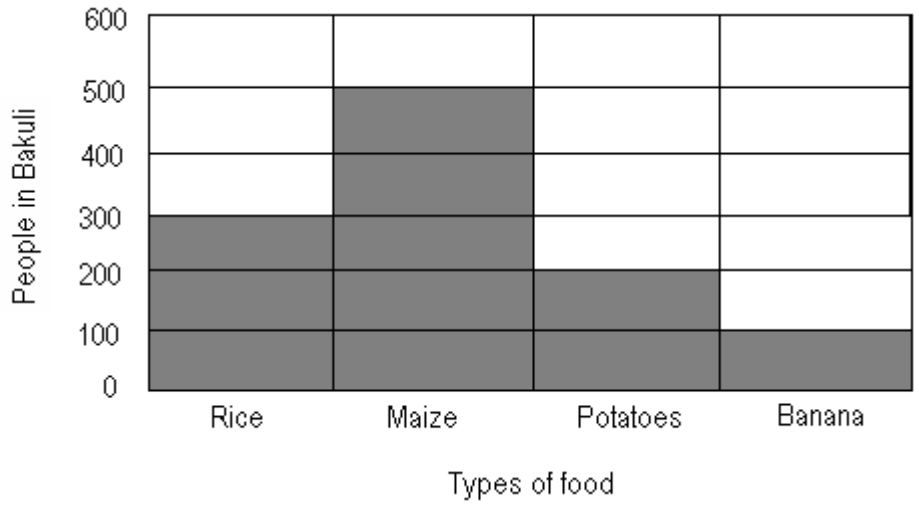


Questions

a. Akech collected _____ tomatoes.
b. _____ collected two tomatoes.
c. How many tomatoes did Kato collect?
d. Who did not collect any tomato?
e. How many tomatoes did Lule collect?
f. Who collected 8 tomatoes?

Ref: Mk Bk 2 Pg 66

Extra lesson
THEME: FOOD AND NUTRITION.
SUBTHEME: CLASSIFICATION OF FOODS.
CONTENT: interpreting data on bar graph
The graph below shows the number of people who collected different foods in Bakuli village.



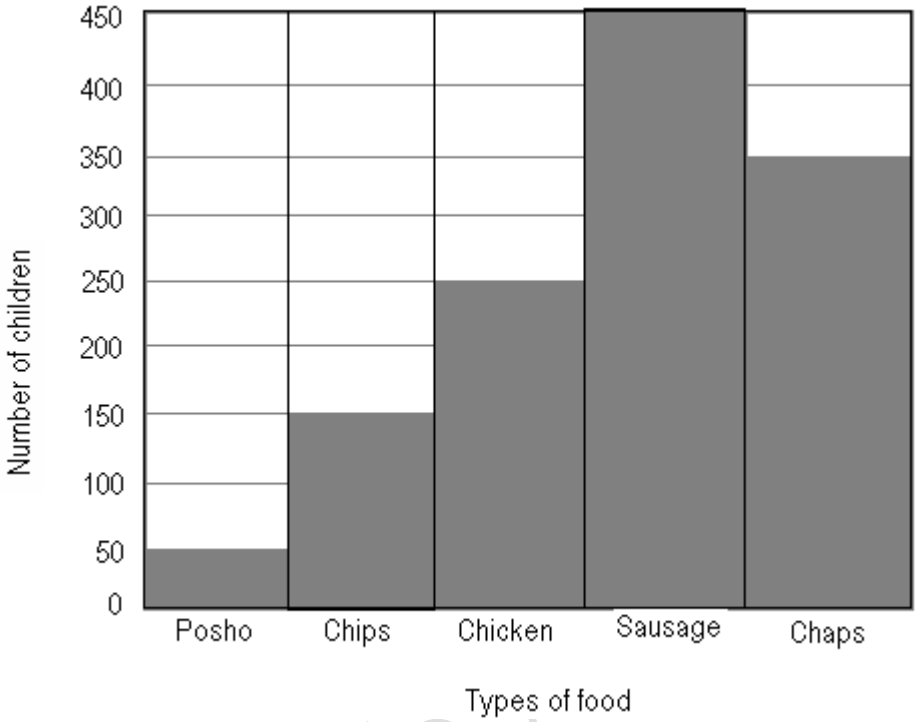
Questions

a. How many people collected maize?
b. How many people collected rice and potatoes altogether?
c. What was the least food collected?
d. How many people collected potatoes?
e. _____ people collected banana.
f. How many more people collected maize than rice?

References: Mk Bk 2 Pg 66 – 67
NPSC Pupil's Bk 2 Pg 23

Activity

The graph below shows how P.2 children at Better View school who like different kinds of food.



Questions

a. Name the different types of food shown on the graph.
b. Which food was liked by most children?
c. _____ children like posho.
d. Name the type of food liked by 350 children.
e. What is the graph about?

References: Uganda Primary Math Bk 2 Pg 71.
NPSC For Uganda Book 2 Page 23