2025 KLB TUSOME MATHEMATICS GRADE 2 SCHEMES OF WORK - TERM 2

SCHOOL ……. TEACHER'S NAME…… TERM…….YEAR…….

Week	*Lesson*	*Strand*	*Sub-Strand*	*Specific Learning Outcomes*	*Learning Experiences*	*Key Inquiry Questions*	*Learning Resources*	*Assessment Methods*	*Remarks*
1	1	NUMBERS	Number concepts. Reading numbers.	By the end of the lesson the learner should be able to: a) Identify numbers 1-80 in symbols. b) Read numbers 1-80 in symbols in the class room. c) Write numbers 1-80 in symbols.	Learners to count in 2's, 3's, 5's and 10's up to 80 in the class room. Learners to observe the trees then read numbers 1-80 in symbols in the class room. Learners in groups play fishing game; in groups of 5's, to randomly pick flashcards and name the symbol. Learners to arrange number flashcard in ascending and descending order from 1- 80/ 80 – 1 in the class room.	How can we read numbers?	Number Cards Counting Marbles, Stones, Bottle Caps Number Chart Number Flashcards **KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page-71**	Observation Written exercise Oral questions	
	2	NUMBERS	Number Concepts. How many?	By the end of the lesson the learner should be able to: a) Name the objects represented in the pictures. b) Read, represent and write numbers up to 80 using objects. c) Desire to represent numbers using objects in the class room.	Learners to sing the number song 'brown bottles standing on the wall' in the class room. Learners to read and write numbers 50 - 80 in symbols in the class room. Learners in groups to pick number flashcards, read the number symbol and represent the number symbol using items. Learners in pairs/groups to play games of representing numbers 50 - 80 using safe concrete objects.	How do you represent numbers using objects?	Number Cards Counters Number Chart Concrete Objects KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 72 - 73	Oral Questions Written exercise Direct observation	
	3	NUMBERS	Whole Numbers. Counting	By the end of the lesson the learner should be able to: a) Identify things that exist in 5's in their immediate environment. b) Count numbers forward up to 100 from 5 in the class room. c) Count numbers backward from 100 up to 5 in the class room.	Learners are guided on the meaning of counting forward and counting backwards. Learners in groups to identify things in the environment that exist in 5's. Learners in pairs/groups to count real items in 5's forward starting from 5 up to 80. Learners practice counting forward and backwards from and up to 80, individually.	How can we count numbers 1-100 forwards?	Number Cards Number Chart Countable Items (Books, Pencils, Balls, Bottle Tops) KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 74	Oral Questions Written exercise Direct observation	

	4	NUMBERS	Whole Numbers Place value	By the end of the lesson the learner should be able to: a) Identify place value of digits in numbers up to hundreds. b) Demonstrate hundreds, tens and ones of numbers up to 100 using a place value tins. c) Represent numbers in hundreds, tens and ones of items in the environment.	Learners to assemble number tins and label them in hundreds, tens and ones. Learners to observe as the teacher demonstrate how to find the place value of numbers up to 100 using the number tins. Learners to identify the place value of numbers in ones, tens and hundreds using the place value chart and number tins. Learners do an exercise on ones, tens and hundreds in the class room.	How can we tell the place value of numbers in hundreds?	Number Cards Place Value Chart Number Tins Counting Straws. KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 75	Oral Questions Written exercise Direct observation	
	5	NUMBERS	Whole Numbers Reading and writing numbers.	By the end of the lesson the learner should be able to: a) Read numbers 1-80 in symbols in the class room. b) Arrange in order numbers 5 – 80 in the classroom. c) Write numbers 1 – 80 in symbols in the classroom.	Learners to recite a number poem i.e. `` I can count 1-100`` in the class room. Learners to count numbers 1-80 as they clap and jump in the class room. Learners to read numbers 1-80 in symbols in the class room. Learners to arrange Number cards in order from 1 – 80 and 80 – 1.	How can we count 1-80 using claps or jumps?	Number Cards Number Chart Digital Devices With Number Poems And Rhymes. KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page- 76	Oral Questions Written exercise Direct observation	
2	1	NUMBERS	Whole Numbers. Numbers in words.	By the end of the lesson the learner should be able to: a) Read numbers 9 -15 in words. b) Write numbers 9 -15 in words. c) Play digital games involving numbers in words, in the class room	Learners to read and write numbers 9 -15 in words. Learners to play digital games involving identifying, naming and spelling whole numbers. Learners to play a number name identification game, using flashcards in the class room. Learners to read number names of numbers 9 -15, in the class room.	Which number between 9-15 has the longest numbers name? Which number name can you spell?	Number Cards Number Chart KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page- 77	Oral Questions Written exercise Direct observation	
	2	NUMBERS	Whole Numbers. Number Patterns.	By the end of the lesson the learner should be able to: a) Differentiate between the terms decrease and increase. b) Work out missing numbers in number patterns up to 50 in the class room. c) Desire to practice working out number pattern exercises.	Learners are guided to describe the terms decrease and increase. Learners to play a number pattern identification game, in the class room. Learners to count numbers 20-50 forward, in the class room. Learners to count backwards from 50 – 20, in the classroom. Learners to observe as the teacher demonstrates how to find the missing number in number patterns.	How can we identify missing numbers in a number pattern?	Number Cards Number Chart 20 - 50 Number Cards 20 – 50 KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 78	Oral Questions Written exercise Direct observation	

	3	NUMBERS	Whole Numbers. Number Patterns	By the end of the lesson the learner should be able to: a) Make patterns using numbers up to 100. b) Work out missing numbers in number patterns up to 100 in the class room. c) Enjoy working out number patterns up to 100.	Learners to play a number pattern identification game, in the class room. Learners to count numbers 30-100 backward, in the class room. Selected learners to demonstrate to the rest how to complete decreasing or increasing number patterns.	How can we identify missing numbers?	Number Cards Number Chart 30-100 Number Cards 30-100 KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 79	Oral Questions Written exercise Direct observation	
	4	NUMBERS	Fractions. A quarter	By the end of the lesson the learner should be able to: a) Identify a quarter as a whole in the class room. b) Create quarter parts of wholes by folding into equal parts. c) Enjoy shading quarters of wholes	Learners to draw circles on Manila papers and cut them out, in the class room. Learners in pairs to fold circular paper cut – outs to get 4 equal parts and identify one of the parts as a $\frac{1}{4}$ of a whole. Learners to observe pictures on digital devices and identify the shapes on real life foods as quarters, in the class rooms.	How can we make fractions?	Number Cards Fraction Chart Shapes Chart KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 80	Oral Questions Written exercise Direct observation	
	5	NUMBERS	Fractions A quarter	By the end of the lesson the learner should be able to: a) Define the term quarter. b) Create a $\frac{1}{4}$ as part of a whole in the class room. c) Appreciate quarter shapes as one of four parts of a whole.	Learners in pairs to make rectangular paper cut – outs and fold them into four equal parts to get a quarter of a whole written as $\frac{1}{4}$. Learners to fold cut outs of a rectangle to make a $\frac{1}{4}$ in the class room. Learners to make phrases using the $\frac{1}{4}$ shapes they have made, in the class room. Learners in pairs to practice making quarters of a whole.	How can we make a $\frac{1}{4}$ fraction?	Number Cards Fraction Chart Shapes Chart KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page- 81	Oral Questions Written exercise Direct observation	
3	1	NUMBERS	Fractions A Quarter ($\frac{1}{4}$)	By the end of the lesson the learner should be able to: a) Identify a $\frac{1}{4}$ as part of a whole i.e. I out of 4 parts. b) Create a $\frac{1}{4}$ by folding and shading one of four parts of a shape cutouts effectively.	Learners to recite a fraction poem i.e. `` I fold into 4 I get a quarter`` in the class room. Learners to fold cut outs of a rectangle and a circle to make a $\frac{1}{4}$ in the class room.	How can we make a $\frac{1}{4}$ fraction?	Number Cards Fraction Chart Shapes Chart KLB Tusome Early Years Education Mathematics	Oral Questions Written exercise Direct observation	

				c) Appreciate a $\frac{1}{4}$ as a symbol	Learners to make phrases using the $\frac{1}{4}$ shapes they have made, in the class room. Identify quarters from shaded shapes.		Activities Pupils Book 2 Page 82		
	2	NUMBERS	Fractions	By the end of the lesson the learner should be able to: a) Create a $\frac{1}{4}$ by cutting real fruits into two equal parts i.e. bananas, apples and oranges b) Match paper cut-outs by size and colour to form a whole. c) Enjoy making paper cut-out using different colours and sizes.	Learners to identify how many quarters make a whole. Learners to cut real fruits into$\frac{1}{4}$, in the class room. Learners to make phrases using the $\frac{1}{4}$ fruits they have made, in the class room. Learners to use paper to create different shapes and sizes, cut them into $\frac{1}{4}$ and shade them in different colours. Learners in pairs to match the cut-outs by colour and size to form wholes.	How can we make a ½ fraction?	Number Cards Fraction Chart Shapes Chart Real Fruits-Oranges, Apples, Bananas, Paper, Coloured Pencils, Scissors. KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page- 83	Oral Questions Written exercise Direct observation	
	3	NUMBERS	Addition	By the end of the lesson, the learner should be able to: a) Demonstrate adding a 2 digit number to a 1 digit number vertically with regrouping. b) Use counting breaking apart to add a 2 digit number to a 1 digit number with the sum not exceeding 50. c) Practice adding 2 digit numbers to 1 digit numbers for enjoyment.	Learners to recite the family number of ten. Learners are guided to explain the term break apart, Learners observe as the teacher demonstrates how to solve addition sums through breaking apart. Learners to add 2 digit numbers to 1 digit numbers by breaking apart. Learners to add a 2 digit number to a 1 digit number vertically by breaking apart practically, then individually in their books, in the class room.	How can we add a 2 digit number to a 1 digit number by breaking apart?	Number Cards Addition Chart Counting Marbles KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 84	Oral Questions Written exercise Direct observation	
	4	NUMBERS	Addition	By the end of the lesson the learner should be able to: a) Arrange a 2 digit number and a 1 digit number sum horizontally using place values. b) Add a 2 digit number to a one digit number with the sum not exceeding 50.	Learners to observe the teacher demonstrate add 2- digit numbers to 1- digit number vertically using place values. Learners are guided to arrange a 2 digit number plus a 1 digit number horizontally using ones and tens. Learner in pairs practice arranging and adding together sums	How many tens are in 28?	Number Cards Bottle Tops, Marbles, Stones, Sticks, Grains, Place Value Chart, Abacus, Basic Addition Facts Table, A Number Line	Oral Questions Written exercise Direct observation	

				c) Recognize the tens and ones in a 2 digit number.	horizontally using ones and tens till mastery. Learners to add 2 digit numbers to 1 digit numbers together with sums not exceeding 50.		KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page- 85		
	5	NUMBERS	Addition	By the end of the lesson the learner should be able to: a) Identify the tens and the ones in 2 digit numbers. b) Add 2 digit number to 1 digit number using tens and ones vertically not exceeding 80. c) Desire to master adding numbers through breaking apart.	Learners observe and read the 2 and 1 digit numbers. Learners identify the tens and ones in the 2 digit number. Learners observe the demonstration of putting together vertically a 2 digit number and a 1 digit by adding ones and tens by breaking apart. Learners individually practice adding by breaking apart using tens and ones vertically till mastery.	Can you recite the family of 10?	Number Cards Bottle Tops, Marbles, Stones, Sticks, Grains, Basic Addition Facts Table, KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 86	Oral Questions Written exercise Direct observation	