**PRIMARY 2 MATHEMATICS SCHEME OF WORK FOR TERM II 2020**

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| **WK** | **PD** | **THEME** | **SUB – TOPIC** | **CONTENT** | **COMPETENCES** | **MTDS** | **ACTIVITY** | **LIFE SKILLS** | **T/ L AIDS** | **REF** |
| **1** | **1** | **OUR ENVIRONMENT** | COMMON ANIMALS | **Writing number figures in words.**  **3 digits write zero (0) in the middle**  **Examples**  1 0 2  Ones  Tens  Hundreds  **One hundred two** | * Write the number names with zero in the middle. * Give the place values correctly | * Guided discovery * Illustration * Demonstration | * Reading the number names * Writing number names * Giving their place values | * Critical thinking * Self awareness * Effective communication | * Chalk board * Bundles * Sticks |  |
| **2** |  |  | Writing 3 digit number in words with 0 at the end  **Example**  4 8 0  Ones  Tens  Hundreds  **Four hundred eighty** | * Identify the place values * Naming the place values * Writing in words using the place values | * Guided discovery * Illustration * Demonstration | * Reading a 3 digit number with 0 at end. * Writing in words using the place values | * Critical thinking * Self awareness * Effective communication | * Chalk board illustration * Bundles * Sticks |  |
|  | **3** |  |  | **Writing 3 digit numbers without zero in words**  **Example**  1 3 9  Ones  Tens  Hundreds  **One hundred thirty nine** | * Read 3 digit number without zero. * Write 3 digit number in words * Name the place value |  | * Reading 3 digit numbers without zero and write in words |  |  |  |
| **4** |  |  | **Writing number names in figures**  **Examples**  Four hundred two   |  |  | | --- | --- | | Four hundred | two | | 400 | 2 | | * Identify the place values * Arranging * Writing the number names in figures |  | * Writing number names in figures | * Critical thinking * Effective communication | * Flash cards * Illustration on chalk board |  |
|  | **5** |  |  | **Addition of numbers with re – grouping**  16 + 7 =  **T O**   1. **6**   **+0 7**  **2 3**  **SW.** 0000000 +000000000000000 | * Adds with re – grouping |  | * Adding numbers with re – grouping | * Self awareness |  |  |
| **2** | **1** |  |  | **Adding of two digit numbers to a two digit number with re – grouping**    Example  12 + 18 =  **T O**   1. **2**   **+1 8**  **3 2**  **SW.** 00 +00000000 | * **Add a two digit number with re – grouping** |  | * Adding of two digit number to a two digit number |  | * Counters * Flash cards * Counters * Flash cards |  |
|  | **2** |  |  | **Addition of word problems**  **Example**  Okechi had 28 pencils. Gift gave him 4 more pencils. How many pencils does he have now?  **T O**  **2 8 pencils**  **+0 4 pencils**  **3 0**  **SW.** 00000000 +0000  Okechi has 32 pencils now | * Reads word problems correctly * Writes, arranges and adds correctly | * Chalk and talk * Guided discovery * Guided discussion | * Reading word problem * Writing and adding word problems * Arranging numbers vertically | * Effective communication * Critical thinking * Creative thinking | * Pencils * Books chalk board * Counters |  |
| **3** |  |  | **Subtract with re – grouping**  **Example**  23 – 7  **T O**  **2 3**  **- 0 7**  **1 6**  **SW.** 0000000000000  **Try this**   1. 31 – 2 2. 43 – 6 3. 52 – 7 4. 93 – 4 | * Arranges numbers correctly. * Subtracts correctly with borrowing ( re – grouping ) |  | * Arranging numbers * Subtracting with borrowing correctly | * Critical thinking * Sharing * Creative thinking * Self awareness |  |  |
| **4** |  |  | **Subtracting 2 – digit numbers**  **Examples**  **37 – 18**  **T O**  **2 3 7**  **- 1 8**  **1 9**  **SW.** 000000000000000000 | * Re – grouping and subtract correctly * Arranging 2 digit numbers vertically |  | * Re – grouping and subtracting correctly |  |  |  |
| **5** |  |  | **More subtraction with re – grouping**  **Example**  **22 – 7**  **T O**  **2 12**  **- 0 7**  **1 5**  **SW.** 000000000000  **Exercise**  **26 – 7**  **42 – 18**  **96 – 48** | * Arranges digits to be subtracted correctly | * Guided discovery * Observation * Illustration | * Arranging digits to be subtracted |  |  |  |
| **3** | **1** |  |  | **Subtraction of word problem**  **Example**  A boy had 44 sweets. He gave away 8 sweets . How many sweets remained?  44 – 8  **T O**  **3 4 14 sweets**  **+ 0 8 sweets**  **3 6**  **SW.** 00000000000000 | * Reads words problems correctly * Writes, arranges vertically * Re – groups correctly |  |  |  |  |  |
| **2** |  | **Division**  Division by 2  **Example**  6 ÷ 2  0 0 6 ÷ 2 = 3  6 – 2 = 4  4 – 2 = 2  2 – 2 = 0 | * Makes the division sign * Identifies the division sign |  | * Making the division sign * Identifying the division sign |  |  |  |
| **3** |  | **Division by 3**  **Examples**  6 ÷ 3 = 2  O O O  Share 12 mangoes equally amongst 3 children | * Divides correctly * Counts the number of times subtracted | * Guided discovery * Question and answer | * Dividing the given numbers carefully and correctly | * Effective communication * Self awareness * Critical thinking | * Bottle tops * Stones * Books * Counters |  |
| **4** |  | Division by 4  **Example**  4÷ 4 = 1  O O O O  Share 8 books equally among 4 boys  O O O O    **Each boy will get 2 books** |  |  |  |  |  |  |
|  | **5** |  |  | **Division by 5**  **Example**  20 ÷ 5 = 4  O O O O O        **Share 15 stools equally among 5 women** |  |  |  |  |  |  |
| **4** | **1** |  |  | **Division by six (6)**  **Examples**  18 ÷ 6 = 3  O O O O O O      Share 12 balls equally among 6 teams | * Divides as repeated subtraction | * Guided discovery | * Dividing the given number carefully | * Effective communication * Critical thinking | * Stones * Bottles tops * Counters |  |
|  | **2** |  |  | **Long division**  **2**  2 4 O O  **2 X 2 =4**  **0**  **2**  3 6 O O O  **2 X 3 =6**  **0** | * Identifies the long division * Works out the number | * Guided discovery * Guided discussion | * Identifying the long division * Working out the number | * Self awareness * Problem solving | * Counters * Stones * Bottle tops |  |
|  | **3** |  |  | **Division ( word problems)**  **Examples**   1. Share 10 shirts among 2 men   10 ÷ 2 = 5  O O  Each will get 5 shirts   1. Share 4 books among 2 girls | * Reads the word problems * Works out the word problems |  | * Reading the word problems * Working out the word problems. |  |  |  |
|  | **4** | **Things we make** | **Materials used and their sources** | **Measuring liquids using**  non - standard units comparing using **“less”**  or  **“more”**  **A B C**  Container A hold \_\_\_\_ water than container B.  Containers B holds \_\_\_\_ water than containers C | * Uses less or more to compare * Carries out practical work | * Guided   Discovery  Demonstration  Explanation | Using less or more to compare | * Buckets * Cups ( 1 litre) * Jerry cans ( 5 litre | * Creative thinking * Effective communication |  |
|  | **5** |  |  | **Comparing ( practical)**  Example  How many 1 litre cups fill a 5 litre jerry can.  1 litre jerry can = 1  5 litre jerry can = 5 cups  How many litre cups fill a 2 litre jerry can? | * Finds out the number of cups * Filling the jerry can | * Group work * Illustration | * Filling the jerry can using cups | * Jerry cans 5 litre |  |  |
| **5** | **1** |  |  | **Fractions ( practical)**  A fraction is a part of a whole  Cuts or shows these fractions  , , , 1 | * Defines a fraction * Names the fraction |  | * Designing a fraction * Naming the fraction | * A chart showing wholes parts and their names | * Oranges * Apples * Water melon |  |
|  | **2** |  |  | Naming the shaded and un shaded fractions  **Examples**  Shaded  Un shaded  Shaded  un Shaded    **\_\_\_\_\_\_\_\_\_\_\_\_** | * Names the shaded and un shaded fractions correctly | * Guided discovery * Illustration * Demonstration | * Naming the shaded and un shaded fractions | * Chalk board * Cards * Chat showing fraction | * Sharing * Critical thinking * Effective communication * Self awareness * Logical thinking |  |
|  | **3** |  |  | **Shading fractions**  **Examples**        **Shade**    **Writing fractions in words.**  **a half,  a quarter** | * Shades the given fraction * Draws fractions * Writes the shaded fractions | * Shading the given fraction * Drawing fractions * Writing the fractions   Writing fractions in words |  |
|  | **4** |  |  | **Comparing fractions (practical lesson )**  **Procedure**  Get an apple, cut it into equal parts  A half is bigger than a quarter | * Compares the fraction why bigger or smaller * Carries out practical’s |  | * Comparing fraction using bigger or smaller | * Apples * Oranges * Cut outs * Water melon |  |
|  | **5** |  |  | **Comparing fractions**  **Arranging fractions from small to big**  , , , ,  , , ,  ,  Arranging from big to small  , , , ,  , , ,  , | * Compares fraction using bigger or smaller | * Guided discovery * Demonstration * Guided discovery | * Comparing fractions using bigger or smaller | * Flash cards * Apples * Oranges * Water melon | * Critical thinking * Effective communication * Logical thinking * Creative thinking |  |
| **6** | **1** |  |  | Addition of fractions ( practical)  **Examples**  +  =  = 1  +  +  +  =  = 1 | * Adds fractions practically * Shows addition in written * Adds carefully | * Group work * Demonstration * Guided discovery | * Adding fraction practically * Showing addition in written * Adding | * Cards * Charts * Apples * Oranges * Cut outs * Water melon |  |  |
|  | **2** |  |  | **Addition of fractions**  **Example**  **+  =  =  = 1** | * Names numerators and denominators * Adds fractions correctly |  | * Naming the numerators and the denominators |  |  |  |
|  | **3** |  |  | **Subtraction of fractions.**  **Examples**  **-  =  =**  **-  =  =** | * Tells the denomination are not subtracted * Subtracts only the numerators | * Guided discovery | * Subtracting numerators | * Work cards | * Logical thinking * Self awareness * Crticatical thinking |  |
|  | **4** |  |  | **Fill in the missing numbers**  **Examples**  2 + 3 = 5  3 + 1 = 4  2 + 7 = 9 | * Finds the missing number correctly * Shows working clearly |  | * Finding the missing numbers correctly * Showing the working |  |  |  |
|  | **5** |  |  | **More addition**  **Examples**  2 + 4 = 6  2 + 6 = 8 | * Finds the missing number. * Fill in the missing number |  | * Finding and filling in the missing numbers |  |  |  |
|  |  |  |  | **Solving word problems in fractions**  Jane ate  of the cake. Joy ate of the cake. What fraction did they eat altogether | * Adds word problems involving word fractions |  | * Adding word problems using fractions |  |  |  |
| **7** | **1** | **Transport in our community** | **Means of transport** | **Subtraction**  **Example**    4 - 1 = 3  00 000  00  5 - 3 = 2  00 00  000  36 - = 14 3 6  - 1 4  2 2 | * Finds the missing number by subtracting * Tells the missing number | * Chalk and talk * Guided discovery * Guided discovery | * Finding the missing numbers * Filling in the missing numbers | * Work cards * Flash cards * Counters * Pencils | * Creative thinking * Critical thinking * Logical thinking |  |
|  | **2** |  |  | **More on subtraction**  **Example**  **5 - 3 = 2**  **000 00**  **32 - 12 = 20**  **1 2**  **+2 0**  **3 2** |  |  |  |  |  |  |
|  | **3** |  |  | **Multiplication**  Example   1. 2 x 2 = 4 11 11 2. 4 x 3 = 12   111 111 111   1. 5 x = 15 | * Finds the missing numbers by multiplying | * Guided discovery | * Finding the missing numbers by multiplying | * Work cards * Flash |  |  |
|  | **4** | **Accidents and safety** | **Road safety** | **Division**  **Examples**  12 ÷ 3 = 4  111 111 111 111  However for  20 ÷ 5 = 4  11111 11111 11111 11111 | * Fills in the missing numbers * Finds by grouping | * Guided discovery * observation | * filling in the missing number * finding the missing number by grouping | * work cards * flash cards | * creative thinking * critical thinking * effective |  |
| **I think of a number multiply by 3 the answer is 18. What is the number** | * Solves the word problem |  | * Solving word problem |  | * communication |
|  | **5** |  |  | **Picture graph**  **Example**  Four pupils were given sweets as shown below  D:\CORNERSTONE 2015\all drawings others\sweets.PNG  **Questions**   1. How many sweets does camila have? 2. Who has more sweets? 3. Who has less sweets? | * Studies the picture graph correctly * Interprets the information on the graph | * Observation * Guided discovery | * Studying the picture graph correctly * Interpreting the information on the graph | * A chart showing the chart picto – graph |  |  |
| **8** | **1** |  |  | **Pictographs**  **Examples**  **Study the graph below**  **D:\CORNERSTONE 2015\all drawings others\trees.PNG**  **Questions**   1. How many trees did P.I B plant? 2. Who planted the least number of trees. 3. How many trees did they plant altogether? | * Reads the given information carefully * Shows the information on the venn diagram | * Guided discovery * Question and answers | * Reading the given information * Showing the information on a picture graph | * A chart showing a picto – graph | * Creative thinking * Problem solving * Self awareness |  |
|  | **2** |  |  | **Bar graph**  **Example**  Study the bar graph and answer the questions  D:\CORNERSTONE 2015\all drawings others\graphs.PNG  **Questions**   1. How many boxes does Thon have? 2. How many boxes does Ghai have? 3. Who has the highest no of boxes | * Interprets the information correctly |  |  | * A chart showing a bar graph |  |  |
|  | **3** |  |  | **Bar graph**  **Example**  Study the bar graph and answer the questions  D:\CORNERSTONE 2015\all drawings others\graph phones.PNG  **Questions**   1. How many phones does keren have? 2. Who has the highest number of phones | * Interprets the information carefully * Draws a bar graph * Reads, writes and interprets the graph | * Guided discovery * Observation * Illustration | * Interpreting the information carefully * Drawing a bar graph * Answering questions | * A chat showing a bar graph | * Problem solving * Creative thinking * Logical thinking * Self awareness |  |
|  | **4** |  |  | **Commutative properly in multiplication**  8 x 1 = 1 x 8  8 x 0 = 0 x 8  8 x 2 = 2 x 8  8 x 5 = 5 x 8  8 x 10 = 10 x 8 | * Explanation for the meaning of communicative properly * Writes the commutations property of the given table |  | * Flash cards for communication property multiplication |  |  |  |
|  |  |  |  | Commutative property of 9  9 x 1 = 1 x 9  9 x 0 = 0 x 9  9 x 2 = 2 x 9  9 x 5 = 5 x 9  9 x 1`0 = 10 x 9 | * Exchanges the numbers |  |  |  |  |  |