**KASENGE GREENHILL SECONDARY SCHOOL**

**SCHEME OF WORK 2025**

**MATHEMATICS SENIOR TWO**

**TERM ONE**

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| WK | **PRD** | **TOPIC AND SUBTOPIC** | **LEARNING OUTCOME** | **COMPETENCY** | **METHODOLOGY** | **TEACHING AIDS** | **REFERENCES** | **REMARKS** |
| **1** | **2** | **REVIEW OF THE LAST TERMS WORK AND CORRECTIONS FOR EOT EXAMS** | | | | | | |
| **2** | **3** | **TOPIC: PATTERNS AND ALGEBRA**  **S/TOPIC 1: MAPPINGS AND RELATIONS** | The learner should be able to use arrow diagrams to represent functions and relations | The student identifies domain and range of a mapping | Guided team work  Question and answer  explanation | Charts  Learners books  pens | Baroque math learners book 2  Internet |  |
| **3** | **3** | **S/TOPIC2:**  **VECTORS AND TRANSLATIONS** | The learner should be able to define a translation and a vector | The learner manipulates translations to find images of objects | Guided team work  Question and answer  explanation | Charts  Learners books  pens | Baroque math learners book 2  Internet |  |
| **4** | **2** | **GRAPHICAL REPRESENTATION OF VECTORS AND TRANSLATIONS** | The learner should be able to draw graphs to illustrate images and objects | The learner manipulates translations to find images of objects graphically | Guided team work  Question and answer  explanation | Charts  Learners books  Pens  Graph papers | Baroque math learners book 2  Internet |  |
| **5** | **3** | **ACTIVITY OF INTEGRATION** | | | | | | |
| **6** | **3** | **TOPIC 2:**  **DATA AND PROBABILITY**  **S/TOPIC 1**  **GRAPHS** | The learner should be able to tabulate values from a given relationship and represent them graphically | The learner draws, reads and interprets graphs eg the distance time graphs | Guided team work  Question and answer  explanation | Charts  Learners books  Pens  Graph papers | Baroque math learners book 2  Internet |  |
| **7** | **MID TERM ONE EXAMS** | | | | | | | |
| **8** | **2** | **TOPIC 3:**  **NUMBERS**  **S/TOPIC:**  **INDICES** | The learner should be able to give approximate answers to calculations | This is done by writing numbers to the required number of significant figures and decimal places | Guided team work  Question and answer  explanation | Charts  Learners books  Pens  Calculators | Baroque math learners book 2  Internet |  |
| **8** | **3** | **STANDARD FORM AND THE CALCULATOR** | The learner should be able to express numbers in standard form | The student uses a calculator to find powers and roots | Guided team work  Question and answer  explanation | Charts  Learners books  Pens  Calculators | Baroque math learners book 2  Internet |  |
| **9** | **2** | **INEQUALITIES AND REGIONS** | The learner should be able to identify and use inequality symbols | The learner illustrates the inequalities graphically | Guided team work  Question and answer  explanation | Charts  Learners books  Pens  Calculators | Baroque math learners book 2  Internet |  |
| **10** | **3** | **INEQUALITIES AND REGIONS** | The learner should be able to solve linear inequalities in one unknown | The learner uses graphs to solve the linear inequalities | Guided team work  Question and answer  explanation | Charts  Learners books  Pens  Calculators | Baroque math learners book 2  Internet |  |
| **11** | **3** | **ACTIVITY OF INTEGRATION** | | | | | | |
| **12** | **END OF TERM ONE EXAMS** | | | | | | | |

**TERM TWO**

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| **WK** | **PRD** | **TOPIC AND SUBTOPIC** | **LEARNING OUTCOME** | **COMPETENCY** | **METHODOLOGY** | **TEACHING AIDS** | **REFERENCES** | **REMARKS** |
| **1** | **REVIEW OF THE LAST TERMS WORK AND CORRECTIONS FOR EOT EXAMS** | | | | | | | |
| **2** | **3** | ALGEBRA 2  QUADRATIC EXPRESSIONS | The learner should be able to identify and recognize equivalent quadratic expressions | The learner expands different quadratic expressions and perfect squares | Guided team work  Question and answer  explanation | Charts  Learners books  Pens  Calculators | Baroque math learners book 2  Internet |  |
| **3** | **3** | ALGEBRA 2  QUADRATIC EXPRESSIONS | The learner should be able to factorize quadratic expressions and different of two squares | The learner factorizes different quadratic expressions and perfect squares | Guided team work  Question and answer  explanation | Charts  Learners books  Pens  Calculators | Baroque math learners book 2  Internet |  |
| **4** | **3** | ALGEBRA 2  QUADRATIC EXPRESSIONS | The learner should be able to solve quadratic equations using factorization | The learner solves quadratic equations using factorization | Guided team work  Question and answer  explanation | Charts  Learners books  Pens  Calculators | Baroque math learners book 2  Internet |  |
| **5** | **3** | **ACTIVITY OF INTEGRATION** | | | | | | |
| **6** | **3** | **SIMILARITIES AND ENLARGEMENT** | The learner should be able to identify similar figures and their properties | The learner applies fundamental skills of multiplication and division to find unknown sides | Guided team work  Question and answer  explanation | Charts  Learners books  Pens  Calculators | Baroque math learners book 2  Internet |  |
| **7** | **3** | **SIMILARITIES AND ENLARGEMENT** | The learner should be able to find the image under the center of enlargement | The learner graphically finds the center of enlargement and scale factor | Guided team work  Question and answer  explanation | Charts  Learners books  Pens  Calculators  Graph books | Baroque math learners book 2  Internet |  |
| **8** | **3** | **MID TERM TWO EXAMS** | | | | | | |
| **8** | **3** | **THE CIRCLE** | The learner should be able to draw the circle and name its parts | Chord  Radius  Circumference  Diameter  area | Guided team work  Question and answer  explanation | Charts  Learners books  Calculators  Graph books | Baroque math learners book 2  Internet |  |
| **9** | **3** | **THE CIRCLE** | The learner should be able to find circumference and area of a circle |  | Guided team work  Question and answer  explanation | Charts  Learners books  Calculators  Graph books | Baroque math learners book 2  Internet |  |
| **9** | **2** | **ACTIVITY OF INTEGRATION** | | | | | | |
| **10** | **3** | **ROTATION** | The learner should be able to identify the order of rotational symmetry of figures | the learner distinguishes between clockwise and anticlockwise rotation | Guided team work  Question and answer  explanation | Charts  Learners books  Calculators  Graph books | Baroque math learners book 2  Internet |  |
| **11** | **3** | **ROTATION** | The learner should be able to find center and angle of rotation graphically | The learner applies properties of rotation in the Cartesian plane | Guided team work  Question and answer  explanation | Charts  Learners books  Calculators  Graph books | Baroque math learners book 2  Internet |  |
| **12** |  | **ACTIVITY OF INTEGRATION** | | | | | | |
| **13** | **END OF TERM TWO EXAMS** | | | | | | | |

**TERM THREE**

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| **WK** | **PRD** | **TOPIC AND SUBTOPIC** | **LEARNING OUTCOME** | **COMPETENCY** | **METHODOLOGY** | **TEACHING AIDS** | **REFERENCES** | **REMARKS** |
| **1** | **3** | **REVIEW OF THE LAST TERMS WORK AND CORRECTIONS FOR EOT EXAMS** | | | | | | |
| **2** | **3** | LENGTH AND AREA OF 2 DIMENSIONAL GEOMETRICAL FIGURES | The learner should be able to describe the length of two dimensional figures | The learner describes the length of two dimensional figures | Guided team work  Question and answer  explanation | Charts  Learners books  Calculators  Graph books | Baroque math learners book 2  Internet |  |
| **3** | **2** | LENGTH AND AREA OF 2 DIMENSIONAL GEOMETRICAL FIGURES | The learner should be able to describe the area of two dimensional figures | Two dimensional figures include squares, rectangles and triangles | Guided team work  Question and answer  explanation | Charts  Learners books  Calculators  Graph books | Baroque math learners book 2  Internet |  |
| **4** | **3** | **ACTIVITY OF INTEGRATION** | | | | | | |
| **5** | **2** | NETS, AREAS AND VOLUMES OF SOLIDS | The learner should be able to form nets of different solids | The learner identifies different solids and their nets | Guided team work  Question and answer  explanation | Charts  Learners books  Calculators  Graph books | Baroque math learners book 2  Internet |  |
| **6** | **2** | NETS, AREAS AND VOLUMES OF SOLIDS | The learner should be able to find volumes different solids | The learner finds volume of a cone, cylinder, cube, cuboid and a pyramid | Guided team work  Question and answer  explanation | Charts  Learners books  Calculators  Graph books | Baroque math learners book 2  Internet |  |
| **6** | **2** | **ACTIVITY OF INTEGRATION** | | | | | | |
| **7** | **MID TERM THREE EXAMS** | | | | | | | |
| **8** | **3** | SURDS | The learner should be able to use surd to express roots that can’t be expressed as decimals | The learner manipulates and simplifies expressions with surd | Guided team work  Question and answer  explanation | Charts  Learners books  Calculators  Graph books | Baroque math learners book 2  Internet |  |
| **9** | **3** | SURDS | The learner should be able to add, subtract, multiply and divide surds | Division of surds includes rationalization of surds | Guided team work  Question and answer  explanation | Charts  Learners books  Calculators  Graph books | Baroque math learners book 2  Internet |  |
| **10** | **3** | SET THEORY | The learner should be able to describe a set and its elements, types of sets and number of elements in a given set | The learner acquires general knowledge about sets | Guided team work  Question and answer  explanation | Charts  Learners books  Calculators  Graph books | Baroque math learners book 2  Internet |  |
| **10** | **3** | SET THEORY | The learner should be able to use a Venn diagram to represent relationships between 3 sets | Usage of a Venn diagram, | Guided team work  Question and answer  explanation | Charts  Learners books  Calculators  Graph books | Baroque math learners book 2  Internet |  |
| **11** | **3** | **ACTIVITY OF INTEGRATION** | | | | | | |
| **12** | **END OF YEAR EXAMS** | | | | | | | |

**MADE BY: TR GALIWANGO WASSWA HUSSEIN NEWTON**

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