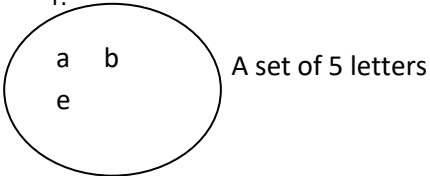
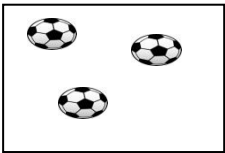

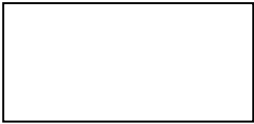
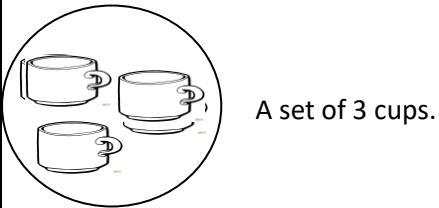
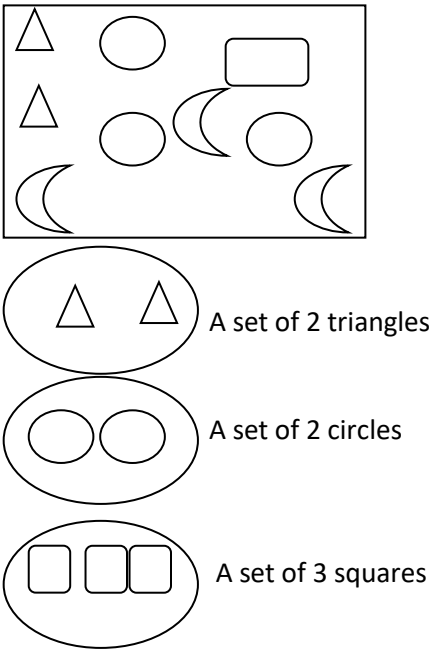
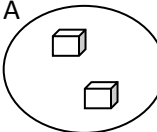
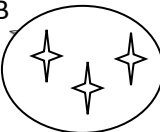
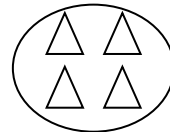
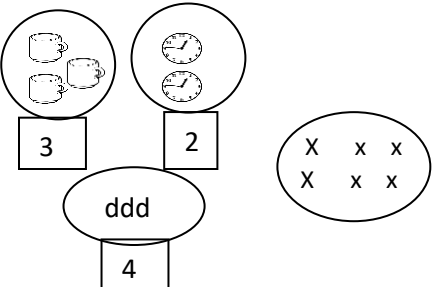
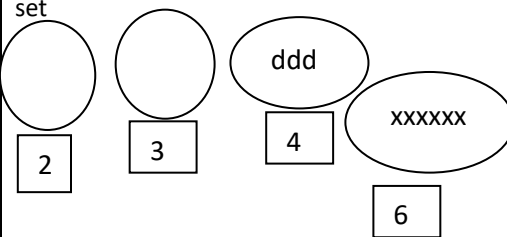


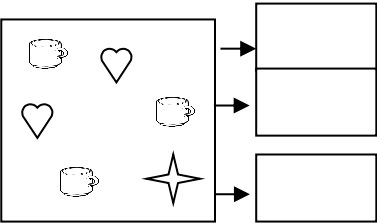
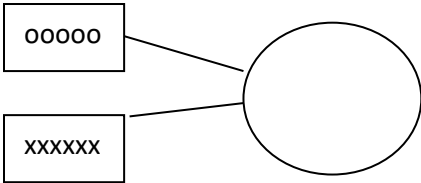
P.2 MATHEMATICS SCHEME OF WORK – TERM ONE

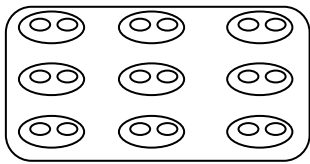
WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCE	METHODS	LEARNING AIDS	RESOURCE	REMARKS
1	1	S E T C O N C E P T S	Naming sets	<p>A set is a collection of well defined members or elements..</p> <p>1.</p>  <p>2.</p>  <p>A set of 3 balls</p>	<p>The learner</p> <p>Defines a sets</p> <p>Reads and writes the meaning of a set.</p> <p>Names the given sets.</p>	<p>Discussion</p> <p>Explanation</p> <p>Observation</p>	<p>Counters letter cards number cards</p>	<p>A new mk bk</p> <p>2 page 1 – 2</p>	
	2		Drawing sets	<p>Drawing sets.</p> <p>1. A set of 4 flowers</p>  <p>2. A set of 2 apples</p>  <p>Draw and name a set of 3 elements</p>  <p>A set of 3 cups.</p>	<p>Learner</p> <p>Read and write the given sets correctly</p> <p>Draws the sets as instructed correctly.</p>				

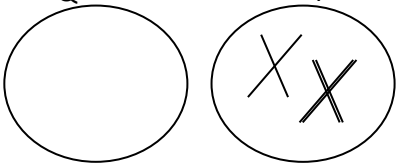
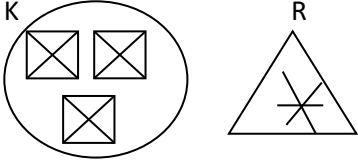
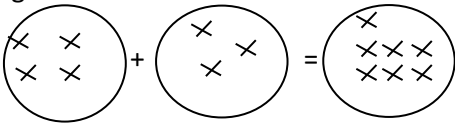
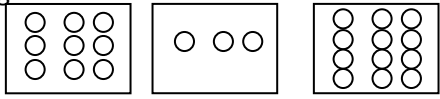
WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCE	METHODS	LEANING AIDS	RESOURCE	REMARKS
	3	SET CONCEPTS	Matching sets	<p>Matching these sets</p> <div> <div> Cow Goats Elephant sheep </div> <div> 8 5 3 4 </div> </div> <div> <div> $2 + 4$ $6 + 9$ $1 + 2$ 4 </div> <div> $2 + 2$ 3 6 15 </div> </div> <div> <div> </div> <div> </div> </div>	The learner Draw the sets correctly. Matching correctly			A new mk bk 2 page 3	


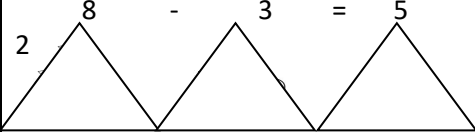

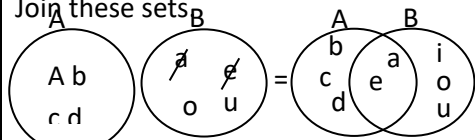
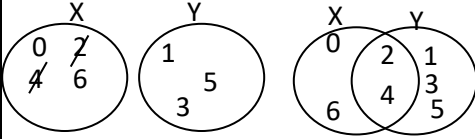
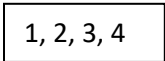
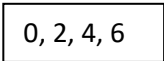
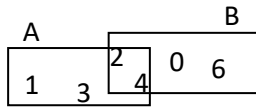
WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCE	METHODS	LEARNING AIDS	RESOURCE	REMARKS
	4		Forming other sets		The learner Identifies the diagram used in the big set Forms a small sets from the big set correctly Names the sets formed	Explanation Observation Illustration Discussion	Real objects Counters	A new mk bk 2 page 4 – 5	
	5		Comparing sets	<p>Compare these sets</p> <p>A  B </p> <p>C </p> <p>a). Set A has 2 members b). Set B has 3 members c). Set C has 4 members d). Set A has less member than set B e). Set B has more member than set A F). Set C has more member than set B</p>	The learner Read and write the number of members in each set given Compares the given			A new mk bk 2 page 6 – 8	

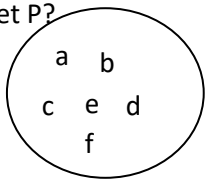

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCE	METHODS	LEARNING AIDS	RESOURCE	REMARKS
2	1		Ordering sets	<p>Ordering sets means arranging sets from either smallest to the biggest to the smallest.</p> <p>1. Arrange these sets starting with the smallest number.</p>  <p>Correctly order starting with the smallest set</p> 	<p>The learner Reads and writes the meaning of ordering sets Arrange the given sets in order starting with the smallest or the biggest</p>			LW BK 2 page 23 – 24	

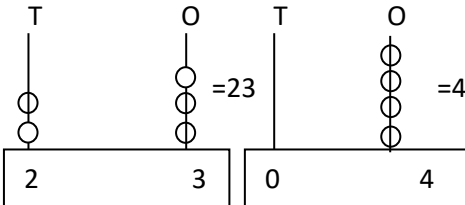
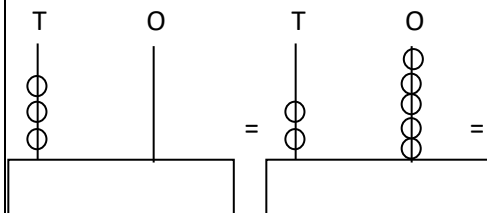
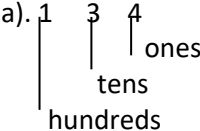
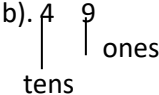
	2		<div>Subject (C)</div> <div>A sub set is a small set got from a big set</div> <div>Form small sets from big set</div> <div></div> <div>A set of _____ A set of _____ A set of _____</div> <div></div>	<div>The learner</div> <div>Defines subset</div> <div>Forms small sets from the big set</div> <div>Forms big set from the small sets</div>	<div>Explanation</div> <div>Discussion</div> <div>Guided discovery</div> <div>think ,pair and share</div>	<div>Real objects</div> <div>counters shapes</div>		
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WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCE	METHODS	LEARNING AIDS	RESOURCE	REMARKS
	3		Ringing or grouping sets	Ring sets of twos below  (i) How many groups have you formed? (ii) How many members are in each sub set? (iii) How many subsets have you formed? (iv) How many members are there altogether? NB. A teacher can ring in the fours, fives etc.	Learners Rings / groups the members given in the set. Counts and writes the number of groups made				
	4		Intersection set	Intersection set is a set with common members. Example: Set A = { 0,1,2,3,4,5} B = {2,4,6,8} A ∩ B = {2,4} common members	The learner Defines intersection of sets. Identifies the region or area of intersection. Finds the intersection of the given sets.				
	5	S E T C O N C E P T S		Empty sets are sets without members(sets with no members) We use { } or Φ to mean empty sets Examples of empty sets are A set of girls with 5 heads A set of boys with 4 legs A set of cars which fly. Another name of empty set is null set.	The learner Defines an empty set Gives another name of an empty set Outlines examples of empty sets.	Discussion Guided Discovery Explanation	Real objects	Lw bk2 page	

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCE	METHODS	LEARNING AIDS	RESOURCE	REMARKS
3	1	SET CONCEPTS	Positioning sets	<p>1st – first 6th – sixth 2nd – second 7th – seventh 3rd – third 8th – eighth 4th – fourth 9th – ninth 5th – fifth 10th – tenth</p> <p>Q P</p>  <p>K R</p>  <p>Set Q comes first Set K come fourth Set R come second Set P comes third</p>	The learner Write and reads numbers according to their number positions Arranges sets in order according to their number positions.			LW bk 2 page 24	
	2		Joining sets	<p>Joining or adding sets. Join the sets Eg. 1</p>  <p>4 + 3 = 7</p> <p>Eg. 2</p>  <p>9 + 3 = 12</p>	The learner Join or adds sets according to their numbers properly. Counts and writes the number of member in each set.				LW bk page 25-26


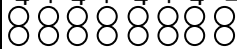

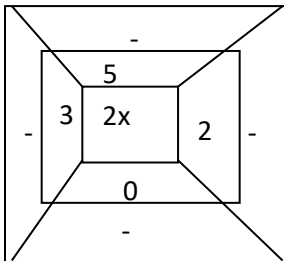
WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCE	METHODS	LEANING AIDS	RESOURCE	REMARKS
WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCE	METHODS	LEANING AIDS	RESOURCE	REMARKS
3			Subtraction or separation of sets	Subtraction / separating sets 1  2  	The learner Counts and writes the number of members in each set. Subtracts or separates sets according to their number.	Guided discovery Discussion Explanation	Counters and shapes	LW bk2 page 26-27	
	4	Set concept	Joining sets	Join these sets  	The learner Find the union of sets correctly.				
	5		Union sets (U)	Listing all the members in given sets. A =  B =   Find $A \cup B = \{0, 1, 2, 3, 4, 6\}$	The learner Find the union of sets correctly				

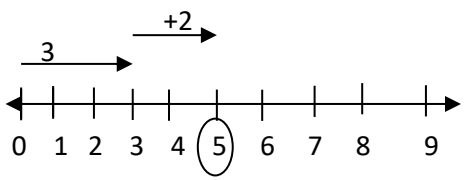
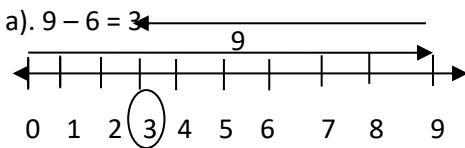
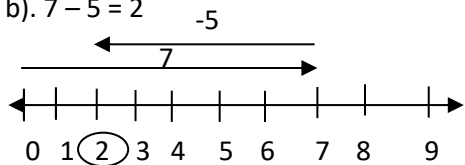
4	1		Finding the number of members	i). How many members are there in a set P?  There are 6 members	The learner Finds the number of member of members in the given set.				
	2	SET CONCEPTS	Set symbols	<u>Set symbols</u> Empty / null set \emptyset , {} Equal set = Sub set \subseteq Union set \cup Intersection set \cap Matching sets 	The learner Reads and understands the set symbols	Brain storming Demonstration Question and answers	Chalk board Illustration A chart showing roman numerals	A new mk bk2 page 19 - 20	
	3	WHOLE NUMBERS	Tens and ones	Tens and ones $\text{ } = \text{ } = 1 \text{ bundle of tens}$ $\text{ } \text{ } \text{ } 24$ $10 \quad 10 \quad 4 = 24$	The learner Counts numbers from one to 100 Writes the number of bundles in tens and ones.			LW bk2 page 26-27	
	4			Drawing tens and ones a). 1 tens 5 $\text{ } \text{ }$ b). 1 tens 5 ones $\text{ } \text{ }$ c). 23 = $\text{ } \text{ } \text{ }$	The learner Draws bundles according o tens and ones				
	5		Place values of numbers	Write the place values of these numbers. a) 52 = <u>5</u> tens <u>2</u> ones b) 4 = <u>0</u> tens <u>4</u> ones c) 97 = <u>9</u> tens <u>7</u> one d) 586 = <u>5</u> hundreds <u>8</u> tens <u>6</u> ones e) 73 = <u>7</u> tens <u>3</u> ones f) <u>4</u> tens <u>5</u> ones = 45 g) <u>1</u> hundred <u>2</u> tens <u>3</u> ones = 123	The learner Finds and writes the place values of numbers Fills in the missing numbers according to their place values			LW bk2 page 26-27	

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCE	METHODS	LEANING AIDS	RESOURCE	REMARKS
5	1	W H O L E N U M B E R S	Showing numbers on an abacus	Find the number of the abacus 	The learner Counts and writes the beads on an abacus	Chalk board Illustration Discussion Observation	Abacus number card	Mk bk2 page 29-31	
	2		Finding numbers from the abacus	Find the number of beads on the abacus below. 	The learner Counts and writes the number of beads on the abacus				
	3		Place value of digits	Write the place value of each digit a).  b).  C). Write the place values of the circled numbers - 1 9 (3) Ones - 7 (8) Ones - (4) 8 0 hundreds	The learner Finds the place values of the given numbers. Find the place values of the circled / underlined numbers		Lw bk2 page 41-43		
	4		Writing in words	Write these numbers in words 48 = forty- eight 146 = one hundred forty six 70 = seventy.	The learner Reads and writes numbers in words				

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCE	METHODS	LEARNING AIDS	RESOURCE	REMARKS
	5	W H O L E N U M B E R S	Writing in figures	Write these number words in figures a). thirty – four = 34 b). one hundred seventy eight. 1 7 8 C). Nine hundred seventeen = 917	The learner Reads and writes the number words in figures				
6	1		Expanded form	Expand these numbers $18 = 10 + 8$ $24 = 20 + 4$ $106 = 100 + 6$ $400 = 400 + 0 + 0$ $580 = 500 + 80 + 0$	The learner Write numbers in expanded form	Discussion Explanation Guided Discovery	Counters number cards	LW bk2 page 47 – 59 MK bk2 page 40-44	
	2			What number has been expanded $400 + 40 + 4 = 444$ $30 + 6 = 36$ $500 + 70 + 9 = 579$ $90 + 8 = 98$	The learner Finds the number that has been expanded				
	3		Operation on numbers	Add these numbers a). $9 + 7 = 16$ b). $24 + 10 = 34$ c). $\begin{array}{r} 104 \\ + 365 \\ \hline 469 \end{array}$	The learner Adds numbers properly using counters				

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCE	METHODS	LEANING AIDS	RESOURCE	REMARKS
	4	W H O L E N U M B E R S		Word problems / statement. a). Dora has 24 pens. Daddy gave her more 40 pens. How many pens does she have altogether? 24 pens + 40pens = 64 pens b). A farmer has 30 cows and 25 goats. How many animals are on the farm. 40 + 25 = 65 animals c). Four chairs + ten chairs equals _____	The learner Interprets the word statements properly.				
	5		Operation on numbers	Subtraction of numbers. Subtract these numbers. 9 - 2 = 7 00000000 3 - 0 = 3 000 8 6 6 8 <u>- 4 1</u> <u>- 2 0</u> _____	The learner Reads and interprets the statements correctly Subtracts correctly.				
7	1			Word statements / problems. a). Nine ears minus six ears equals (3) three ears. b). Eleven hands minus nine hands equals two hands. c). Tom had 24 pencils, he lost 12 pencils. How many pencils did he remain with?	The learner Reads and interprets the statements correctly Subtracts correctly				

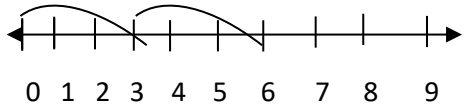
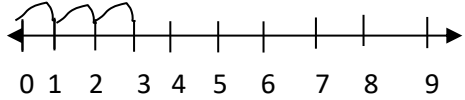
WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCE	METHODS	LEANING AIDS	RESOURCE	REMARKS											
	2			Multiplication of numbers. Multiply using repeated addition 2 + 2 + 2 = 6 00 00 00 3 x 2 = 6 000 00 3 twos = 6  = 6 4 + 4 + 4 + 4 = 16  4 x 4 = 16 4 fours = 16  = 16	The learner Multiplies the given numbers using repeated addition correctly.			MK bk 2 page 55 – 60												
	3			(a) $\begin{array}{r} 23 \\ \times 2 \\ \hline \end{array}$ (b) $\begin{array}{r} 130 \\ \times 3 \\ \hline \end{array}$ (c) 5 x0 =0	Multiplies without using repeated addition.															
	4		Operation on numbers	Word statement a). One chair has 4 legs. How many legs do 2 chairs have 2 x 4 = 8 legs b). A boy has 4 books. How many books do 10 boys have? 4 x 10 = 40 books	The learner Reads and interprets the statements properly. Multiplies correctly.	Explanation Discussion Question and answer	Chalk board Illustration Counters	MK bk2 page 60 – 71												
	5			Complete the table below a) <table border="1"><tr><td>3</td><td>0</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>X</td><td>-</td><td>6</td><td>-</td><td>-</td><td>-</td></tr></table> b). 	3	0	2	3	4	5	X	-	6	-	-	-	The learner Completes the tables given correctly			
3	0	2	3	4	5															
X	-	6	-	-	-															

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCE	METHODS	LEARNING AIDS	RESOURCE	REMARKS
8	1		Number line	Addition of numbers using a number line. E.g. $3 + 2 = 5$ 	The learner Reads and writes the numbers properly. Adds using the number line correctly			LW bk2 page 60 - 62	
	2			Subtraction using a number line -6 a). $9 - 6 = 3$  b). $7 - 5 = 2$ -5 	The learner Subtracts using the number line correctly				

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCE	METHODS	LEANING AIDS	RESOURCE	REMARKS
9	3	ALGEBRA	Addition	Fill in the missing numbers a) $\square + 2 = 4$ b) $\square + 9 = 10$ c) $\square + 3 = 5$ d) $3 + \square = 4$ e) $5 + \square = 7$	The learner Finds the missing numbers by subtracting				
	4		Subtraction	Fill in the missing number a) $\square - 4 = 2$ d) $8 - \square = 4$ b) $\square - 3 = 4$ e) $3 - \square = 1$ c) $\square - 8 = 2$ f) $5 - \square = 2$	The learner Finds the missing numbers by adding / subtracting				
	5		Multiplication	Fill in the missing numbers. $\square = 6 \div 2$ $\square = 3$ a) $\square \times 2 = 6$ d) $2 \times \square = 10$ b) $\square \times 3 = 9$ e) $5 \times \square = 10$ c) $\square \times 4 = 8$ f) $4 \times \square = 8$	The learner Finds the missing numbers by dividing the bigger number.	Discussion Question and answers	Counters stones, sticks, straws	MK bk2 page 73	
	1		Division	Fill in the missing numbers a) $\square \div 2 = 4$ $\square = 4 \times 2$ b) $\square \div 3 = 2$ d) $9 \div \square = 3$ c) $\square \div 4 = 2$ e) $2 \div \square = 1$ f) $3 \div \square = 0$	The learner Finds the missing numbers by either multiplying or dividing				
	2	OPERATION ON NUMBERS	Roman numerals	Hindu Arabic Roman numerals 1 I 2 II 3 III 4 IV 5 V 6 VI 7 VII 8 VIII 9 IX	The learner Changes Hindu – Arabic numerals to roman numerals Changes roman numerals to Hindu Arabic numerals				


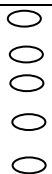



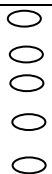



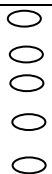


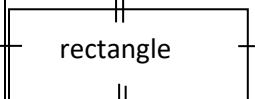
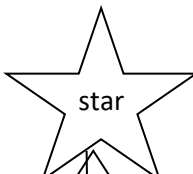
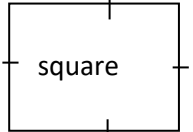


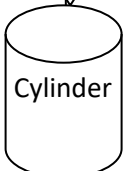
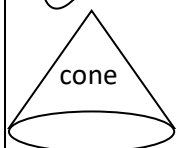
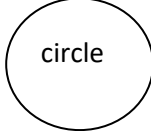
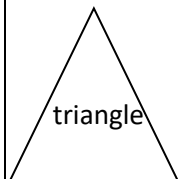
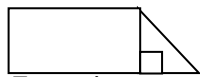
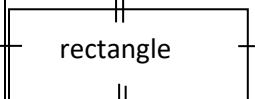
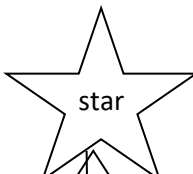
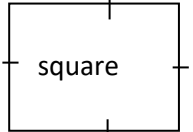


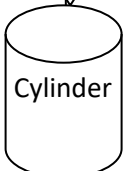
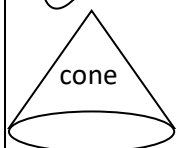
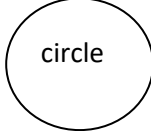
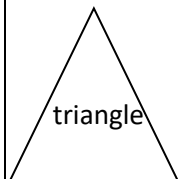
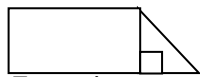
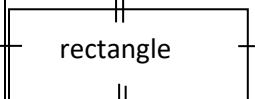
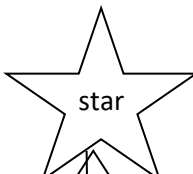
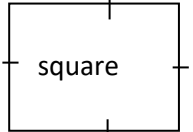


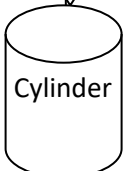
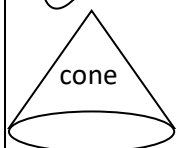
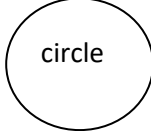
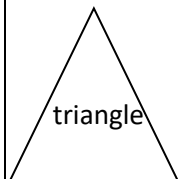
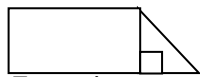
WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCE	METHODS	LEARNING AIDS	RESOURCE	REMARKS
10	3		Forming figures or numbers	Forming digit numbers from two or more digits 2, 7, 5. Form the smallest one digit number 2 Form the smallest two digit numbers 2 5 Form the biggest three digit numbers 7 5 2 Subtract the biggest three digit number minus the smallest three digit numbers $752 - 257$ $= 495$	The learner Forms digits figures from the number digits given as instructed.			Understanding maths bk 2 page 206	
	4		Addition	Addition of numbers with carrying / re-grouping $49 + 57 = 106$ $\begin{array}{r} 49 \\ + 57 \\ \hline 106 \end{array}$	The learner Arranges the given numbers and adds them correctly	Demonstration Discussion Question and answer	Chalk board Illustration	A new mk bk2 page 34 - 36	
	5			Word statements / problems. Allen had 42 hens. Her mother gave her 28 more hens. How many hens does she have altogether? 42 hens $+28$ hens $\hline 70$	The learner Reads and interprets the statements properly. Adds the numbers correctly with carrying.				
	1		Subtraction	Subtraction of numbers with re-grouping of borrowing a). 25 b). 375 $\begin{array}{r} 25 \\ - 7 \\ \hline 18 \end{array}$ $\begin{array}{r} 375 \\ - 286 \\ \hline 089 \end{array}$					

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCE	METHODS	LEARNING AIDS	RESOURCE	REMARKS
	2			Word problems / statements i). What is the difference between 27 and 19? $\begin{array}{r} 27 \\ -19 \\ \hline 08 \end{array}$ Find 70 less by 58 $\begin{array}{r} 70 \\ -58 \\ \hline 12 \end{array}$	The learner Reads and comprehends the word problems correctly. Subtracts the numbers correctly.				
	3		Multiplication	Multiplication of numbers a). 3 fives c). $27 \times 10 = 270$ $3 \times 5 = 15$ b). $4 \times 10 = 40$ d). $134 \times 10 = 1340$	The learner Multiplies words and figures correctly				
	4		MULTIPLICATION	Multiplication of numbers with carrying / re-grouping a). $\begin{array}{r} 24 \\ \times 5 \\ \hline 120 \end{array}$ b). $\begin{array}{r} 43 \\ \times 4 \\ \hline 172 \end{array}$	The learner Multiplies the given numbers correctly	Discussion Explanation Guided Discovery	Counters Chalk board Illustration	A new mk bk2 page 40 - 45	

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCE	METHODS	LEARNING AIDS	RESOURCE	REMARKS
	5			<p>Multiplication of numbers using a number line.</p> <p>a). $2 \times 3 = 6$</p>  <p>0 1 2 3 4 5 6 7 8 9</p> <p>b). $3 \times 1 = 3$</p>  <p>0 1 2 3 4 5 6 7 8 9</p>	<p>Draws an number line nearly</p> <p>Multiplies the given numbers on a number correctly.</p>				
11	1		Division	<p>Divide these numbers</p> <p>a). $8 \div 4 = 2$</p> <p>b). $10 \div 5 = 2$</p> <p>c). $26 \div 2 = 13$</p> <p>(d) $\begin{array}{r} 12 \\ 4 \overline{) 48} \\ \underline{4 } \\ 8 \\ \underline{8 } \\ 0 \end{array}$</p> <p>$4 \div 4 = 1$</p> <p>$8 \div 4 = 2$</p>	<p>The learner</p> <p>Divides the given numbers correctly</p>				
	2			<p>Word statements / problems.</p> <p>1). Share 8 books by 2 girls</p> <p>$8 \div 2 = 4$ books</p> <p>4 books each</p> <p>2). Distribute 15 sweets equally among 3 boys.</p> <p>$15 \div 3 = 5$</p> <p>5 sweet each</p>	<p>The learner</p> <p>Interprets the given statements correctly.</p> <p>Share the numbers used correctly.</p>				

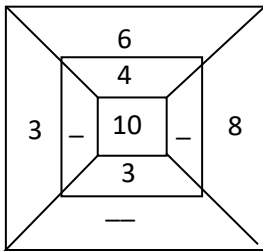
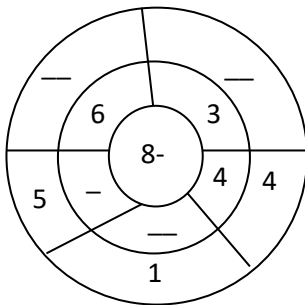
WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCE	METHODS	LEANING AIDS	RESOURCE	REMARKS
	3	O P E R A T I O N N U M B E R S	DIVISION	Divide using repeated subtraction a). $6 \div 3 = 2$ $6 - 3 = 3$ $3 - 3 = 0$ b). $12 \div 2 = 6$ $12 - 2 = 10$ $10 - 2 = 8$ $8 - 2 = 6$ $6 \div 2 = 4$ $4 - 2 = 2$ $2 - 2 = 0$	The learner Reads and writes operations correctly Divides using repeated subtraction correctly.	Explanation Question and answers Discussion			
	4			Word problems / statements. 1). Share 8 pencils between 2 children using repeated Subtraction. $8 \div 2 = 4$ pencils 4 pencils each $8 - 2 = 6$ $6 - 2 = 4$ $4 - 2 = 2$ $2 - 2 = 0$ 2). Divide 9 by 3 using repeated subtraction. $9 \div 3 = 3$ $9 - 3 = 6$ $6 - 3 = 3$ $3 - 3 = 0$	The learner Reads and interprets the statements properly. Divides using repeated subtraction correctly.				
12	1	Whole number	Ordering numbers	Ordering numbers Arrange these numbers in ascending order 4, 6, 0, 10, 8. 0, 4, 6, 8, 10. Ordering these numbers in descending order 12, 2, 21, 14, 10. 2, 10, 12, 14, 21.	The learner; Arranges numbers in ascending order. Orders numbers in descending order	Explanation guided discovery	counters		

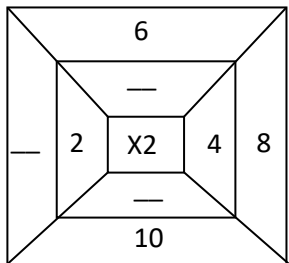
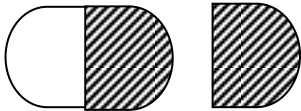
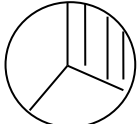
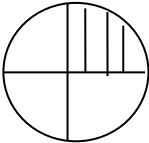

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCE	METHODS	LEANING AIDS	RESOURCE	REMARKS
	2	Whole number	Identifying bigger, smaller, less and greater numbers.	Circle the smaller number 20 and 02 14 and 41 Underline the greater number 12 and 14 210 and 102	The learner; Identifies the smaller numbers. Identifies the greater numbers.	Explanation Question and answers	Counters like Stones, sticks		
	3		Completing using less than, greater than and equal	Completing using $>$, $<$ and $=$ 12 < 21 41 > 14 60 = sixty Use greater, less and equal, 12 is greater than 4. 6 X 0 is equal to zero	The learner; uses the given symbols correctly. identifies the symbols using hands	Explanation Guided discovery	body parts (hands)		
	4		Number families	Complete the number family 0 + 6 = 6 1 + 5 = 6 2 + 4 = 6 ____ X ____ = 2 ____ + ____ = 2 ____ ÷ ____ = 2 ____ - ____ = 2	The learner, Completes the number family by writing correct numbers.	Explanation Discussion	Counters like sticks		



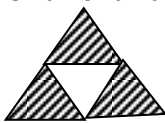
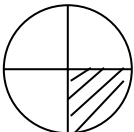
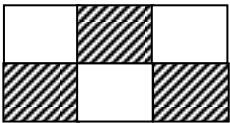

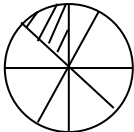
WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCE	METHODS	LEANING AIDS	RESOURCE	REMARKS										
	5			<p>Four girls picked eggs on Saturday.</p> <table><tr><td></td><td></td><td></td><td></td></tr><tr><td>Annah</td><td>Norah</td><td>Daroh</td><td>Sarah</td></tr></table> <p>Questions</p> <p>a). How many eggs did Dorah pick?</p> <p>b). Name the girls who picked similar number of eggs.</p> <p>c). Who picked the least number of eggs?</p> <p>d). Who picked the most number of eggs?</p>					Annah	Norah	Daroh	Sarah	The learner Interprets the pictograph correctly Uses the pictograph to answer questions that follow.						
																			
Annah	Norah	Daroh	Sarah																
	6	GEOMETRY	Shapes	<p>Naming our shapes</p> <table><tr><td> rectangle</td><td> star</td></tr><tr><td> square</td><td> kite</td></tr><tr><td> oval</td><td> Cylinder</td></tr><tr><td> cone</td><td> circle</td></tr><tr><td> triangle</td><td> Trapezium</td></tr></table>	 rectangle	 star	 square	 kite	 oval	 Cylinder	 cone	 circle	 triangle	 Trapezium	The learner Identifies the size of shapes Names the given shapes	Chalk board Illustration Discussion	Real shapes on cards	LW bk2 page 77	
 rectangle	 star																		
 square	 kite																		
 oval	 Cylinder																		
 cone	 circle																		
 triangle	 Trapezium																		

P.2 NUMBERS SCHEME OF WORK - TERM TWO

WK	PD	THEME	SUB -THEME	CONTENT	COMPETENCES	METHOD	T /L/AIDS	RESOURCE	REF.																																																	
1	1	N U M B E R	Finding the next number in the sequence (smallest to the biggest)	Which numbers come next a)0, 1, 2, 3, 4, <u>5</u> , 6, 7, <u>8</u> b)11, 13, 14, <u>15</u> , <u>16</u> , <u>17</u> c)0, 2, 4, 6, <u>8</u> , <u>10</u> , <u>12</u>	The learner ; <ul style="list-style-type: none">Reads and writes the given numbersFinds the next numbers in the sequence	Guided Discovery Problem solving	Chalkboard illustration	Mk book 2 Page 110																																																		
	2	P A T T E R N S	finding the next numbers in the sequence (biggest to the smallest)	Finding the missing numbers a)100, 90, 80, 70, <u>60</u> , <u>50</u> , <u>40</u> b)10, 9, 8, <u>7</u> , <u>6</u> , <u>5</u> , <u>4</u> c)30, 28, 26, 24, <u>22</u> , <u>20</u> , <u>18</u>				Page 111-112																																																		
	3	A N D	Completing addition of numbers on tables	Completing the addition table <table><tr><td>+</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>1</td><td></td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td><td></td></tr><tr><td>4</td><td></td><td></td><td></td><td></td></tr></table>	+	1	2	3	4	1					2					3					4					<ul style="list-style-type: none">Reads and counts the numbers on the tableCompletes the given table correctly			Page 113-114																									
+	1	2	3	4																																																						
1																																																										
2																																																										
3																																																										
4																																																										
	4	S E Q U E N C E	completing subtraction of numbers on tables	Complete the subtraction table <table><tr><td>-</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>10</td><td>9</td><td></td><td></td><td>6</td><td></td><td></td></tr><tr><td>11</td><td></td><td></td><td></td><td></td><td>6</td><td></td></tr><tr><td>12</td><td></td><td>10</td><td></td><td></td><td></td><td></td></tr><tr><td>13</td><td></td><td></td><td></td><td></td><td></td><td>7</td></tr><tr><td>14</td><td></td><td></td><td>11</td><td></td><td></td><td></td></tr><tr><td>15</td><td></td><td></td><td></td><td></td><td></td><td>9</td></tr></table>	-	1	2	3	4	5	6	10	9			6			11					6		12		10					13						7	14			11				15						9					
-	1	2	3	4	5	6																																																				
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11					6																																																					
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15						9																																																				

WK	PD	THEME	SUB -THEME	CONTENT	COMPETENCES	METHOD	T /L/AIDS	RESOURCE	REF.																																			
	5		Completing multiplication of numbers on tables	Complete the multiplication table <table><tr><td>X</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>2</td><td>4</td><td></td><td></td><td>10</td><td></td><td>14</td></tr><tr><td>3</td><td></td><td>9</td><td></td><td></td><td></td><td></td></tr><tr><td>4</td><td></td><td></td><td></td><td>20</td><td></td><td></td></tr><tr><td>5</td><td></td><td></td><td>20</td><td></td><td></td><td></td></tr></table>	X	2	3	4	5	6	7	2	4			10		14	3		9					4				20			5			20				The learners ; <ul style="list-style-type: none">Reads and counts the numbers used in the tableMultiplies and completes the table correctly	Explanation discussion	Chalkboard illustration	Page 114	
X	2	3	4	5	6	7																																						
2	4			10		14																																						
3		9																																										
4				20																																								
5			20																																									
2	1		Completing division of numbers on tables	Complete the division table <table><tr><td>÷</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>4</td><td>4</td><td></td><td></td><td></td></tr><tr><td>6</td><td>6</td><td>3</td><td></td><td></td></tr><tr><td>8</td><td>8</td><td></td><td></td><td>2</td></tr></table>	÷	1	2	3	4	4	4				6	6	3			8	8			2	<ul style="list-style-type: none">Divides and completes the table completely																			
÷	1	2	3	4																																								
4	4																																											
6	6	3																																										
8	8			2																																								
	2		Completes the table and wheels below	Fill the missing numbers 	<ul style="list-style-type: none">Finds the missing numbers by subtracting the given digits from the number in the centre																																							
	3																																											





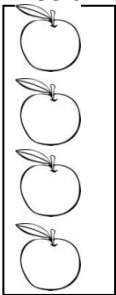
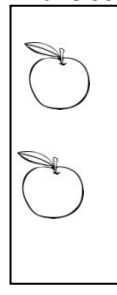
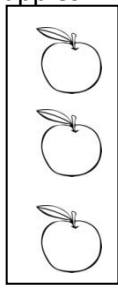
WK	PD	THEME	SUB -THEME	CONTENT	COMPETENCES	METHOD	T /L/AIDS	RESOURCE	REF.
	4				<ul style="list-style-type: none"> Finds the missing numbers by multiplying or dividing 				
	5	F R A C T I O N S	writing and reading fractions	<p>A fraction is a part of a whole Writing and reading fractions</p>  $\frac{1}{2}$ one half A half <p>  $\frac{1}{3}$ One third / A third </p> <p>  $\frac{1}{4}$ One quarter/ A quarter </p>  $\frac{1}{5}$ one fifth A fifth	<ul style="list-style-type: none"> Writes the given fraction in words 	Explanation demonstration	Chalkboard illustration	Page 115-117	
3	1		Writing fractions in figures	<p>Write these fractions in figures</p> <p>One third = $\frac{1}{3}$</p> <p>One quarter = $\frac{1}{4}$</p> <p>One half = $\frac{1}{2}$</p>	<ul style="list-style-type: none"> Reads and writes the fractions in figures 				

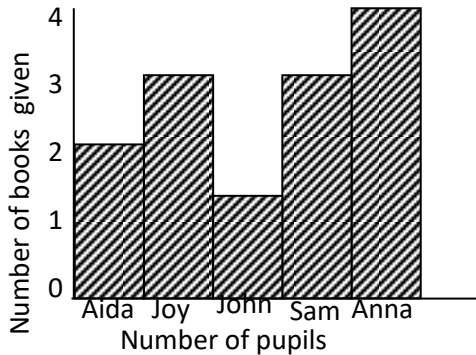
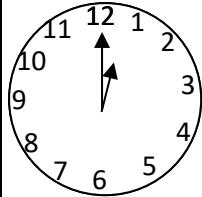
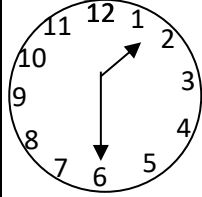
WK	PD	THEME	SUB -THEME	CONTENT	COMPETENCES	METHOD	T /L/AIDS	RESOURCE	REF.
	2		Shading and writing fractions	<p>Find the shaded part / fraction</p>  <p>Two quarters or $\frac{2}{4}$</p>  <p>One half or a half or $\frac{1}{2}$</p>  <p>Three quarters or $\frac{3}{4}$</p>	<ul style="list-style-type: none"> Writes fractions both in figures and words 			Page 118-119	
	3		Finding un-shaded part or fractions	<p>Finding the un-shaded part / fraction</p>  <p>$= \frac{3}{4}$ or three quarters</p>  <p>$= \frac{3}{6}$ or three sixths</p>	<ul style="list-style-type: none"> Draws shapes properly Shades fractions correctly Names the un – shaded fraction 				
	4 & 5		Comparing fractions using greater than > or less than < or equal to =	<p>Compare these fractions using >, < or =</p> <p>$\frac{1}{4} > \frac{1}{8}$</p>  <p>$\frac{1}{4}$ is bigger than $\frac{1}{8}$</p> 	<ul style="list-style-type: none"> Writes and tells the difference between greater than and less than Compares the given fractions correctly 	<p>Demonstration</p> <p>Explanation</p> <p>Discussion</p>	<p>Chalkboard illustration</p> <p>Real objects I e mangoes</p>	Page 121-122	

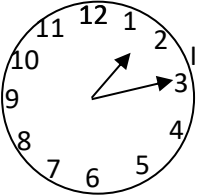
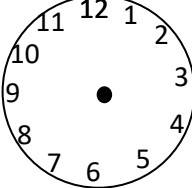
WK	PD	THEME	SUB -THEME	CONTENT	COMPETENCES	METHOD	T /L/AIDS	RESOURCE	REF.
4	1		Arranging fractions in order from smallest to biggest	Arrange these fractions starting from smallest to biggest a) $\frac{4}{6}, \frac{2}{6}, \frac{1}{6}, \frac{5}{6}$ order $\frac{1}{6}, \frac{2}{6}, \frac{4}{6}, \frac{5}{6}$	The learner ; <ul style="list-style-type: none"> Reads the given fractions correctly Arranges the given fractions properly in their order as instructed 				
	2			Arranges starting from the biggest to the smallest a) $\frac{1}{8}, \frac{6}{8}, \frac{3}{8}$, and $\frac{7}{8}$ order $\frac{7}{8}, \frac{6}{8}, \frac{3}{8}, \frac{1}{8}$	<ul style="list-style-type: none"> Reads and writes the given fractions correctly Arranges the given fractions correctly 				
	3		Addition of fractions	Add these fractions 1) $\frac{1}{4} + \frac{2}{4} = \frac{1+2}{4}$ $= \frac{3}{4}$ 2) $\frac{2}{6} + \frac{3}{6} + \frac{1}{6} = \frac{2+3+1}{6}$ $= \frac{6}{6}$ $= 1$	<ul style="list-style-type: none"> Reads and writes the fractions Adds the fractions properly 	Discussion Explanation	counters	Page 123-125 L w b k 2 Page 50-51	
	4		Word problems on addition of fractions	Word problems on fractions 1) what is $\frac{6}{10}$ plus $\frac{3}{10}$ $\frac{6}{10} + \frac{3}{10} = \frac{6+3}{10} = \frac{9}{10}$	<ul style="list-style-type: none"> Reads , writes and interprets the statements correctly Adds the fractions correctly 			L w b k 2 Page 53-54	
	5		Subtraction of fractions	Subtract these fractions 1) $\frac{5}{6} - \frac{2}{6}$ $= \frac{5-2}{6}$ $= \frac{3}{6}$	<ul style="list-style-type: none"> Reads and writes the given fractions correctly Subtracts fractions properly 			Page 52-53	

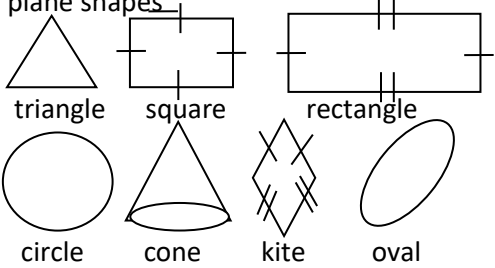
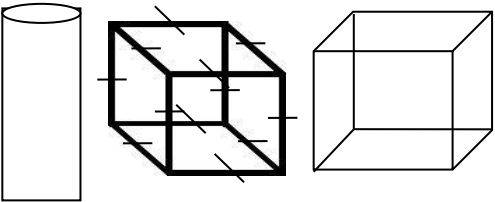
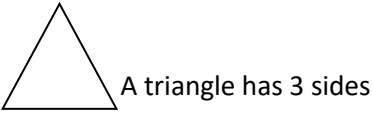
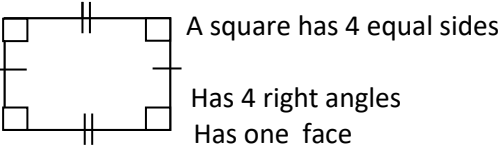
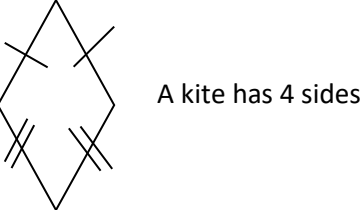
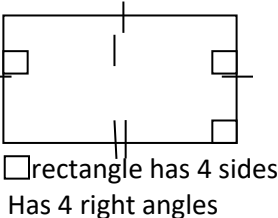
WK	PD	THEME	SUB -THEME	CONTENT	COMPETENCES	METHOD	T /L/AIDS	RESOURCE	REF.
5	1		Word problems on subtraction of fractions	<p>Word problems</p> <p>1)what is $\frac{5}{7}$ minus $\frac{3}{7}$</p> $\frac{5}{7} - \frac{3}{7} = \frac{5-3}{7} = \frac{2}{7}$ <p>2)find the difference between $\frac{8}{10}$ and $\frac{6}{10}$</p> $\frac{8}{10} - \frac{6}{10} = \frac{8-6}{10} = \frac{2}{10}$	<p>The learner ;</p> <ul style="list-style-type: none"> Reads , interprets and writes the fractions properly Subtracts correctly 	<p>Explanation</p> <p>Guided discovery</p>	Real objects l e mangoes	Page 53-54	
	2 & 3	A L G E B R A	Addition	<p>Fill in the missing numbers</p> <p>a)</p> $\boxed{3} + 4 = 7$ $\boxed{} = 7-4$ $\boxed{} = 3$ $3 + \boxed{5} = 8$ $\boxed{} = 8-3$ $\boxed{} = 5$	<ul style="list-style-type: none"> Subtracts to get the missing numbers Reads and interprets the statements correctly 				
	4		Subtraction	<p>Find the missing numbers</p> <p>a) $8 - \boxed{} = 6$</p> $\boxed{} = 8-6$ $\boxed{} = 2$ <p>b) $\boxed{} - 3 = 9$</p> $\boxed{} = 9+3$ $\boxed{} = 12$					

WK	PD	THEME	SUB -THEME	CONTENT	COMPETENCES	METHOD	T /L/AIDS	RESOURCE	REF.
	5		Subtraction	Word problems a)ten take away three equals _____ $10-3 = 7$ b)sixteen take away <u>a number</u> equals twelve $16 - \square = 12$ $\square = 16-12$ $\square = 4$	The learner ; <ul style="list-style-type: none"> Reads and interprets the statements correctly Subtracts correctly 	Guided Discovery Question and answer	Chalkboard illustration	Mk b k 2 Page 76	
7	1 & 2		Multiplication	Fill in the missing numbers a) $\square \times 2 = 4$ $\square = 4 \div 2$ $\square = 2$ b) \square twos = 10 $\square \times 2 = 10$ $\square = 10 \div 2$ $\square = 5$ c) \square threes = 9 $\square \times 3 = 9$ $\square = 9 \div 3$ $\square = 3$	<ul style="list-style-type: none"> Divides correctly 				
	3			Multiply using commutative property a) $10 \times 5 = 5 \times 10 = 50$ b) $6 \times 3 = 3 \times 6 = 18$	<ul style="list-style-type: none"> Reads and understands the concept correctly 				

WK	PD	THEME	SUB -THEME	CONTENT	COMPETENCES	METHOD	T /L/AIDS	RESOURCE	REF.
	4		Division	<p>Finding the missing numbers</p> <p>a)</p> $\square \div 2 = 8$ $\square = 8 \times 2$ $\square = 16$ <p>b)</p> $4 \div \square = 2$ $\square = 4 \div 2$ $\square = 2$					
	5			<p>NB) If  represents four balls. How many balls are represented by</p> <p>   ?</p> <p>$4+4+4 = 12$ balls Or $4 \times 3 = 12$ balls</p>					
7	1	G R A P H S	pictograph	<p>Three children have some apples</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Annet </div> <div style="text-align: center;">  Ali </div> <div style="text-align: center;">  Kato </div> </div> <p>a) Who has more apples than others? b) How many apples has Ali c) How many apples has Kato got? d) How many apples do they have altogether?</p>	<p>The learner ;</p> <ul style="list-style-type: none"> Reads and interprets the pictographs correctly Answer questions about the pictographs correctly 	<p>Question and answer</p> <p>Discussion</p>	Chalkboard illustration	Page 129-130	

WK	PD	THEME	SUB -THEME	CONTENT	COMPETENCES	METHOD	T /L/AIDS	RESOURCE	REF.
	2		Bar graphs / column graphs	Bar graphs 1)the graph below shows the number of books given to pupils 	The learner ; <ul style="list-style-type: none"> Interprets the bar graph properly Answers questions about the graph correctly 				
	3		Bar graph	Questions about the graph a)who got the biggest number of books b) and got the same number of books c) got the smallest number of books d) How many pupils got books? e) Add the number of books for Aida, Sam and Anna		Explanation Question and answer	Chalkboard illustration	Mk bk 2 page 131 L w page 80-81	
	4 5	M E A S U R I N G T I M E	Telling time	Telling time at o'clock What is the time?  Telling time at a half past an hour it is a half past 1 	The learner ; <ul style="list-style-type: none"> Draws clock faces properly Tells time correctly Finds the number of minutes in the given hours 	Discussion Question and answer	Chalkboard illustration Clock faces		

WK	PD	THEME	SUB -THEME	CONTENT	COMPETENCES	METHOD	T /L/AIDS	RESOURCE	REF.
		M E A S U R I N G T I M E		telling time at a quarter past an hour 					
8	1 & 2			Showing time on clock faces  It is a half past 4	<ul style="list-style-type: none"> • Draws the time correctly • Shows the time on clock faces 				
	3 & 4		Days of the week	<u>Days of the week</u> The first day of the week is Sunday The last day of the week is Saturday Example Sunday 1 st Monday 2 nd Tuesday 3 rd Wednesday 4 th Thursday 5 th Friday 6 th Saturday 7 th	The learner ; <ul style="list-style-type: none"> • Reads and writes the days of the week in order and correct spellings • Fills the missing days of the week • Fills the missing letters • Finds the number of days in given weeks 	Discussion Problem solving	A chart showing days of the week and months of the year	Mk bk 2 Pg 139-140	
	5		Months of the year	January Jan 1 st February Feb 2 nd March Mar 3 rd April Apr 4 th May Ma 5 th June Jun 6 th July Jul 7 th August Aug 8 th September Sept 9 th October Oct 10 th November Nov 11 th December Dec 12 th	<ul style="list-style-type: none"> • Finds the missing months • Spells months correctly • Writes the months of the year correctly • Finds the number of years in the given years 				

WK	PD	THEME	SUB -THEME	CONTENT	COMPETENCES	METHOD	T /L/AIDS	RESOURCE	REF.
9	1	G E O M E T R Y	Plane shapes	<p>plane shapes</p>  <p>triangle square rectangle circle cone kite oval</p>					
	2		Solid shapes	 <p>Cylinder cube cuboid</p>	<ul style="list-style-type: none"> • Draws the shapes correctly • Spells and writes the names of shapes correctly 			Page 126-128	
	3		Sides of shapes	<p>Side of shapes</p>    	<ul style="list-style-type: none"> • Draws the shapes given properly • Finds their number of sides 	<p>Explanation</p> <p>Discussion</p> <p>Question and answer</p>	Chalkboard illustration	L w b k 2 Page 77-79	

P.2 NUMBERS SCHEME OF WORK - TERM THREE

Topics to be covered

Money coins notes

- Words
- Figures
- Changing money
- Addition of money
- Subtraction of money
- Multiplication of money
- Division of money
- Word problems.
- Shopping bill

Measuring length

- meaning of length
- materials
- comparing
- addition
- picture interpretation
- subtraction

Measuring weight/mass

- Meaning & materials
- Compare using less/more /heavier/ lighter
- Addition
- Subtraction
- Multiplication

Capacity




- Meaning & materials
- Addition of litres
- Subtraction

Algebra

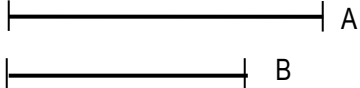
WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	L/T AIDS	RESOURCES
1	1 And 2	M O N E Y	Money	Money Money is the medium of exchange. Money is what we use to buy things Types of money-notes- coins Ugandan currency has the following Coin notes/paper money Shs. 50 Sh. 1000 - brown Shs. 100 Sh. 2000 - blue Shs. 200 Sh. 5000 – green Shs. 500 Sh. 10000 - purple Shs. 1000 Sh. 20000 - red Sh. 50000 - yellow	The learner: -defines money -identifies features about money -writes denominations in their colours.	- Demonstration -Explanation -Questions and answer	-Real notes and coins	-A new mk bk 2 page 141 - 142
	3			Writing money in words. (a) Sh. 50 – Fifty shillings (b) Sh. 200 –Two hundred shillings. (c) Sh. 500 –Five hundred shillings. Writing money in figures. One hundred shilling – Sh. 100 One thousand shillings – Sh. 1000 Five hundred fifty shilling Sh. 550	The learner:- - Writes the given money in words and figures.			

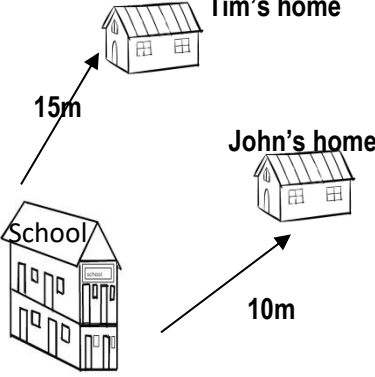
WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	L/T AIDS	RESOURCES
	4	M O N E Y		Changing money: (a) Two coins of Sh. 50 equal to 1 coin of sh. 100 (Sh. 50 + sh. 50 = Sh. 100) (b) Two coins of Sh. 500 equal to sh. 1000 (Sh. 500 + sh. 500 = sh. 1000) (c) Three coins of sh. 1000 equal to Sh. 3000.	The learner:- -balances the money correctly -reads and writes the balanced money correctly.			
	5		Addition of money	Addition of money (a) Sh. 50 + Sh. 50 = sh. 100 (b) Sh. 2 0 0 (c) Sh. 4 0 0 + Sh. 5 0 0 +Sh. 3 0 0 Sh. 7 0 0 Sh. 7 0 0	The learner:- - reads and writes the given money correctly. -adds the money correctly	-Explanation -Guided discovery	-Coins and notes	-A new mk bk 2 pages 143 - 144
2	1			Word problems on addition of money 1. What is the total of Sh. 2 0 0 and Sh. 1 0 0. Sh. 2 0 0 + Sh. 1 0 0 <u>Sh. 3 0 0</u>	The learners:- -reads interprets and writes the word problems correctly. -adds the money correctly			



WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	L/T AIDS	RESOURCES
				2. A book costs Sh. 500 and a pencil costs Sh. 400. Find their total cost. $\begin{array}{r} \text{Sh. } 500 \\ + \text{Sh. } 400 \\ \hline \text{Sh. } 900 \end{array}$				
	2 and 3		Subtraction of money	Subtraction of money (a) $\text{Sh. } 300 - \text{Sh. } 200 = \text{Sh. } 100$ (b) $\begin{array}{r} \text{Sh. } 700 \\ - \text{Sh. } 200 \\ \hline \text{Sh. } 500 \end{array}$ (c) $\begin{array}{r} \text{Sh. } 2200 \\ - \text{Sh. } 1200 \\ \hline \text{Sh. } 1000 \end{array}$	The learner: -Subtracts correctly. -interprets and subtracts correctly			
				Word problems on subtraction of money (a) Subtract Sh. 900 and Sh. 400 $\begin{array}{r} \text{Sh. } 900 \\ - \text{Sh. } 400 \\ \hline \text{Sh. } 500 \end{array}$				

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	L/T AIDS	RESOURCES								
		M O N E Y		(b) Take away sh. 600 from Sh. 800 Sh. 8 0 0 - Sh. 6 0 0 <u>Sh. 2 0 0</u>												
	4		Shopping list/bill Buying and selling. Finding the total expenditure basing on a price list. Mango  pineapple  Sh. 300 Sh. 1000 Book  Sh. 500 (a) Name the expensive item. (b) How much will you pay for a mango and a pineapple? (c) How much will you buy all items?	The learners:- -interprets the price list correctly. -answers questions about the price list correctly.	-Discussion -Question and answer	- Chalkboard Illustration	A new mk bk 2 pag 144									
	5		Finding change /what is left Change is the money you get back after paying more than the cost of the items you have bought. <table border="1"><tr><th>Item</th><th>Price</th></tr><tr><td>Salt</td><td>Sh. 800</td></tr><tr><td>Cake</td><td>Sh. 500</td></tr><tr><td>Sugar</td><td>Sh. 3500</td></tr><tr><td>milk</td><td>Sh. 1000</td></tr></table>	Item	Price	Salt	Sh. 800	Cake	Sh. 500	Sugar	Sh. 3500	milk	Sh. 1000	The learner: -gives the meaning of change. -interprets and answers questions about the shopping list given.		
Item	Price															
Salt	Sh. 800															
Cake	Sh. 500															
Sugar	Sh. 3500															
milk	Sh. 1000															

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	L/T AIDS	RESOURCES
		M O N E Y		(a) Name the cheapest item? (b) How much is the expensive item? (c) How much is sugar and milk? (d) If mummy buys all items and had Sh. 6000, how much will she remain with?				
3	1		Multiplication of money	Multiply the money below. (a) Sh. $\begin{array}{r} 200 \\ \times 3 \\ \hline \end{array}$ (b) Sh. $\begin{array}{r} 500 \\ \times 2 \\ \hline \end{array}$ $\text{Sh. } 600$ $\text{Sh. } 1000$	The learner: -multiplies the given money correctly			A new mk bk 2 page 146
	2		Word problems on money	Word problems on money. (a) A pencil costs sh. 300. What is the cost of 3 pencils sh. 300 + Sh. 300 + Sh.300 = Sh. 900 (b) What is the cost of 2 books if one book costs Sh. 1500 + Sh. 1500 = Sh. 3000. (c) Kato had Sh. 2000. He gave away Sh. 1200 to Nakato. How much money did he remain with?	The learner: -reads interprets and writes the word problems correctly. -answer the word problems correctly	-Brain storming -Explanation -Guided discovery	- Chalkboard illustrations	- A new mk bk 2 page 150


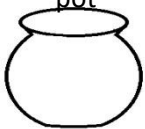

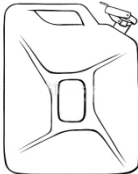



WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	L/T AIDS	RESOURCES
	3	M E A S U R I N G L E N G T H	Length	<p>Length is how long /short an object is.</p> <p>Length is the distance between two points.</p> <p>Things we use to measure length.</p> <p>-metre ruler, handspun, stride.</p> <p>-short ruler, arm's length, feet</p> <p>-strings, fathom sticks, cubits.</p>	<p>The learner:-</p> <p>-reads and writes about the length.</p> <p>-measures and records the length of different objects at school practically.</p>			-A new mk book 2 page 154 – 158
	4		Comparing length	<p>Comparing length of different objects using longer or shorter.</p>  <p>(a) String A is _____ than string B.</p> <p>(b) String B is _____ than string A</p> <p>The units for length are metre (m) and centimeter (cm)</p>	<p>The learner:-</p> <p>-observes the length of the given objects correctly.</p> <p>-compares using the given words correctly i.e, longer taller, shorter....</p>			
	5	M E A S U R I N G	Addition of length	<p>Addition of length.</p> <p>(a) 7 metres + 2 metres = 9 m</p> <p>(b) 9m + 4m + 2m = 15m</p> <p>(c) 23m + 9cm = 32m</p> <p>(d) 5cm + 6cm = 11cm</p>	<p>The learner:</p> <p>-reads and writes the measurements given correctly.</p> <p>- adds correctly</p>	<p>Think pair and share.</p> <p>Discussion</p> <p>Questions and answer</p>	<p>Chalkboard</p> <p>Illustration</p>	A new mk book 2 page 159

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	L/T AIDS	RESOURCES
4	1			<p>(e) $\begin{array}{r} 2 \quad 4 \text{ cm} \\ + 3 \quad 5 \text{ cm} \\ \hline 5 \quad 9 \text{ cm} \end{array}$ (f) $\begin{array}{r} 3 \quad 2 \text{ m} \\ + 1 \quad 6 \text{ m} \\ \hline 4 \quad 8 \text{ m} \end{array}$</p> <p>Picture interpretation</p>  <p>(a) Whose home is far away from school?</p> <p>(b) Whose home is near the school?</p>	<p>the learner:-</p> <ul style="list-style-type: none"> -interprets the given pictures and their distances correctly. -answers the questions about the pictures correctly. 			
	2 & 3		Subtraction of length	<p>Subtraction of length.</p> <p>(a) 9metres - 5metres = 4metres.</p> <p>(b) 8cm - 3cm = 5cm</p> <p>(c) $\begin{array}{r} 4 \quad 9 \text{ cm} \\ - 2 \quad 6 \text{ cm} \\ \hline 2 \quad 3 \text{ cm} \end{array}$ (d) $\begin{array}{r} 2 \quad 6 \text{ m} \\ - 1 \quad 4 \text{ m} \\ \hline 1 \quad 2 \text{ m} \end{array}$</p>	<p>The learners:</p> <ul style="list-style-type: none"> -reads and writes the given length correctly. -subtracts correctly. 			
			Multiplication of length	<p>(a) 3m x 2 = 6m</p> <p>(b) 4m x 3 = 12m</p>	<ul style="list-style-type: none"> -multiplies correctly. 			

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	L/T AIDS	RESOURCES
				(c) $\begin{array}{r} 24m \\ \times 2m \\ \hline 48m \end{array}$ (d) $\begin{array}{r} 34m \\ \times 3m \\ \hline 102m \end{array}$				
4	4	MEASURING WEIGHT	Weight (mass)	Weight (mass) is how heavy or light something or someone is materials; Stones, books bags. Show learners different kinds of weighing scales. Comparing the weight of different objects using heavier or lighter. A stone  A pencil  (a) Which object is heavier? (b) Which object is lighter? The standard units for weight is kilogram(kg and grams (g)	The learner: -defines mass/weight. -reads and writes the given comparisons. -answers questions about the object to compare correctly.	Demonstration Observation	Chalkboard Illustration	A new mk bk 2 page 160
	5		Addition of weight	Addition of weight (a) $5\text{kg} + 3\text{kg} = 8\text{kg}$. (b) $13\text{kg} + 4\text{kg} = 17\text{kg}$ (e) $\begin{array}{r} 36\text{kg} \\ + 32\text{kg} \\ \hline 68\text{kg} \end{array}$ (d) $\begin{array}{r} 49\text{kg} \\ + 23\text{kg} \\ \hline 72\text{kg} \end{array}$	The learner:- -reads, interprets, writes and adds the weight correctly.			A new mk book 2 page 161 - 163

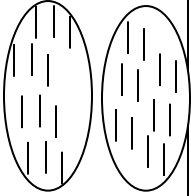
WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	L/T AIDS	RESOURCES
5	1			Word problems on weight. (a) Add 4kg and 5kg $4\text{kg} + 5\text{kg} = 9\text{kg}$ (b) Find the total of 3kg and 7kg. $3\text{kg} + 7\text{kg} = 10\text{kg}.$				
	2		Subtraction of weight	Subtraction of weight (a) $10\text{kg} - 3\text{kg} = 7\text{kg}$ (b) $14\text{kg} - 5\text{kg} = 9\text{kg}$ (c) $\begin{array}{r} 7\text{ kg} \\ -2\text{ kg} \\ \hline 5\text{ kg} \end{array}$	The learner:- -Subtracts correctly			A new mk book 2 page 161 - 163
	3	M E A S U R I N G W E I G H T	Word problems on weight.	Word problems on weight. (a) Find the difference between 9kg and 5kg $9\text{kg} - 5\text{kg} = 4\text{kg}$ (b) Takeaway 10kg from 30kg $30\text{kg} - 10\text{kg} = 20\text{kg}$ (c) Kato bought 23kg of meat and his wife cooked 17kg. How many kilograms remained? $23\text{kg} - 17\text{kg} = 6\text{kg}$	The learner:- -reads, interpretes and writes the word problems correctly. -subtracts correctly.	Explanation Questions and answer Discussion	Counters	A new mk book 2 page 163

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	L/T AIDS	RESOURCES
	4 & 5		Multiplication of weight	<p>Multiplication of weight.</p> <p>(a) $10\text{kg} \times 2 = 20\text{kg}$</p> <p>(b) $\begin{array}{r} 2 \quad 4\text{kg} \\ \times \quad 2\text{kg} \\ \hline 4 \quad 8 \text{ kg} \end{array}$ (c) $\begin{array}{r} 2 \quad 4 \text{ kg} \\ \times \quad 3 \text{ kg} \\ \hline 7 \quad 2\text{kg} \end{array}$</p> <p>(a) Multiply 4kg by 3 ($4\text{kg} \times 3 = 12\text{kg}$)</p> <p>(b) What is the product of 10kg and 4</p> <p>$10\text{kg} \times 4 = 40\text{kg}$</p> <p>(c) What is 3kgs of 2?</p> <p>(d) What is 7kgs times 4?</p>	<p>The learner:</p> <p>-reads, interprets, writes and multiplies weight correctly.</p>			
6	1	M E A S U R I N G C A P A C I T Y	Capacity	<p>Capacity is the amount of liquid a container can hold.</p> <p>Examples of liquids are:- water, milk, soda, petrol, paraffin, cooking oil, beer, etc.</p> <p>Containers include:- kettle, cups bottles, pots, buckets etc.</p> <p>Standard units is litres (L) and milliliters (mL)</p>	<p>The learner:-</p> <p>-defines capacity</p> <p>-give the examples of liquids and containers used to measure hold.</p>			A new mk book 2 page 164 - 165

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	L/T AIDS	RESOURCES
6	2	M E A S U R I N G C A P A C I T Y	Comparing capacity	<p>Comparing containers used to hold or measure liquids.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>mug</p>  </div> <div style="text-align: center;"> <p>pot</p>  </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;"> <p>bucket</p>  </div> <div style="text-align: center;"> <p>Jerrycan</p>  </div> </div> <p>(a) Which container holds less water?</p> <p>(b) Which container holds more water?</p> <p>(c) A pot holds ____ water than a Jerrycan</p> <p>(d) A bucket holds ____ water than a jug.</p>	<p>The learner:</p> <ul style="list-style-type: none"> -observes the containers well. -reads and writes questions about comparing containers. -answers questions about comparing containers. 	<ul style="list-style-type: none"> -Discussion -Questions and answer 	-real Containers	A new mk bk 2 page 166- 167
	3			<p>Practical activity.</p> <p>-Using 1 litre and $\frac{1}{2}$ litre container to fill bigger containers.</p> <p>(a) How many $\frac{1}{2}$ litre container can fill a 1 litre containers.</p> <p>2 half 1 litre containers.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p>(b) How many $\frac{1}{2}$ litre cups are in 2 litres?</p>	<p>The learner:-</p> <ul style="list-style-type: none"> -identifies half litre and litre containers. -measures $\frac{1}{2}$ litre containers and fills litre container. 			

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	L/T AIDS	RESOURCES
	4		Addition of litres	Addition of litres (a) $\frac{1}{2} \text{ L} + \frac{1}{2} \text{ L} = 1 \text{ litre}$ (b) $\frac{1}{2} \text{ L} + \frac{1}{2} + \frac{1}{2} \text{ L} + \frac{1}{2} \text{ L} = 2 \text{ litres}$ (c) $5 \text{ litres} + 9 \text{ litres} = 14 \text{ litres.}$	The learner:- -reads and writes the given litres. -adds the litres correctly. -subtracts correctly.			
	5		Subtraction of litres	Subtraction of litres. (a) $9 \text{ litres} - 4 \text{ litres} = 5 \text{ litres.}$ (b) 3 6 litres (c) 3 0 litres $\begin{array}{r} 3 \text{ 6 litres} \\ - 2 \text{ 0 litres} \\ \hline 1 \text{ 6 litres} \end{array}$ $\begin{array}{r} 3 \text{ 0 litres} \\ - 2 \text{ 8 litres} \\ \hline 1 \text{ 2 litres} \end{array}$				
7	1	M E A S U R I N G C A P A C I T Y	Word problems on capacity	Word problems on capacity (a) Allen bought 8 litres of milk and drunk 5 litres in the morning . How many litres remained? $8 \text{ litres} - 5 \text{ litres} = 3 \text{ litres.}$ (b) a jerrycan holds twenty litres of water. Fifteen litres were used for washing clothes. How many litres remained?	The learner:- -reads, interpretes, writes and subtracts the word problems correctly	Explanation Discussion	Real counters	A new mk bk 2 page 168

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	L/T AIDS	RESOURCES
	2 & 3	Whole numbers	Addition of numbers with grouping	Addition of numbers with grouping (a) $\begin{array}{r} 16 \\ + 5 \\ \hline 21 \end{array}$ $\begin{array}{r} 22 \\ + 18 \\ \hline 40 \end{array}$ Word problems 3. Okoth has 146 cows . He buys 48 more cows. How many cows are there altogether? $\begin{array}{r} 146 \\ + 48 \\ \hline 194 \end{array}$ -	The learner:- -groups and adds according to place values correctly. -interprets and adds correctly.			
	4 & 5		Subtraction of numbers with re-grouping	Subtraction of numbers with re-grouping (a) $\begin{array}{r} 40 \\ - 39 \\ \hline 1 \end{array}$ $\begin{array}{r} 100 \\ - 57 \\ \hline 43 \end{array}$ Word problems (a) A boy had 48 sweets. He gave away 19 sweets to his friend. How many sweets remained? $\begin{array}{r} 48 \\ - 19 \\ \hline 29 \end{array}$ 29 sweets	The learner:- -re-groups and subtracts correctly. -interprets the word problems and subtracts correctly.			

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	L/T AIDS	RESOURCES
8	1	Whole numbers	Multiplying numbers with grouping	Multiplying numbers with grouping (a) $\begin{array}{r} 34 \\ \times 3 \\ \hline 102 \end{array}$ (b) $\begin{array}{r} 205 \\ \times 2 \\ \hline 410 \end{array}$ (c) What is the product of 25 and 4? $\begin{array}{r} 25 \\ \times 4 \\ \hline 100 \end{array}$	The learner:- -multiplies correctly. -reads, interprets and multiplies correctly	Discussion Explanation	Counters	A new mk book 2 page 55
	3		Division of numbers	Division of numbers. (a) $24 \div 2 = 12$  (b) $\begin{array}{r} 12 \\ 4 \overline{) 48} \end{array}$ (c) Share 36 goats equally among 3 boys . How many does each one get? $\begin{array}{r} 12 \\ 3 \overline{) 36} \end{array}$ Each boy gets 12 goats.	The learners:- -reads , shares and writes the answers correctly.			
	4	A L G E B R A	Addition	Fill in the missing numbers. (a) $\square + 4 = 10$ (b) $\square + 11 = 30$ (c) $6 + \square = 9$	The learners:- -subtracts to find the missing numbers			A new mk bk 2 page 169

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	L/T AIDS	RESOURCES
				(d) $16 + \square = 36$ (e) $12 + \square = 12$				
8	5	A L G E B R A	Subtraction	Fill in the missing numbers. (a) $\square - 6 = 4$ (b) $\square - 11 = 22$ (c) $\square - 15 = 29$ (d) $9 - \square = 2$ (e) $12 - \square = 7$ (f) $31 - \square = 11$	The learner: -reads and writes the given numbers correctly. -finds the missing numbers by subtracting and adding.	Discussion Explanation	Counters	A new mk book 2 page 170
9	1		Multiplication	Fill in the missing numbers. $\square \times 2 = 10$ (b) $\square \times 3 = 15$ (c) $\square \times 5 = 30$ (d) $9 \times \square = 27$ (e) $12 \times \square = 24$ (f) $10 \times \square = 30$	The learner:- -Finds the missing numbers by dividing the bigger number by the smaller number.			A new mk bk 2 page 171

WK	PD	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	L/T AIDS	RESOURCES
	2		Division	<p>Filling in the missing numbers.</p> <p>(a) <input type="text"/> \div 4 = 2</p> <p>(b) <input type="text"/> \div 3 = 3</p> <p>(c) <input type="text"/> \div 4 = 4</p> <p>(d) 12 \div <input type="text"/> = 6</p> <p>(e) 24 \div <input type="text"/> = 6</p> <p>(f) 48 \div <input type="text"/> = 8</p>	<p>The learner:</p> <p>-finds the missing numbers by multiplying and dividing numbers given</p>			A new mk bk 2 page 172

END