**ST. ANGELLA NURSERY DAY AND BOARDING PRIMARY SCHOOL**

**P.2 MATHEMATICS SCHEME OF WORK**

**TERM III 2022**

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| **WK** | **PD** | **THEME** | **SUB THEME** | **CONTENT** | **COMPETENCE** | **MTDS** | **ACTIVITY** | **L/SKILLS** | **L/AIDS** | **REF** | **REM** |
| **1** | 1 | **PEACE AND SECURITY** | **Roles of people who keep peace and security** | Number symbols from 700 – 800  700, 701,702  703,704,705 | The learner;  - Counts from 700 – 800  - Writes number symbols from 700 - 800 | Guided discovery  Demonstration    Brain storming  Discussion  Brain storming | Counting and writing number symbols from 700 - 800 | Effective communication    Friendship  formation  Awareness  Problem solving | A chart showing number symbols  A chart showing number names | PSAC P.2  P.2 Cur pg 38  P.2 Cur pg 38 |  |
| 2 | Number symbols from 801 – 900  801,802,803,804,805,806 | The learner;  - Counts from 801 – 900  - Writes number symbols from 801 - 900 | Counting and writing number symbols from 801 - 900 |
| 3 | Number symbols from 901 – 1000  901,902,903,904,905,906 | The learner;  - Counts from 901 – 1000  - Writes number symbols from 901 - 1000 | Counting and writing number symbols from 901 - 1000 |
| 4 | Number names from 700 – 850  700-seven hundred.  701- seven hundred one. | The learner;  - Writes number symbols from 700 – 800  - Write number names 700 - 800 | Counting and writing number symbols from 700 - 800 |
| 5 |  | Number names from 851 - 1000 | The learner;  - Writes number symbols from 801 – 900  - Write number names 801 - 1000 | Counting and writing number symbols from 801 - 900 |
| **2** | 1 |  | **Ways of promoting peace and security** | Telling and indicating the exact time  **11**  **12**  **1**  **10 2**  **9**  **3**  **8**  **4**  **7**  **6**  **5** | The learner;  - Draws the clock face.  -Indicates the exact time. | Demonstration    Discussion  Explanation  Brain storming  Demonstration    Think pair share | Drawing the clock face Telling and indicating the exact time | Awareness  Critical thinking  Creative reasoning  Effective communication  Creative thinking  Problem solving  Critical thinking  Share | Wall clock  Counters  Real money | P.2 cur pg  39  P.2 Cur pg 39 |  |
| 2 | Telling time using a half past.  **11**  **12**  **1**  **10 2**  **9 3**  **8**  **4**  **7**  **6**  **5** | The learner;  - Draws the clock face.  -Tells time using a half past. | Drawing and telling time using a half past |
| 3 |  | Dividing a two digit number by 3  15 ÷ 3 = 5 | The learner;  Divides a two digit number by 3 | Dividing |
| **2** | 4 | Dividing a two digit number by 4  24 ÷ 4= 6 | The learner;  Divides a two digit number by 4 | Counting  Dividing by 4  Counting | P.2  Cur pg 39  P.2 cur pg 41 |  |
| 5 | **CHILD PROTECTION**  **CHILD PROTECTION** | **Child work and child abuse Effects of child abuse** | More division of 2 digit numbers by 3 and 4 | The learner;  - Reads words  - Divides by 3 and 4 | Reading and dividing by 3 and 4 |
| **3**  **4** | 1 | Recognizing money (types and features) | The learner;  - Mentions types of money  - Mentions the features of money | Mentioning type and features of money |
| 2 | Addition of money  Sh. 400  +sh300  Sh.700 | The learner;  - Adds money correctly | Adding money |
| 3 | More addition of money | The learner;  - Reads words  - Adds the given money | Demonstration    Question and answers  Explanation | Reading and adding money | Critical thinking  Awareness  Friend ship formation  Problem solving | Counters    Sweets Books  Fruits | P.2 cur pg 41 |  |
| 4 | **Ways of child protection** | Subtraction of money.  Sh. 400  -sh300  Sh.100 | The learner ;  - Subtracts money correctly | Subtracting money |
| 5 | More subtraction of money | The learner;  - Reads words  - Subtracts the given money | Reading and subtracting money |
| 1 | Shopping list | The learner;  Answers questions from the shopping list | Answering questions from the shopping list. |
| 2 | **MEASURES**  **MEASURES**  **MEASURES** | **Time** | Multiplication by 6  2x6= 12  4x6 =24 | The learner;  - Multiplies by 6 | Demonstration  Explanation | Multiplying by 6 | Creative thinking  share | Counters | P.2 cur pg 44 |
|  |
| 3 | Multiplication by 7  2x7 = 14  3x7=21  4x7=28 | The learner;  - Multiplies by 7 | Multiplying by 7 |
| 4 |
| **5** | 5 |
| **Units of measure**  **Shape and solids** | Multiplication by 8  1x8=8  2x8=16 | The learner;  - Multiplies by 8 | Multiplying by 8 |
| 1 | Multiplication by 10 | The learner;  - Multiplies by 10 | Multiplying by 10 |
| **6** | 2 | Days of the week  Sunday  Monday  Tuesday | The learners;  -Mention days of the week.  - Spell and writes the days of the week  -Write the short forms | Question and answers  Demonstration  Explanation  Guided discovery  Question and answers  Discussion  Demonstration | Mentioning, spelling and writing days of the week | Critical thinking  Effective communication  Problem solving  Critical thinking  Effective communication  Appreciation | A chart showing days of the week  A chart showing months of the year  Rulers  Counters  Counters | P.2 cur pg 45  P.2 cur pg 45 |  |
| 3 | Months of the year  January  February  March  April | The learners;  -Mentions months.  - Spells and writes the months of the year  -Write the short forms | Mentioning, spelling and writing months of the year |
| 4 | **Shape and solids** | Calendar | The learners;  - Draws the calendar  - Studies the calendar  -Answers the questions. | - Drawing, studying and  answering the questions |
| 5 | Measuring and comparing length in metres | The learner;  Measures length  Compares length in metres | Measuring and comparing length in metres |
| 1 | Addition of metres  4 0 0 metres  +3 0 0 metres  7 0 0 metres | The learner;  Adds metres | Adding metres  Counting |
| **6**  **7** | 2 | More addition of metres | The learner;  -Interprets more addition  -Adds metres | Interpreting more addition  Adding metres | P.2 cur pg 48 |  |
| 3 | **RECREATION ,FESTIVALS AND HOLIDAYS** | **Recreation** | Subtraction of metres  4 0 0 metres  - 3 0 0 metres  1 0 0 metres | The learner;  -Subtracts metres | Subtracting metres |
| 4 | More subtraction of metres | The learner;  -Interprets more subtraction of metres | Interpreting more subtraction  Subtracting metres |
| 5 | Measuring and comparing weight in kilograms. | The learner:  -Measures weight in kg.  -Compares weight on kg. | Measuring weight in kg.  Comparing weight in kg |
| 1 | Addition of weight in kilograms.  4 2 kg  + 3 3kg  7 5kg | The learner:  -Adds weight in kg.  -Counts the given numbers correctly. | Adding weight in kg  Counting the given numbers. |
| **7** | 2 | **Cultural festivals** | More addition of weight in kilograms. | The learner:  -Interprets more addition of weight.  -Adds weight in kg. | Explanation  Exposition  Demonstration | Interpreting more addition of weight.  Adding weight in kg. | Self esteem  Critical thinking  Appreciation | Counters  A chart showing shapes. | p.2 cur page 49 |  |
| 3 | Subtraction of weight in kilograms.  4 9kg  - 3 2kg  1 7kg | The learner:  -Subtracts weight in kg.  -Counts the given numbers correctly. | Subtracting weight in kg.  Counting the given numbers. |
| 4 | More subtraction of weight in kg. | The learner:  -Interprets more subtraction of weight in kg.  -Subtracts weight in kg. |
| 5 | Measuring and comparing capacity. | The learner:   * Measures capacity. * Compares capacity. | Measuring capacity.  Comparing capacity. |
| **8** | 1 | Addition of litres.  2 9 litres  + 6 0 litres  8 9 litres | The learner:   * Adds litres | Adding litres. |
| **8** | 2 | **Holidays** | More addition of litres. | The learner:  Reads the words.  Adds correctly. | Think pair share    Explanation  Demonstration | Reading words  Adding litres. | Self esteem  Critical thinking  Appreciation | Counters.  Counters | P.2 cur page 49 |  |
| 3 | Subtraction of litres.  9 5 litres   * 2 3 litres   7 2 litres | The learner:  Subtracts litres. | Subtracting litres. |
| 4 | More subtraction of litres. | The learner:  Reads words.  Subtracts correctly. | Reading words  Subtracting correctly. |
| 5 | Addition of numbers with regrouping.  5 6  + 3 4  9 0 | The learner:  -Adds numbers with regrouping.  -Reads and adds correctly. | Adding and  Reading numbers with regrouping. |
| **9** | 1 |
| 2 |
| More addition with regrouping. |  |
| 3 | Subtraction of numbers with regrouping. | The learners:  -Subtracts numbers with regrouping. | Reading and subtracting numbers with regrouping. |
| 4 |
| More subtraction of numbers with regrouping. | -Reads and subtracts correctly. |