cs	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
			n		
p	evision and	upils should be able to:	Pupils:	Communicatio n and	Flashcards,
6	rst week of	count, identify, order	classify objects in groups according to their numbers.	collaboration	Shells,
11	chool	numbers 1 - 250		Problem	inena,
		add two2- digit numbers	create quantities based on numbers given to them in groups.	solving	Crayons,
0	ounting Skill:	with sum not more than	colour shapes in groups of numbers	Personal Critical	
N	umbers 1-250,	50 using math facts		thinking and	Number chart showing
1	50 - 300	subtract 1 digit number	sing songs on ordinal numbers, shapes and addition.	problem solving	numerals 1 - 200, bottle
1	- 1	from a 2 digit number.		Problem solving	tops, stick of matches,
13	Skip counting in	compare numbers using	count from 1 – 250		straws cut into small
	s,3s	place value system	match fractions to divided objects and		pieces, rubber band.
	3,00	arrange items in order	shapes.		
		and identify them using	add two 2-digits numbers without		
		the ordinal numbers.	regrouping.		Video Link
V	Writing Skill:	the orania namocro	Pupils as a class I count numbers 1 – 100		
		apply numbers into real	Pupils write numbers 1 – 200		https://youtu.be/hyUp0B
	Writing of the	life situations (Real life	Pupils as individuals randomly identify		GXKgl
n	numbers.	problems)	numbers from 1 – 200		William ser
r	Revision of Pry 1	solve Quantitative			The sale
	opics.	Reasoning in exercises	QUANTITATIVE REASONING.		
1	opress	related to numeral 1 -	QUARTIATIVE REASONING.		
	Sec. 1. 1887	200	Fill in the missing numbers		The same of the sa
	100				-
			59		William Co.
1					
			14		- duty pittered -
			19		THE OWNER WHEN
		All results in the second second second	The same of the sa		
-	lt promotes		a coult de Lore don't		
	It promotes		a part and any law in the same of the same		dia primar
-	confidence and			-	dia pana
	confidence and encourages				dia years
	confidence and encourages relationship with			1	dia yana
	confidence and encourages relationship with numbers so that				dia yana
	confidence and encourages relationship with numbers so that pupils can talk about			SA	distriction of the second
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language				dia year
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example:				
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example: 10 fingers				*******
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example: 10 fingers 2 eyes				***************************************
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example: 10 fingers 2 eyes 5 storey building	At the and of the locan	Dunile	Critical thinking	ALIDIO VISUAL
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example: 10 fingers 2 eyes 5 storey building WHOLE	At the end of the lesson,	Pupils:	Critical thinking	AUDIO VISUAL RESOURCES
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example: 10 fingers 2 eyes 5 storey building WHOLE NUMBERS	pupils should be able to:	select and identify numbers from a	and problem	AUDIO VISUAL RESOURCES
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example: 10 fingers 2 eyes 5 storey building WHOLE	pupils should be able to: identify numbers from	select and identify numbers from a container that contains number cards	and problem solving	RESOURCES
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example: 10 fingers 2 eyes 5 storey building WHOLE NUMBERS	pupils should be able to: identify numbers from 1 - 300	select and identify numbers from a container that contains number cards of 1 – 300 randomly.	and problem solving Communication	RESOURCES Number chart, flash card
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example: 10 fingers 2 eyes 5 storey building WHOLE NUMBERS Counting Skill:	pupils should be able to: identify numbers from 1 - 300 identify and represent	select and identify numbers from a container that contains number cards of 1 – 300 randomly. in groups, tell the numbers larger than a	and problem solving Communication and collaboration	RESOURCES Number chart, flash card bottle tops, stick of
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example: 10 fingers 2 eyes 5 storey building WHOLE NUMBERS Counting Skill: 1-300	pupils should be able to: identify numbers from 1 - 300 identify and represent numbers using objects	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	and problem solving Communication and collaboration Creativity and	RESOURCES Number chart, flash card bottle tops, stick of
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example: 10 fingers 2 eyes 5 storey building WHOLE NUMBERS Counting Skill: 1 - 300 Counting	pupils should be able to: identify numbers from 1 - 300 identify and represent numbers using objects and pictorial	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	and problem solving Communication and collaboration Creativity and imagination	Number chart, flash card bottle tops, stick of matches, straws or rubbe
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example: 10 fingers 2 eyes WHOLE NUMBERS Counting Skill: 1 - 300 Counting numbers 1- 300 Skip counting	pupils should be able to: identify numbers from 1 - 300 identify and represent numbers using objects	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	and problem solving Communication and collaboration Creativity and	RESOURCES Number chart, flash card bottle tops, stick of matches, straws or rubb
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example: 10 fingers 2 eyes WHOLE NUMBERS Counting Skill: 1 - 300 Counting numbers 1- 300 Skip counting of numbers in	pupils should be able to: identify numbers from 1 - 300 identify and represent numbers using objects and pictorial representations	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.	and problem solving Communication and collaboration Creativity and imagination Leadership and	RESOURCES Number chart, flash card bottle tops, stick of matches, straws or rubb band. Video Link
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example: 10 fingers 2 eyes WHOLE NUMBERS Counting Skill: 1 - 300 Counting numbers 1- 300 Skip counting	pupils should be able to: identify numbers from 1 - 300 identify and represent numbers using objects and pictorial representations including the number	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	and problem solving Communication and collaboration Creativity and imagination Leadership and Personal Critical	RESOURCES Number chart, flash card bottle tops, stick of matches, straws or rubb band. Video Link https://www.splashlear
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example: 10 fingers 2 eyes 5 storey building WHOLE NUMBERS Counting Skill: 1 - 300 Counting numbers 1-300 Skip counting of numbers in 2s, 3s, 10s.	pupils should be able to: identify numbers from 1 - 300 identify and represent numbers using objects and pictorial representations including the number line	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	and problem solving Communication and collaboration Creativity and imagination Leadership and Personal Critical thinking and	RESOURCES Number chart, flash card bottle tops, stick of matches, straws or rubb band. Video Link https://www.splashlear.com/counting-games-fo
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example: 10 fingers 2 eyes 5 storey building WHOLE NUMBERS Counting Skill: 1 - 300 Counting numbers 1-300 Skip counting of numbers in 2s, 3s, 10s. Writing Skill:	pupils should be able to: identify numbers from 1 - 300 identify and represent numbers using objects and pictorial representations including the number line apply numbers in real	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	and problem solving Communication and collaboration Creativity and imagination Leadership and Personal Critical thinking and	RESOURCES Number chart, flash card bottle tops, stick of matches, straws or rubb band. Video Link https://www.splashlear
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example: 10 fingers 2 eyes 5 storey building WHOLE NUMBERS Counting Skill: 1 - 300 Counting numbers 1 - 300 Skip counting of numbers in 2s, 3s, 10s. Writing Skill: Writing of the	pupils should be able to: 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.	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	and problem solving Communication and collaboration Creativity and imagination Leadership and Personal Critical thinking and	RESOURCES Number chart, flash card bottle tops, stick of matches, straws or rubb band. Video Link https://www.splashlear.com/counting-games-fo2nd-graders
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example: 10 fingers 2 eyes 5 storey building WHOLE NUMBERS Counting Skill: 1 - 300 Counting numbers 1 - 300 Skip counting of numbers in 2s, 3s, 10s. Writing Skill: Writing of the numbers	pupils should be able to: 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	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	and problem solving Communication and collaboration Creativity and imagination Leadership and Personal Critical thinking and	Number chart, flash card bottle tops, stick of matches, straws or rubb band. Video Link https://www.splashlear.com/counting-games-fo2nd-graders AUDIO VISUAL
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example: 10 fingers 2 eyes WHOLE NUMBERS Counting Skill: 1 - 300 Counting numbers 1 - 300 Skip counting of numbers in 2s, 3s, 10s. Writing Skill: Writing of the numbers Sorting and	pupils should be able to: 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	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	and problem solving Communication and collaboration Creativity and imagination Leadership and Personal Critical thinking and	RESOURCES Number chart, flash card bottle tops, stick of matches, straws or rubb band. Video Link https://www.splashlear.com/counting-games-fo2nd-graders
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example: 10 fingers 2 eyes Storey building WHOLE NUMBERS Counting Skill: 1 - 300 Counting numbers 1- 300 Skip counting of numbers in 2s, 3s, 10s. Writing Skill: Writing of the numbers Sorting and classification of	pupils should be able to: 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.	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	and problem solving Communication and collaboration Creativity and imagination Leadership and Personal Critical thinking and	RESOURCES Number chart, flash card bottle tops, stick of matches, straws or rubb band. Video Link https://www.splashlear.com/counting-games-fo2nd-graders AUDIO VISUAL RESOURCES
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example: 10 fingers 2 eyes 5 storey building WHOLE NUMBERS Counting Skill: 1 - 300 Counting numbers 1 - 300 Skip counting of numbers in 2s, 3s, 10s. Writing Skill: Writing of the numbers Sorting and classification of objects on	pupils should be able to: 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	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	and problem solving Communication and collaboration Creativity and imagination Leadership and Personal Critical thinking and	RESOURCES Number chart, flash card bottle tops, stick of matches, straws or rubbe band. Video Link https://www.splashlear.com/counting-games-fo2nd-graders AUDIO VISUAL RESOURCES Number chart, flash card
	confidence and encourages relationship with numbers so that pupils can talk about Maths as a language Example: 10 fingers 2 eyes Storey building WHOLE NUMBERS Counting Skill: 1 - 300 Counting numbers 1- 300 Skip counting of numbers in 2s, 3s, 10s. Writing Skill: Writing of the numbers Sorting and classification of	pupils should be able to: 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	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	and problem solving Communication and collaboration Creativity and imagination Leadership and Personal Critical thinking and	RESOURCES Number chart, flash card bottle tops, stick of matches, straws or rubbe band. Video Link https://www.splashlear.com/counting-games-fo2nd-graders AUDIO VISUAL RESOURCES Number chart, flash card bottle tops, stick of
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		T	LEARNING ACTIVITIES	EMBEDDED CORE	MATHEMATICS
wks	TOPICS	LEARNING OBJECTIVES	THE RESERVE OF THE PARTY OF THE	SKILLS	LEARNING RESOURCES
			numbers 300 downwards	A SERVICE STATE	SOUNCES
_	confidence and encourages				
1	relationship with		QUANTITATIVE REASONING		
	numbers so that		Fill in the missing numbers		
	pupils can talk about Math as a language.		15 19 23		
	Also they can relate		45 60 80		
	with real life		20		
	situations in			C-W-1ster	
3.	whole	Pupils should be able to:	Pupils: In groups, mention numbers that are	Critical thinking and problem	AUDIO VISUAL
3.	NUMBERS		larger than the given numbers.	solving	RESOURCES
		Count the numbers	punils translate word problems on	Communication	Number chart a
	Counting Skill:	from 1 - 300 Write numbers from	identification and comparison into	and collaboration	Number chart, flash cards, bottle tops, stick of
	Numbers 270-300,	1-200, 201-300,	numbers.	Creativity and	matches, straws on
	1-300	Write up to 200 in	spell numbers verbally	imagination Leadership and	bands.
		words.	identify and match numbers and the words on a chart	Personal	Video Link
	-Skip-count numbers in 2s, 3s, 5s, 10s	Skip count in 2s, 3s 5s, and 10s up to 300.	take turns to write the spelling of	Development	
		Identify numbers at	numbers.		https://www.splashlearn.
1	Writing Skill:	random.	paint pictures of numbers in words.		
	Reading, counting		Skip count in 2s in game form.		2nd-graders
	and writing of		QUANTITATIVE REASONING		
1	numbers 270-300, 1 to 300.	The state of the s			The state of the
	-reverse reading and		202, 206,	THE WAY	1000
	writing of numbers.	BETT	Skip count in 3s, 5s, 10s	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
	пировшимор		22, 28, 37		The state of the s
	IMPORTANCE:		One hundred and fifty -five		49
4	Place value	Pupils should be able to:	Pupils use items to create a stack of	Communication and	AUDIO VISUAL
	Counting Skill: -	identify numbers from 250 –320	tens and units Pupils work in groups to match	collaboration	RESOURCES
	Numbers 300- 320.	count from 1 – 320	underlined digits in numbers to the	Critical thinking and	Numbers
	1-320	write numbers 1 -	value of the numbers.	problem solving	Charte C
	1-320	320 in numerals	Pupils work individually to color the	problem solving	Charts, Crayons, Pebbles, Lego
	Writing Skill:	and in words.	value of underlined digits in a group	Digital Literacy	
	Writing of the	identify the units, tens and hundreds	of stacked columns. Pupils work in teams to build	Creativity and	Place value flash cards and charts workshett
	numbers.	place value	numbers from tens and units.	imagination Leadership and	
	Place values	split tens into units	Pupils sing songs on units, tens and	Personal	WEB RESOURCES
	"Tens, Units and	split hundreds into tens	hundreds.	Development	https://susanjonesteachi
	Hundreds"	write 3-digit	Pupils use the abacus to write out numbers.	Citizenship	ng.com/place-value-
	Introduction	numbers as tens,	Pupils in small groups create Place Value	HA BOOK	activities/
	of regrouping Introduction	units and hundreds. identify the place	Worksheet, and write the amount of units	/	https://www.youtube.co
	of place value	value of numbers up	tens, and hundreds that are in each number to build place value	1	m/watch?v=a4FXl4zb3E4
	of numbers	to 500	understanding. By counting		Video Link
	up to 500	write the place value	tens		The state of the s
	11	of numbers up to 500 T U	units		https://youtu.be/ dHu5
	IMPORTANCE:	AND DESCRIPTION OF THE PARTY OF	QUANTITATIVE REASONING	The service of the	
	1 411	2 3	The state of the s		1-2/
	1 48	group numbers in 10s,		TOMBE	1391
		Identify and make bundles	Tens Units		and the same of th
	The Park Street of the Park Street	of objects into 10s. Then skip count in 10s.	10		
				dudelighttu	itors com
	THE REAL PROPERTY.		45	dudoligittt	1013.00111
	The same and the		56	100000000000000000000000000000000000000	
5	Ordering of Numbers	Pupils should be able to:	Pupile of the Land		AUDIO VISUAL
	Counting Class		Pupils as individuals identify <, >, and = signs	Problem solving Communication	CUDCES
	Counting Skill: Numbers 320-	identify numbers from 320 -350	Pupils in small groups study quantity o	f and	was flash cards
	350	count from 1 – 350	objects e.g. buttons in two different	collaboration	symbols flash cards.
	Writing Skill:	write numbers 1 -	plates to compare which has more or	Digital Literacy	Symbols Chart
		350 in numerals and	less or if they have the same quantity.	Creativity and	La hatel Hall

HW.	marx	LEARNING ORJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	Attriting of the numbers. The use of combok: A cand = to compare numbers. MANATANCE: To compare two chings help decide if one is greater, less than, or equal to the other.	h « less than	Pupils curve their arms to demonstrate the signs of s, < and ** QUANTITATIVE RESASONING Use the signs < , *, >to compare these numbers. 12	imagination Leadership and Personal Development Citizenship	Number Rhymes Worksheet AUDIO VISUAL RESOURCES Video Link https://www.youtube.co m/watch?v=rLZbniMGAV A https://youtube/adk: JqB06 k https://youtube/61JpWZ. nry6k
	Practions: Counting Skill: -Numbers 350 – 370, 1-370 Writing Skill: -Writing of the numbers. -Reverse reading and	Pupils should be able to: identify numbers from 350-370 count from 1-370 write numbers 350-370 and 1-370 in numerals and words. explain the meaning of fractions in terms of half (½) and quarter (¼)	Pupils in small groups create Read and colour activity worksheet on fractions and colour ½ and ¼ as a game.	problem solving Communication and collaboration Digital Literacy Creativity and imagination Leadership and Personal Development Citizenship	AUDIO VISUAL RESOURCES Number flash cards. Number chart. Oranges Apples Real objects in and around the classroom
	writing of the numbers. -Fractions 16 and 14 of a given collection IMPORTANCE Some of the activities that often involve the use of fractions include cooking-measuring ingredients, carpetitry - dividing wood into sections before joining them)	divide a collection of concrete objects into two or into four equal parts, i.e. half (½) and quarter (¾) respectively, e.g. a. ½ of 8 eggs = b. ½ of 10 oranges = c. ¼ of 12 balls = d. ¼ of 16 pencils =	QUANTITATIVE REASONING 1/2 of = 4 1/4 of = 3	ROGR	Fraction missing number worksheets Video Link https://youtu.be/9hZkk/ 3nl AUDIO VISUAL RESOURCES Video Link https://www.youtube.com/watch/v=rLZbniMGA! A https://youtu.be/adk-qB06 k
7	MIDTERM BREAK	MIDTERM BREAK	MIDTERM BREAK	MIDTERM BREAK	MIDTERM BREAK

	% of any given object or collection Counting Skill: Numbers 370 -390, 1-370 Writing Skill: -Writing of the numbersFraction of % of any given object or collection of objects	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 % of concrete objects, e.g. % of 8 boxes =	QUANTITATIVE REASONING 34 of = 12 of 20 = 15	Digital Literacy Creativity and imagination Leadership and Personal Development Citizenship	Number charts, Number flash cards. Oranges Apples Real objects in and around the classroom Video Link https://youtu.be/nup.co. Zzioc
9	Addition of numbers (Two 2 -digit numbers without renaming or exchanging) Counting Skill: Numbers 390 -410 and 1-410 Writing Skill: -Writing of the numbers. -Addition of numbers (2 digit numbers without renaming)	Pupils should be able to; 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. 6 4 = 60 + 4 + 1 3 = 10 + 3 = 7 7 = 70 + 7 tell addition story and solve. Solve real life	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. QUANTITATIVE REASONING Find the sum of: 26	problem solving Communication and collaboration Digital Literacy Creativity and imagination Leadership and Personal Development Citizenship	AUDIO VISUAL RESOURCES Number flash cards and chart. Addition chart, Beads, cards Worksheet
10	Subtraction of numbers (2 digit numbers without renaming) Counting Skill: Numbers 410 -430 and 1-430 Writing Skill: -Writing of the numbersSubtraction of numbers (2 digit numbers without renaming)	problems on addition. Pupils should be able to; 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	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. QUANTITATIVE REASONING Find the difference:	Problem solving Communication and collaboration Digital Literacy Creativity and imagination Leadership and Personal Development Citizenship	AUDIO VISUAL RESOURCES Subtraction flash cards. Subtraction chart, Beads, cards Worksheet Video Link www.weareteachers.compsubtraction activities

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE	LEARNING RESOURCES
-		remaining		STEE LAND	
			A		
			$\wedge \wedge$		
		eg. 8.7 = 80 + 7	/ * /		
		-5 2 = 50 + 2			
			65 51		
		= 3 5 = 30 + 5			
		-tell subtraction stories.			
		The state of the s			
		-Solve real life problems on			
		subtraction of numbers.			
11	Winei operations	Pupils should be able to:	Pupils as individuals identifies the	problem solving	AUDIO VISUAL
-	(Addition and		addition (+) and subtraction (-) signs.	Communication	RESOURCES
	subtraction	identify numbers from	other terms used for addition and	and collaboration	Maria Barata Vivilla
		430 -450 crunt from 1 - 450	subtraction.	Digital Literacy	Number cards
	Counting Skills	write numbers 430 -	Pupils solve real life problems on	Creativity and	Number heads
	-Numbers 430 -	450 and 1-450 in	mixed operations e.g. 62 + 36 -54	imagination	Indiance osses
	450 and 1-450.	numerals and in	1st Step 2nd Step	Leadership and	Counters such as:
		words	62 9 8	Personal	oranges
	-Reverse counting of	add numbers from 1	THE RESERVE OF THE PARTY OF THE	Development	Beans seeds
	numbers.	-500	+36 -54	Citizenship	
	-Stip counting of	subtract numbers	98 4 4		Bottle tops
	numbers in 2s, 3s, 5s	from 1 - 500			Market Street
	and 10s.	solve problems using hundreds, tens and	QUANTITATIVE REASONING		
		Unit indication -Solve	1 17		
	Writing Skill:	real life problems on		7 3	
	-Writing of the	mixed operations.	^		
	numbers.		14 3		
			19 3		
	-Reverse writing of			110199	
	numbers.			100	
	-Mixed Operations		2		
	and subtraction of				
	2-digit numbers		38	La constant	AN PARAMETER
	without remaining			No.	
	or exchanging.				
	ot Cacaaagaag		15 23	TO HELL	
12	Revision of the	Pupils should be able			
-	term's work	to; recall what they		1 500	
		have learnt for the	The same of the sa	1 1 10000	
		term		100000	
				EXAMINATION	EXAMINATION