

MATHEMATICS SCHEME OF WORK GRADE 2 TERM ONE

| WE EK | LESSO N | STRAND THEME | SUB STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQUIRY QUESTION S | LEARNER EXPERIENCE | LEARNING RESOURC ES | ASSESSMEN T METHODS | REFLEC TION |
|-------|---------|--------------|---------------------------------|---|---|---|--|------------------------------------|-------------|
| 1 | 1 | NUMBERS | Numbers concept Reading 1-50 | By the end of the sub strand the learner should be able to: Read 1-50 in symbols | Can count numbers from 1-50 in symbols | Learners to read number names from 1-50 from the chart | Chart Number cards | Oral questions Observation | |
| | 2 | NUMBERS | Representing number 1-50 | Represent number 1-50 using concrete objects in the environment | What can we use to represent number 1-50? | Learners in groups to represent number 1-50 using safe concrete objects | Concrete objects Counters | Oral questions Observation | |
| | 3 | NUMBERS | Filling in missing numbers | Filling in number 1-50 in their work books | How can we find missing numbers | Learners to fill in missing numbers from 1-50 | Chart | Oral questions Written exercise | |
| | 4 | NUMBERS | Reading numbers 50-100 | Read numbers 50-100 using symbols in the chart | Can you find number of objects from number 50-100? | Learners read number names from 50-100 from the chart | Chart | Oral questions observations | |
| | 5 | NUMBERS | Representing numbers 50-100 | Represent number 50-100 using concrete objects in the environment | What can we use to represent number 50-100? | Learners to represent numbers from 50-100 using safe concrete objects | Counters | Oral questions observations | |
| 2 | 1 | NUMBERS | Filling in missing numbers | Fill in missing numbers from number 50-100 using in their books | How can we find missing numbers | Learners to fill in missing numbers from 50-100 | Chart | Oral | |
| | 2 | NUMBERS | Playing games | Playing games with numbers | How many times in groups can they count numbers 1-100 | Learners to play games of have you counted? | Concrete objects representing groups with numbers | Observations | |

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| | 3 | NUMBERS | Filling in missing numbers | Fill in missing numbers from 1-100 in their workbooks | Which is the missing number? | Learners to fill in missing numbers 1-100 | Chart | Oral questions Written exercise | |
| | 4 | NUMBERS | Whole numbers | By the end of the sub strand the learner should be able to count numbers 1-50 forward and backwards in a sequence | What is the next number? | Learners to count numbers 1-50 forward and backwards | Number line chart | Observation Oral questions | |
| | 5 | NUMBERS | Whole numbers | By the end of the sub strand the learner should be able to count numbers 50 forward and backwards in a sequence | What is the next number? | Learners to count numbers 50-100 forward and backwards | Number line chart | Observation Oral questions | |
| 3 | 1 | NUMBERS | Counting in 2s forward | Count numbers in 2s forward in pairs or groups | What is the next number going forward? | Learners in 2s should be able to count in 2s forward | Number line | Oral questions | |
| | 2 | NUMBERS | Counting in 2s backward | Count numbers in 2s backward in pairs or groups | What is the next number going backward? | Learners in 2s should be able to count in 2s backward | Number line | Oral questions | |
| | 3 | NUMBERS | Whole numbers | By the end of the sub strand the learner should be able to count | How do you get the next number in a pattern? | Learners to count in 5s forward in groups or pairs | Number line | Oral questions Observation | |
| 4 | 1 | NUMBERS | Fractions- Circular cut outs in quarter | Fold circular paper cut outs in to 4 equal parts and make a quarter | How many parts are shaded? | Learners in pairs to fold paper cuts to get 4 equal parts and identify it as a quarter | Paper cut outs | Observation Oral questions | |
| | 2-3 | NUMBERS | Rectangular cut outs in 4 equal parts | Fold rectangular paper cut outs in to 4 equal parts and make a quarter | How many parts are they? | Learners in pairs to fold paper cuts to get 4 equal parts and identify it as a quarter | Paper cut outs | Observation Oral questions | |
| | 4-5 | NUMBERS | Comparing fractions in size | Compare fractions in size to find out which is bigger or smaller | Which one is big? | Learners should be able to compare sizes of fractions | Paper cut outs | Observation Oral questions | |
| 5 | 1 | NUMBERS | Digital games with fractions | Play digital games with fractions | Which fractions can you see? | Learners should be able to play digital games involving fractions | Laptops | Observation Oral questions | |

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| | 2-3 | NUMBERS | Fractions | Practice cutting out halves and quarters | How many parts do you get when you share a fruit among 2? | Learners in pairs/groups making halves and quarters of a whole | Paper cut outs A fruit | Observation Oral questions | |
| | 4 | NUMBERS | Addition | By the end of the sub strand, the learner should be able to add single digits horizontally | How do you arrange digits when adding horizontally? | Learners to add single digits horizontally | Number line | Written exercise | |
| | 5 | NUMBERS | Addition | Add single digits vertically | How do you add single digits vertically? | Learners to add single digits vertically | Number line counters | Written exercise | |
| 6 | 1 | NUMBERS | Addition | Work out word problems involving single digits | How do we add single digits? | Learners to come up with additional word problems | Counters | Written exercise | |
| | 2-3 | NUMBERS | Addition | The learner should be able to add a 2 digit number to a 1 digit number with sum not exceeding 100 without regrouping | How we align a 2 digit number and a 1 digit number vertically in order to add? | Learners to a 2 digit number to a 1 digit number without regrouping | Counters | Written exercise Observations Oral questions | |
| | 4-5 | NUMBERS | Addition | Add a 2 digit number to a 1 digit number with sum not exceeding 100 with regrouping | When do we regroup? | Learners to a 2 digit number to a 1 digit number with regrouping | Counters | Written exercise | |
| 7 | 1 | NUMBERS | Addition | The learner should work out word problems involving 2 digit and 1 digit | Which word means same as addition? | Learners to understand other words that mean same as addition | Counters | Written exercise Observation | |
| | 2 | NUMBERS | Addition | The learner should be able to add single digit number upto a sum of 20 horizontally | How do we get the sum of 3 single digits? | Learners in pairs/groups to practice addition of 3 single digits | Counters | Written exercise Observation | |
| | 3 | NUMBERS | Addition | The learner should be able to add single digit number upto a sum of 20 vertically | How do you align numbers when working with 3 digit numbers? | Learners to work out sum of 3 digit numbers vertically according to place value | Bottle tops Counters | Written exercise | |
| | 4-5 | NUMBERS | Addition | The learner should be able to work out word problems involving 3 single digits | How we arrange numbers when working with 3 digit numbers? | Learners should be able to collect different safe objects and use them in addition of 3 single digit numbers | Counters | Written exercise | |

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| 8 | 1 | NUMBERS | Addition | The learner should be able to practice addition by skipping on the number line | How do we use a number line when counting? | Learners to practice addition by skipping on the number line | Number line drawn on the floor | Written exercise | |
| | 2-4 | NUMBERS | Addition | The learner should be able to practice breaking numbers apart to make 10 | When do you break apart numbers to make 10? | Learners to break numbers apart to make 10 | workbooks | Written exercise | |
| | 5 | NUMBERS | Addition | The learner should be able to come up with different ways of adding 2- digit numbers without regrouping | How can you align a 2 digit number vertically in order to add? | Learners to add a 2- digit numbers without regrouping | Counters | Written exercise | |
| 9 | 1-2 | NUMBERS | Addition | The learner should be able to come up with different ways of adding 2- digit numbers with regrouping | How can you align a 2 digit number vertically in order to add? | Learners to add a 2- digit numbers with regrouping | Counters | Written exercise | |
| | 3 | NUMBERS | Addition | The learner should be able to play digital games involving addition | Which digital games can you play involving addition? | Learners to play digital games involving addition | Laptop | Observation | |
| | 4 | NUMBERS | Addition | The learner should be able to make patterns in groups using numbers upto 100 | How can you make patterns in groups using numbers upto 100 | Learners in groups to make patterns using numbers upto | Number chart | Written exercise | |
| | 5 | NUMBERS | Addition | The learner should be able to work out missing numbers involving addition of whole numbers upto 100 | How do work out missing numbers in patterns involving addition? | Learners work out missing numbers involving addition in patterns | Counters | Written exercise | |
| 10 | 1 | NUMBERS | Addition | The learner should be able to work out missing numbers involving addition of whole numbers upto 100 | How do work out missing numbers in patterns involving addition? | Learners work out missing numbers involving addition in patterns | Counters | Written exercise | |
| | 2 | NUMBERS | Subtraction | The learner should be able to work out subtraction of single digits | How do work out subtraction of 2 single digits numbers | Learners work out subtraction of 2 single digits numbers | Counters | Written exercise | |
| | 3 | NUMBERS | Subtraction | The learner should be able to work out subtraction of 1 | How do work out subtraction 1 digit number | Learners work out subtraction 1 digit number from 2 digit number | Counters | Written exercise | |

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| | | | | digit number from 2 digit number | from 2 digit number | | | | |
| | 4-5 | NUMBERS | Subtraction | The learner should be able to work out subtraction upto 2 digit number without regrouping | What is the place value | Learners work out subtraction upto 2 digit number without regrouping | Counters | Written exercise | |
| | 1-2 | NUMBERS | Subtraction | The learner should be able to work out subtraction upto 2 digit number with regrouping | How do we regroup? | Learners work out subtraction upto 2 digit number with regrouping | Counters | Written exercise | |
| | 3-4 | NUMBERS | Subtraction | The learner should be able to work out subtraction upto 2 digit number with regrouping | How do we regroup? | Learners work out subtraction upto 2 digit number with regrouping | Counters | Written exercise | |
| | 5 | NUMBERS | Subtraction | The learner should be able to work out a mixed exercise subtraction with and without regrouping | How do we regroup? | Learners work out subtraction with and without regrouping | Counters | Written exercise | |

END OF TERM ASSESSMENT AND CLOSING