**KABOJJA JUNIOR SCHOOL**

**P.2 MATHEMATICS SCHEME OF WORK TERM 1 2025**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **THEME** | **SUB- THEME** | **CONTENT** | **COMPETENCE** | | **METHODS** | **ACTIVITIES** | **LIFE SKILLS** | **LEARNING AIDS** | **REF** | **REM** |
| **SUBJECT** | **LANGUAGE** |
| 1 | **MON** | **OUR SCHOOL AND NEIGHBOURHOOD**  **OUR SCHOOL AND NEIGHBOURHOOD** | **BENEFITS OF OUR SCHOOL**  **BENEFITS OF OUR SCHOOL** | **Counting numbers 1- 100** | **The learner:**  Reads numbers  Fills in the missing numbers in the table  Counts numbers | **The Learner:**  Reads the number symbol. | Discovery  Brain storming | Filling in the missing numbers  Counting and reading numbers | Critical thinking  Effective communication | - Cards  - charts  - Photo copied papers | Understanding MTC bk 2 pg 8 |  |
| **Tue** | **Filling in the missing numbers** | **The Learner:**  Writes and fills in the missing numbers.  - Counts forward and backwards. | **The Learner:**  Reads the number symbol.  Reads forward and backwards. | discussion | Reading, writing and filling numbers in order | Critical thinking  Effective communication | Chalkboard illustration |  |
| **Wed** | Writing and reading number words | **The Learner:**  Reads and writes number words  10 – ten  20 – twenty | **The Learner:**  Reads and spells the number words. Matches figures to number words | Discovery  Discussion | Matching figures to number words. | Critical thinking  Effective communication | Chalkboard illustration |  |
| **Thur** | Writing figures in words | **The Learner:**  Reads and writes figures in words. | **The Learner:**  Reads and spells words.  Pronounces number words correctly. | Brain storming  Guided discovery | Writing figures in words. | Problem solving  Logical reasoning. | Chalkboard illustration  Chart showing numbers | Understanding MTC bk 2 pg 12 |  |
| **Fri** | Matching numbers to their correct values | **The Learner:**  Reads, counts and draws the objects for the number. | **The Learner:**  Reads , counts and writes the number of objects.. | Whole class discussion | Counting and writing the number. | Problem solving  Critical thinking | Chalkboard illustration  Chart showing numbers |  |
| 2 | **Mon** |  |  | Drawing objects for the given number | **The Learner;**  Identifies the number that comes before and between. | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Whole class discuss | Drawing the given numbers | Problem solving  Effective communication  Critical thinking | A wall chart  Counters | understanding MTC bk 2 pg 12 |  |
| **TUE** | Relating figures to number words and their values. | **The Learner:**  Recognises, writes and draw it’s value | **The Learner:**  Reads, pronounces recognizes | Demonstration  Guided discovery | Drawing and writing for the numbers. | Critical thinking  Effective communication  Problem solving | Chalkboard illustration |  |  |
|  |
|  | **Wed** |  |  | Sequencing | **The Learner:**  Arranges numbers from smallest to biggest. | **The Learner:**  Reads, spells and pronounces number names. | Whole class discussion | Arranging numbers from the smallest to the biggest. |  | counters |  |  |
| Arranging numbers starting with the smallest to the biggest |
| **Thu** | Arranging from biggest to the smallest | **The Learner:**  Reads, spells and pronounces the number symbols and word. | **The Learner:**  Reads, spells and pronounces number symbols and names. |  | Arranging numbers from the biggest to the smallest |  |  | bk 1 pg 47 |  |
| Oxford Pri MTC |
|  | **Fri** |  |  | Comparing numbers using smaller, smallest, bigger, biggest / greatest | **The Learner;**  Identifies numbers. | **The Learner:**  Compares and pronounces the correct numbers | Question and answer | Comparing numbers |  |  |  |  |
| 3 | **Mon** |  |  | Comparing numbers using   * , < or = | **The Learner:**  Identifies symbols. | **The Learner:**  Compares and pronounces the correct symbol. | Guided discovery | Comparing numbers using symbols | Effective communication | Real objects  counters |  |  |
|  | **Tue** |  |  | Classification of numbers ordinal numbers  (1st – 10th) | **The Learner:**  Recognises ordinal numbers. | **The Learner:**  Reads, orders and pronounces the correct numbers | Whole class discussion | Matching numbers to ordinal names | A chart showing ordinal numbers |  |  |
|  | **Wed** |  |  | Ordinal from  (11th – 20th) | **The Learner:**  Recognizes ordinal numbers. | **The Learner:**  Reads, orders and pronounces the correctly. | Whole class discussion | Writing number names correctly | Effective communication  Self awareness | A chart showing ordinary numbers |  |  |
|  | **Thur** |  |  | Writing ordinal numbers in figures | **The Learner:**  Reads and writes ordinal numbers in figures. | **The Learner**  Reads, writes and pronounces numbers. | Guided discovery | Writing ordinal words in figures. | Critical thinking |  |  |  |
|  | **Frid** |  |  | Writing ordinal numbers in words. | **The learners**  Reads, writes ordinal number in words. | **The learner**  Reads, writes and relate words to figure. | Question and answer | Writing ordinal numbers in words. | Creative thinking  Problem solving | A chart showing ordinal numbers. |  |  |
| 4 | **Mon** |  |  | Questions about ordinal numbers | **The learner**  Reads and answers questions | **The Learner:**  Interprets and answers questions accordingly | Question and answer | Answering the given question | Effective communication |  |  |  |
|  | **Tue** |  |  | **SETS**  **Forming new sets** | **The Learner:**  Identifies items  Forms new sets  Draws new sets  Names new sets | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the words appropriately. | Demonstration  Guided discovery | Identifying items  Forming new sets  Drawing new sets  Naming new sets |  | Real objects | Oxford Pri MTC bk 2 pg 2 |  |
| **Thur** |  | **Naming sets** | **The Learner:**  Identifies items in a set  Counts the items in a set  Names the sets | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Identifying items in a set  Counting the items in a set  Naming the sets | Problem solving  Effective communication  Critical thinking | Oxford Pri MTC bk 2 pg 2 |  |
| **Fri** | **Drawing sets** | **The Learner:**  Reads the set names  Identifies items  Draws the sets | **The Learner:**  Reads the number of elements in each set.  Spells the number name.  Pronounces the number names. | Demonstration  Guided discovery | Reading the set names  Identifying items  Drawing the sets | Real objects |  |
| 5 | **Mon** |  | **CAUSES OF PROBLEMS BTN THE SCHOOL AND NEIGHBOURHOOD** | **Comparing sets** | **The Learner:**  Identifies objects in the sets  Compares sets  Lists common members in the sets. | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. |  | Identifying objects in the sets  Comparing sets  Listing common members in the sets |  |  | Oxford Pri MTC bk 2 pg 3 |  |
|  | **Tue** | **Ordering sets starting with the smallest** | **The Learner:**  Identifies the sets  Recognizes the smallest set  Orders sets starting with the smallest. | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Demonstration  Guided discovery | Identifying the sets  Recognizing the smallest set  Ordering sets starting with the smallest. | Problem solving  Effective communication  Critical thinking | Real objects | Oxford Pri MTC bk 2 pg 8 |  |
| **Wed** | **Ordering sets starting with the biggest** | **The Learner:**  Identifies the sets  Recognizes the smallest set  Orders sets starting with the biggest. | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Identifying the sets  Recognizing the smallest set  Ordering sets starting with the biggest | Oxford Pri MTC bk 2 pg 9 |  |
| **Thur** |  | **Joining sets** | **The Learner:**  Identifies objects in the sets  Counts objects in the sets  Joins the sets | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Demonstration  Guided discovery | Identifying objects in the sets  Counting objects in the sets  Joining the sets | Problem solving  Effective communication  Critical thinking |  | Oxford Pri MTC bk 2 pg 6 |  |
| **Frid** | **Separating sets** | **The Learner:**  Identifies objects in the sets  Counts objects in the sets  separates the sets | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Identifying objects in the sets  Counting objects in the sets  separates the sets | Real objects | Oxford Pri MTC bk 2 pg 7 |  |
| 6 | **Mon** | **Empty sets** | **The Learner:**  Identifies empty sets  Recognizes its symbol  Draws the symbol for empty set. | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Identifying empty sets  Recognizing its symbol  Drawing the symbol for empty set. | Oxford Pri MTC bk 1 pg 10 |  |
|  | **Tue** | **Counting numbers 100 - 200** | **The Learner:**  Counts, reads and writes numbers 100- 200  Fills in the missing numbers | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Guided discovery  Whole class | Counting, reading and writing numbers 100- 200 | Problem solving  Effective communication  Critical thinking | Counters  Number tables | Mk Them MTC bk 2 pg 13 |  |
| **Wed** | **Writing figures in words**  **101 – one hundred one** | **The Learner:**  Counts and writes figures in words | **The Learner:**  Fills in the missing numbers  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Counting and writing figures in words |  |
| **Thur** | **Writing words in figures**  **One hundred seventeen - 117** | **The Learner:**  Reads and writes numbers in figures | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Reading and writing numbers in figures |  |
| **Frid** | **Identifying the biggest, the number that come before and between.** | **The Learner:**  Identifies numbers  Circles the biggest number  Writes the number that comes before and after. | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Identifying numbers  Circling the biggest number  Writing the number that comes before and after. |  |
| **FRI** |  | **Arranging numbers from smallest to biggest** | **The Learner:**  Identifies the smallest number  Arranges numbers starting with the smallest | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Guided discovery  Whole class | Identifying the smallest number  Arranging numbers starting with the smallest. |  | Counters  Number tables | Mk Them MTC bk 2 pg 13 |  |
| 7 | **MON** | **RELATIONSHIPS AMONG FAMILY MEMBERS** | **PLACE VALUES**  Ones, Tens and Hundreds  **Ones**  Ones are the numbers which are less than ten. | **The Learner:**  Recognizes place values  Draws ones  **The Learner:**  Identifies ones  Draws ones | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Whole class discuss  Explanation  Brain storming | Recognizing place values  Drawing ones  Identifies ones  Drawing ones | Problem solving  Effective communication  Critical thinking | Counters  Abacus | Understanding MTC bk 2 pg 1 |  |
| **TUE** | **Identifying tens and ones** | **The Learner:**  Identifies tens and ones  Draws tens and ones | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Whole class discuss  Explanation  Brain storming | Identifying tens and ones  Drawing tens and ones | Problem solving  Effective communication  Critical thinking | Counters  Abacus |  |
| **WED** | **Identifying and filling in tens.** | **The Learner:**  Identifies tens  Draws tens  Fills the gaps with tens | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Whole class discuss  Explanation  Brain storming | Identifying tens  Drawing tens  Filling the gaps with tens | Problem solving  Effective communication  Critical thinking | Counters  Abacus | Understanding MTC bk 2 pg 2 |  |
| **THUR** | **Drawing tens and ones** | **The Learner:**  Identifies tens and ones  Draws tens and ones | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Whole class discuss  Explanation  Brain storming | Identifying tens and ones  Drawing tens and ones |  | Counters  Abacus | Understanding MTC bk 2 pg 3 |  |
|  | **FRI** | **Filling in tens and ones** | **The Learner:**  Identifies tens and ones  Fills in tens and ones | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. |  | Identifying tens and ones  Filling in tens and ones |  | Counters  Abacus |  |
| 8 | **MON** | **Completing using tens and ones** | **The Learner:**  Identifies tens and ones  Completes the gaps using tens and ones | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Whole class discuss  Explanation  Brain storming | Identifying tens and ones  Completing the gaps using tens and ones | Problem solving  Effective communication  Critical thinking | Counters  Abacus |  |
| **TUE** | **HUNDREDS**  **Drawing hundreds** | **The Learner:**  Counts in hundreds  Draws bundles of 100s  Writes numbers in 100s | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Whole class discuss  Explanation  Brain storming | Counting in hundreds  Drawing bundles of 100s  Writing numbers in 100s |  | Counters  Abacus | Understanding MTC bk 2 pg 4 |  |
| **WED** | **Completing using hundreds, tens and ones** | **The Learner:**  Recognizes place values  Fills in hundreds, tens and ones | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. |  | Recognizing place values  Filling in hundreds, tens and ones | Problem solving  Effective communication  Critical thinking | Counters  Abacus | Understanding MTC bk 2 pg 4 - 5 |  |
| **THU** | **Drawing hundreds, tens and ones.** | **The Learner:**  Recognizes place values  Counts tens and ones  Draws tens and ones | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Whole class discuss  Explanation  Brain storming | Recognizing place values  Counting tens and ones  Drawing tens and ones |  | Counters  Abacus | Understanding MTC bk 2 pg 7 |  |
|  | **FRI** | **Writing the number shown on the abacus** | **The Learner:**  Recognizes place values  Counts hundreds, tens and ones  Writes the number of hundreds, tens and ones | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Whole class discuss  Explanation  Brain storming | Recognizing place values  Counting hundreds, tens and ones  Writing the number of hundreds, tens and ones | Problem solving  Effective communication  Critical thinking | Counters  Abacus |  |
| 9 | **MON** | **Showing numbers on the abacus** | **The Learner:**  Recognizes the number given  Draws the abacus  Shows the number on the abacus | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Recognizing the number given  Drawing the abacus  Showing the number on the abacus | Counters  Abacus |  |
| **TUE** | **Finding the place values of numbers** | **The Learner:**  Recognizes the number  Identifies the place values  Writes the place value of the given digit | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Whole class discuss  Explanation  Brain storming | Recognizing the number  Identifying the place values  Writing the place value of the given digit | Problem solving  Effective communication  Critical thinking | Counters  Abacus |  |
| **WED** | **Number values**  **Finding the value of the given digit** | **The Learner:**  Recognizes place values  Multiplies the number with it place value | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Guided discovery  Brain storming | Recognizing place values  Multiplying the number with it place value |  | Counters  Abacus | Tr. collection |  |
| **THU** | **Writing numbers in expanded form** | **The Learner:**  Recognizes place values  Multiplies numbers with their place values  Writes the number in expanded form. | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Whole class discuss  Guided discovery  Brain storming | Recognizing place values  Multiplying numbers with their place values  Writing the number in expanded form. | Problem solving  Effective communication  Critical thinking | Counters  Abacus | Tr. collection |  |
|  | **FRI** |  | **ROLES OF DIFFERENT PEOPLE IN THE COMMUNITY** | **Finding the expanded number** | **The Learner:**  Identifies the values given  Arranges values according to place values  Finds the expanded number | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. |  | Identifying the values given  Arranging values according to place values  Finding the expanded number |  | Counters  Abacus |  |  |
| 10 | **MON** |  | **Addition of hundreds, tens and ones.** | **The Learner:**  Recognizes place values  Arranges numbers according to place values.  Adds 100s, 10s, 1s. | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Whole class discuss  Guided discovery  Brain storming | Recognizing place values  Arranging numbers according to place values.  Adding 100s, 10s, 1s | Problem solving  Effective communication  Critical thinking | Counters  Abacus | Oxford Pri MTC bk 2 pg 18 - 19 |  |
| **TUE** | **Word problems involving addition** | **The Learner:**  Reads the word problem  Arranges according to place value  Adds numbers | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Guided discovery  Decision making | Reading the word problem  Arranging according to place value  Adding numbers | Counters  Abacus |  |
| **WED** | **Subtraction of 100s, 10s, 1s** | **The Learner:**  Identifies the number  Recognizes place values  Subtracts numbers | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Identifying the number  Recognizing place values  Subtracting numbers | Problem solving  Effective communication  Critical thinking | Counters  Abacus |  |
| **THU** | **Word problems involving subtraction** | **The Learner:**  Reads the word problem  Arranges according to place value  subtracts numbers | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Guided discovery  Decision making | Reading the word problem  Arranging according to place value  subtracting numbers | Counters  Abacus |  |
|  | **FRI** | **Counting numbers 200 - 300** | **The Learner:**  Counts and writes numbers 200 - 300 | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Whole class discuss  Guided discovery  Brain storming | Counting and writing numbers 200 - 300 | Problem solving  Effective communication  Critical thinking | Counters  Number tables | Mk Them MTC bk 2 pg 19 |  |
| 11 | **MON** |  |  | **Filling in the missing numbers** | Identifies and fills in the missing numbers | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Identifying and filling in the missing numbers |  |
| **TUE** | **Writing figures in words** | **The Learner:**  Reads the number and writes it in words | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Reading the number and writing it in words |  |
| **WED** | **Writing words in figures** | **The Learner:**  Reads the number and writes it in figures | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Reading the number and writing it in figures |  |
| **THU** | **Arranging from smallest to biggest** | **The Learner:**  Counts, identifies and arranges numbers starting with the smallest. | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Counting, identifying and arranging numbers starting with the smallest. |  |
| **FRI** | **Arranging from biggest to smallest** | **The Learner:**  Counts, identifies and arranges numbers starting with the biggest | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Whole class discuss  Guided discovery  Brain storming | Counting, identifying and arranging numbers starting with the biggest | Problem solving  Effective communication  Critical thinking | Counters  Number tables |  |
| 12 | **MON** |  | **Counting numbers 300 - 400** | **The Learner:**  Counts and writes numbers 300 - 400 | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Counting and writing numbers 300 - 400 | Mk Them MTC bk 2 pg 19 |  |
|  | **TUE** |  | **Filling in the missing numbers** | **The Learner:**  Identifies and fills in the missing numbers | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Counting and writing numbers 300 - 400 |  |
|  | **WED** |  | **Identifying the less and least number** | **The Learner:**  Counts, recognizes and circles the less and least number. | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Counting, recognizing and circling the less and least number. |  |
|  | **THU** |  | **Identifying the number that comes before, after and between.** | **The Learner:**  Counts, recognizes and writes the number that comes before, after and between. | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. | Whole class discuss  Guided discovery  Demonstration | Counting, recognizing and writing the number that comes before, after and between. | Problem solving  Effective communication  Confidence | Number tables  Wall chart |  |
|  | **FRI** |  | **Measures** | **Comparing height using taller, shorter, longer** | **The Learner**  Compares height, using taller, shorter and longer.  Draws pictures. | **The Learner:**  Reads and spells accurately | Naming  Writing  Drawing  Measuring  Comparing |  |  |
| 13 | **Mon** |  |  | **Comparing height using shorter, longer or as the same** | **The learner**  Compares length  Draws pictures | **The Learner:**  Reads and spells accurately.  Pronounces words related to length. |  | Naming  Writing  Drawing  Measuring  Comparing | Real objects |  | Undesrtanding MTC bk 2 pg 90.92 |  |
|  | **Tue** |  |  | **Comparing mass using heavier or lighter** | **The Learner;**  Compares mass using heavier or lighter  Draws pictures | **The learner**  Reads and spells accurately  Pronounces words related to mass |  | Naming  Writing  Drawing  Measuring  Comparing |  |  |  |  |
|  | **Wed** |  | **SHAPES** | **Curved and straight lines** | **The Learner:**  Identifies the lines.  Draws and names shapes | **The learner**  Reads and spells accurately  Pronounces words related to mass |  | Drawing  Naming |  |  |  |  |
|  | **Thur** |  |  | **Writing figures in words 402-four hundred two** | **The Learner:**  Reads the number and writes it in words. | **The Learner:**  Reads the number symbol  Spells the number name  Pronounces the number names. |  | Reading  Writing  Counting | Problem solving  Effective communication  Logical reasoning | Wall chart |  |  |
|  | **Frid** |  |  | **Writing words in figures four hundred forty-eight- 448** | **The Learner:**  Reads the number and writes if in figures. | **The learner:**  Reads the number symbol  Spells the number name  Pronounces the number names. | Whole class discuss  Guided discovery  Demonstration | Counting  Reading  Writing |  |  |  |  |
|  | **Mon** |  |  | **Arranging numbers starting with the smallest** | **The Learner:**  Counts, recognizes and arranges numbers in order. | **The learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. |  | Counting Recognizing Ordering  Writing |  |  |  |  |
|  | **Tue** |  |  | **Arranging number from biggest to smallest.** | **The Learner:**  Counts, recognizes and arranges numbers in order. | **The learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names. |  | Counting  Recognizing  Ordering  Counting |  | Photocopied graph | Understanding MTC bk 2 pg 35 |  |
|  | **Wed** | FOOD AND NUTRITION | **GRAPHS** | **interpreting the pictorial graph** | **The Learner:**  Interprets the pictorial graph  Draws the graph | **The Learner:**  Reads and spells words accurately.  Pronounces the words. |  | Interpreting  Drawing  Reading and writing  Counting |  |  |  |
|  | **Thu** |  | **Reporting and recording data** | **The Learner:**  Reports and records data  Draws the graph. | **The Learner:**  Reads and spells words accurately.  Pronounces the words. |  |  |  |  |  |  |
|  | **Fri** |  |  | **Counting number 500-600** | **The learner:**  Counts numbers  Recognizes number symbols. | **The Learner:**  Reads the number symbol.  Spells the number name  Pronounces names. |  | Counting  Recognizing number symbols |  | Number cards and number chart | Mk Thematic MTC BK 2 pg 36 |  |
| 14 | **Mon** |  |  | **Filling in the missing numbers** | **The Learner:**  Counts and fills in the missing numbers | **The Learner:**  Reads the number symbol  Spells the number name.  Pronounces the number names |  | Counting  Filling in activity. |  |  | Mk Thematic MTC bk 2 36 |  |
|  | **Tue** |  |  | **Writing figures in words 526 – five hundred twenty six** | **The Learner:**  Counts numbers  Recognizes number symbols.  Writes figures in words. | **The Learner:**  Reads the number symbol.  Spells the number name.  Pronounces the number names | Whole class discuss  Guided discovery  Demonstration | Counting numbers  Recognizing number symbols  Writing figures in words. | Problem solving  Effective communication  Logical reasoning | Wall chart  Chalkboard  Illustration | Mk Thematic MTC BK 2 pg 36 |  |
|  | **Wed** |  |  | **Writing words in figures five hundred eight – 508** | **The Learner**  Counts and recognizes number symbols  Writes words in figures | **The Learner:**  Reads the number symbol.  Spells the number name  Pronounces the number names. |  | Counting and recognizing number symbols.  Writing words in figures. |  |  | Mk Thematic MTC bk 2 pg 36. |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Thur** |  |  | **Rectangle** | **The learner:**  Identifies the shape  Draws and names | **The learner**  Reads and spells accurately  Pronounces words related to mass |  | Drawing  Naming |  |  |  |  |
|  | **Fri** |  |  | **Square** | **The learner:**  Identifies the shape  Draws and names | **The learner**  Reads and spells accurately  Pronounces words related to mass |  | Drawing  Naming |  |  |  |  |
|  | **Tue** |  |  | **Oval** | **The learner:**  Identifies the shape  Draws and names | **The learner**  Reads and spells accurately  Pronounces words related to mass |  | Drawing  Naming |  |  |  |  |
|  | **Wed** |  | **Shapes** | **Circle** | **The learner:**  Identifies the shape  Draws and names | **The learner**  Reads and spells accurately  Pronounces words related to mass |  | Drawing  Naming |  |  |  |  |