






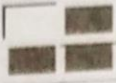
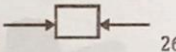
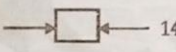



WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
1	<p>Revision and first week of school</p> <p>Counting Skill: Numbers 1-250, 250 - 300</p> <p>-Skip counting in 2s,3s</p> <p>Writing Skill: -Writing of the numbers. Revision of P1 1 topics.</p>	<p>Pupils should be able to:</p> <p>count , identify, order numbers 1 - 250 add two 2- digit numbers with sum not more than 50 using math facts subtract 1 digit number from a 2 digit number. compare numbers using place value system arrange items in order and identify them using the ordinal numbers.</p> <p>apply numbers into real life situations (Real life problems) solve Quantitative Reasoning in exercises related to numeral 1 - 200</p>	<p>Pupils:</p> <p>classify objects in groups according to their numbers. create quantities based on numbers given to them in groups. colour shapes in groups of numbers sing songs on ordinal numbers, shapes and addition. count from 1 - 250 match fractions to divided objects and shapes. add two 2-digits numbers without regrouping. Pupils as a class I count numbers 1 - 100 Pupils write numbers 1 - 200 Pupils as individuals randomly identify numbers from 1 - 200</p> <p>QUANTITATIVE REASONING</p> <p>Fill in the missing numbers</p> <p>59 _____ _____ 14 _____ _____ 19 _____</p>	<p>Communication and collaboration Problem solving Personal Critical thinking and problem solving</p>	<p>Flashcards, Shells, Crayons, Number chart showing numerals 1 - 200, bottle tops, stick of matches, straws cut into small pieces, rubber band.</p> <p>Video Link https://youtu.be/hyUp0BGXKqI</p>
	<p>It promotes confidence and encourages relationship with numbers so that pupils can talk about Maths as a language</p> <p>Example: 10 fingers 2 eyes 5 storey building</p>				
2	<p>WHOLE NUMBERS</p> <p>Counting Skill: 1 - 300 Counting numbers 1-300 Skip counting of numbers in 2s, 3s, 10s.</p> <p>Writing Skill: Writing of the numbers Sorting and classification of objects on numbers 1 -300</p> <p>IMPORTANCE It promotes</p>	<p>At the end of the lesson, pupils should be able to:</p> <p>identify numbers from 1 - 300 identify and represent numbers using objects and pictorial representations including the number line apply numbers in real life situations, categorize the number of different objects e.g. bottle tops, pencils etc skip count numbers in 2s, 3s, 10s. solve quantitative reasoning in exercises related to counting of numbers</p>	<p>Pupils:</p> <p>select and identify numbers from a container that contains number cards of 1 - 300 randomly. in groups, tell the numbers larger than a given number by the teacher solve real life problems on identification of numbers. read aloud whole numbers written on flash cards placed around the classroom pick numbers and read them in ascending order and observe the sequence of reading recite poems and sing song on numbers 250 - 300 divide objects into groups of numbers in groups, pupils identify specific numbers from a tray of numbers speed count from 250 - 300. Reverse the counting and writing of</p>	<p>Critical thinking and problem solving Communication and collaboration Creativity and imagination Leadership and Personal Critical thinking and problem solving</p>	<p>AUDIO VISUAL RESOURCES</p> <p>Number chart, flash cards, bottle tops, stick of matches, straws or rubber band.</p> <p>Video Link https://www.splashlearn.com/counting-games-for-2nd-graders</p> <p>AUDIO VISUAL RESOURCES</p> <p>Number chart, flash cards, bottle tops, stick of matches, straws or rubber band.</p>

MATHEMATICS					
WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	confidence and encourages relationship with numbers so that pupils can talk about Math as a language. Also they can relate with real life situations in counting.		numbers 300 downwards QUANTITATIVE REASONING Fill in the missing numbers 15 ____ 19 ____ 23 ____ ____ 45 ____ 60 20 ____ 60 ____ 80		
3.	WHOLE NUMBERS Counting Skill: Numbers 270-300, 1-300 -Skip-count numbers in 2s, 3s, 5s, 10s Writing Skill: Reading, counting and writing of numbers 270-300, 1 to 300. -reverse reading and writing of numbers. IMPORTANCE:	Pupils should be able to: Count the numbers from 1 - 300 Write numbers from 1-200, 201-300, Write up to 200 in words. Skip count in 2s, 3s 5s, and 10s up to 300. Identify numbers at random.	Pupils: In groups, mention numbers that are larger than the given numbers. Pupils translate word problems on identification and comparison into numbers. spell numbers verbally identify and match numbers and the words on a chart take turns to write the spelling of numbers. paint pictures of numbers in words. Skip count in 2s in game form. QUANTITATIVE REASONING ____ 25, ____ 31, ____ 202, ____ 206, ____ Skip count in 3s, 5s, 10s 22, ____ 28, ____ 37 One hundred and fifty -five	Critical thinking and problem solving Communication and collaboration Creativity and imagination Leadership and Personal Development	AUDIO VISUAL RESOURCES Number chart, flash cards, bottle tops, stick of matches, straws or rubber bands. Video Link https://www.splashlearn.com/counting-games-for-2nd-graders
4	Place value Counting Skill: - Numbers 300- 320, 1-320 Writing Skill: Writing of the numbers. Place values "Tens, Units and Hundreds" Introduction of regrouping Introduction of place value of numbers up to 500 IMPORTANCE:	Pupils should be able to: identify numbers from 250 -320 count from 1 - 320 write numbers 1 - 320 in numerals and in words. Identify the units, tens and hundreds place value split tens into units split hundreds into tens write 3-digit numbers as tens, units and hundreds. Identify the place value of numbers up to 500 write the place value of numbers up to 500 T U 2 3 group numbers in 10s, Identify and make bundles of objects into 10s. Then skip count in 10s.	Pupils use items to create a stack of tens and units Pupils work in groups to match underlined digits in numbers to the value of the numbers. Pupils work individually to color the value of underlined digits in a group of stacked columns. Pupils work in teams to build numbers from tens and units. Pupils sing songs on units, tens and hundreds. Pupils use the abacus to write out numbers. Pupils in small groups create Place Value Worksheet, and write the amount of units, tens, and hundreds that are in each number to build place value understanding. By counting... ____ tens ____ units QUANTITATIVE REASONING Place the numbers appropriately Tens Units 10 ____ 45 ____ 56 ____	Communication and collaboration Critical thinking and problem solving Digital Literacy Creativity and imagination Leadership and Personal Development Citizenship	AUDIO VISUAL RESOURCES Numbers Charts, Crayons, Pebbles, Lego Place value flash cards and charts worksheet. WEB RESOURCES https://susanjonesteaching.com/place-value-activities/ https://www.youtube.com/watch?v=a4FXl4zb3E4 Video Link https://youtube.com/dHuSTFxPk
5	Ordering of Numbers Counting Skill: Numbers 320-350 Writing Skill:	Pupils should be able to: identify numbers from 320 -350 count from 1 - 350 write numbers 1 - 350 in numerals and	Pupils as individuals identify <, >, and = signs Pupils in small groups study quantity of objects e.g. buttons in two different plates to compare which has more or less or if they have the same quantity.	Problem solving Communication and collaboration Digital Literacy Creativity and	AUDIO VISUAL RESOURCES Numbers flash cards symbols flash cards. Symbols Chart

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TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
<p>Writing of the numbers.</p> <p>The use of symbols.</p> <p>$>$, $<$ and $=$ to compare numbers.</p> <p>IMPORTANCE:</p> <p>To compare two things help decide if one is greater, less than, or equal to the other.</p>	<p>words.</p> <p>interpret the meaning of $<$, $>$, and $=$</p> <p>a. $>$ greater than</p> <p>b. $<$ less than</p> <p>c. $=$ equal to</p> <p>use the symbols to determine the value of numbers within 0 - 350</p> <p>eg. a. $5 > 2$ b. $150 < 250$ c. $100 = 75 + 25$</p>	<p>Pupils curve their arms to demonstrate the signs of $>$, $<$ and $=$</p> <p>QUANTITATIVE REASONING</p> <p>Use the signs</p> <p>$<$, $=$, $>$ to compare these numbers.</p> <p>12  16</p> <p>24  17</p> <p>20  20</p> <p>Arrange the following in the correct order:</p> <p>76 79 70 73</p> <p>_____</p> <p>28 25 27 22</p> <p>_____</p>	<p>Imagination</p> <p>Leadership and Personal Development</p> <p>Citizenship</p>	<p>Number Rhymes Worksheet.</p> <p>AUDIO VISUAL RESOURCES</p> <p>Video Link</p> <p>https://www.youtube.com/watch?v=rLZbnIMGAVA</p> <p>https://youtu.be/adk-lqB06k</p> <p>https://youtu.be/61lpW7nry6k</p>
<p>Fractions:</p> <p>Counting Skill:</p> <p>-Numbers 350 - 370, 1-370</p> <p>Writing Skill:</p> <p>-Writing of the numbers.</p> <p>-Reverse reading and</p>	<p>Pupils should be able to:</p> <p>identify numbers from 350 - 370</p> <p>count from 1 - 370</p> <p>write numbers 350 - 370 and 1-370 in numerals and words.</p> <p>explain the meaning of fractions in terms of half ($\frac{1}{2}$) and quarter ($\frac{1}{4}$)</p>	<p>Pupils in small groups create Read and colour activity worksheet on fractions and colour $\frac{1}{2}$ and $\frac{1}{4}$ as a game.</p> <p> $\frac{1}{4}$</p> <p> $\frac{1}{2}$</p>	<p>problem solving</p> <p>Communication and collaboration</p> <p>Digital Literacy</p> <p>Creativity and imagination</p> <p>Leadership and Personal Development</p> <p>Citizenship</p>	<p>AUDIO VISUAL RESOURCES</p> <p>Number flash cards.</p> <p>Number chart.</p> <p>Oranges</p> <p>Apples</p> <p>Real objects in and around the classroom</p>
<p>writing of the numbers.</p> <p>-Fractions $\frac{1}{2}$ and $\frac{1}{4}$ of a given collection</p> <p>IMPORTANCE</p> <p>Some of the activities that often involve the use of fractions include cooking-measuring ingredients, carpentry - dividing wood into sections before joining them)</p>	<p>divide a collection of concrete objects into two or into four equal parts,</p> <p>Le. half ($\frac{1}{2}$) and quarter ($\frac{1}{4}$) respectively, e.g.</p> <p>a. $\frac{1}{2}$ of 8 eggs =</p> <p>b. $\frac{1}{2}$ of 10 oranges =</p> <p>c. $\frac{1}{4}$ of 12 balls =</p> <p>d. $\frac{1}{4}$ of 16 pencils =</p>	<p>QUANTITATIVE REASONING</p> <p>$\frac{1}{2}$ of  = 4</p> <p>$\frac{1}{4}$ of  = 3</p>		<p>Fraction missing number worksheets</p> <p>Video Link</p> <p>https://youtu.be/9h7kk73nl</p> <p>AUDIO VISUAL RESOURCES</p> <p>Video Link</p> <p>https://www.youtube.com/watch?v=rLZbnIMGAVA</p> <p>https://youtu.be/adk-lqB06k</p>
MIDTERM BREAK	MIDTERM BREAK	MIDTERM BREAK	MIDTERM BREAK	MIDTERM BREAK

	<p>$\frac{3}{4}$ of any given object or collection</p> <p>Counting Skill: Numbers 370 – 390, 1-370</p> <p>Writing Skill:</p> <p>-Writing of the numbers.</p> <p>-Fraction of $\frac{3}{4}$ of any given object or collection of objects</p>	<p>identify numbers from 350 – 370 count from 1 – 370 write numbers 350 – 370 and 1-370 in numerals and in words divide the objects into four equal parts to obtain quarters, then derive the three-quarter. obtain $\frac{3}{4}$ of concrete objects, e.g. $\frac{3}{4}$ of 8 boxes =</p>	 <p>QUANTITATIVE REASONING</p> <p>$\frac{3}{4}$ of $\bigcirc = 12$</p> <p>\bigcirc of 20 = 15</p>	<p>Digital Literacy Creativity and Imagination Leadership and Personal Development Citizenship</p>	<p>Number charts. Number flash cards. Oranges Apples Real objects in and around the classroom Video Link https://youtu.be/nvP1zzaZzJoc</p>
9	<p>Addition of numbers (Two 2-digit numbers without renaming or exchanging)</p> <p>Counting Skill: Numbers 390 – 410 and 1-410</p> <p>Writing Skill:</p> <p>-Writing of the numbers.</p> <p>-Addition of numbers (2 digit numbers without renaming)</p>	<p>Pupils should be able to;</p> <p>identify numbers from 390 – 410 count from 1 – 410 write numbers 390 – 410 and 1-410 in numerals and in words identify the addition sign (+) recognize some other terms used for adding numbers, e.g., altogether, sum, add, plus and total. add a number in words. Add 2-digit numbers without exchanging or remaining e.g. $64 = 60 + 4$ $+13 = 10 + 3$ $= \underline{77} = 70 + 7$</p> <p>tell addition story and solve. Solve real life problems on addition.</p>	<p>Pupils as individuals create addition machine using beads and cards. These can be used to add numbers to give the answer. Pupils in small groups, use a deck of cards, pick up two cards, add the two numbers together and give answer to the sum. Pupils in groups tell addition stories and solve. Pupils sing addition of numbers songs.</p> <p>QUANTITATIVE REASONING</p> <p>Find the sum of:</p> <p>32  26</p> <p>51  14</p>	<p>problem solving Communication and collaboration Digital Literacy Creativity and imagination Leadership and Personal Development Citizenship</p>	<p>AUDIO VISUAL RESOURCES</p> <p>Number flash cards and chart. Addition chart, Beads, cards Worksheet</p>
10	<p>Subtraction of numbers (2 digit numbers without renaming)</p> <p>Counting Skill: Numbers 410 – 430 and 1-430</p> <p>Writing Skill:</p> <p>-Writing of the numbers.</p> <p>-Subtraction of numbers (2 digit numbers without renaming)</p>	<p>Pupils should be able to;</p> <p>identify numbers from 410 – 430 count from 1 – 430 write numbers 410 – 430 and 1-430 in numerals and in words identify and mention the subtraction terms (-) e.g. take away, minus, left, difference, remaining. subtract numbers in words. subtract 2-digit numbers without exchanging or</p>	<p>Pupils as individuals Identify the subtraction sign and other terms for subtraction. Pupils sing subtraction of numbers songs. Pupils in small groups sort out flashcards to subtract numbers Pupils tell subtraction stories and solve.</p> <p>QUANTITATIVE REASONING</p> <p>Find the difference:</p> <p>99  79</p>	<p>Problem solving Communication and collaboration Digital Literacy Creativity and imagination Leadership and Personal Development Citizenship</p>	<p>AUDIO VISUAL RESOURCES</p> <p>Subtraction flash cards. Subtraction chart, Beads, cards Worksheet Video Link www.wearateachers.com/subtraction activities</p>

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
		<p>remaining</p> <p>e.g. $87 = 80 + 7$</p> <p>$- 52 = 50 + 2$</p> <p>$= 35 = 30 + 5$</p> <p>-tell subtraction stories.</p> <p>-Solve real life problems on subtraction of numbers.</p>			
11	<p>Mixed operations (Addition and subtraction)</p> <p>Counting Skill:</p> <p>-Numbers 430 - 450 and 1-450.</p> <p>-Reverse counting of numbers.</p> <p>-Skip counting of numbers in 2s, 3s, 5s and 10s.</p> <p>Writing Skill:</p> <p>-Writing of the numbers.</p> <p>-Reverse writing of numbers.</p>	<p>Pupils should be able to:</p> <p>identify numbers from 430 - 450</p> <p>count from 1 - 450</p> <p>write numbers 430 - 450 and 1-450 in numerals and in words</p> <p>add numbers from 1 - 500</p> <p>subtract numbers from 1 - 500</p> <p>solve problems using hundreds, tens and Unit indication -Solve real life problems on mixed operations.</p>	<p>Pupils as individuals identifies the addition (+) and subtraction (-) signs, other terms used for addition and subtraction.</p> <p>Pupils solve real life problems on mixed operations e.g. $62 + 36 - 54$</p> <p>1st Step 2nd Step</p> <p>62 9 8</p> <p>+ 36 - 54</p> <p>98 44</p> <p>QUANTITATIVE REASONING</p> <p>1. 17</p> <p>14 3</p>	<p>problem solving</p> <p>Communication and collaboration</p> <p>Digital Literacy</p> <p>Creativity and Imagination</p> <p>Leadership and Personal Development</p> <p>Citizenship</p>	<p>AUDIO VISUAL RESOURCES</p> <p>Number cards</p> <p>Number beads</p> <p>Counters such as: oranges</p> <p>Beans seeds</p> <p>Bottle tops</p>
	-Mixed Operations and subtraction of 2-digit numbers without remaining or exchanging.		<p>2.</p> <p>38</p> <p>15 23</p>		
12	Revision of the term's work	Pupils should be able to; recall what they have learnt for the term			
13	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION