WKS	TOPICS	LEARNING			
1	**Revision** **Counting Skill: Numbers 1 -450 and 251 -450** **Writing Skill:** -Writing of the numbers. -Revision of First term's work	Pupils should be able to: count numbers 1 - 450 order numbers from 1 - 450 identify numbers from 1 - 450 add two 2- digit numbers with sum not more than 100 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. identify fractions and shapes	Pupils classify objects in groups according to their numbers. Pupils create quantities based on numbers given to them in groups. Pupils colour shapes in groups of numbers Pupils sing songs on ordinal numbers, shapes, addition and subtraction of numbers. Pupils count from 1 - 450 Pupils match fractions to divided objects and shapes. Pupils add two 2-digit numbers without regrouping. Pupils as a class count number 1 – 450 and reverse the counting. Pupils as individuals write number 1 – 450 and write the reverse numbers. Pupils as individuals identify numbers randomly from 1-450 Pupils as individuals solve real life problems on addition and subtraction of 2-digit numbers	-Communication and collaboration -Problem solving -Personal development -problem solving -Digital Literacy -Creativity and imagination -Leadership and Personal Development -Citizenship	Flashcards, Shells, Crayons, Chart of fractions **AUDIO VISUAL RESOURCES** Number chart showing numerals 1 - 500, flash cards Video Link www.weareteachers.com >addition www.proudtobeprimary.com>additionhttps://youtu.be/_dHu5TFxPtkhttps://youtu.be/nuPkxaZzIoc
2	Addition of two 2 – digit numbers without exchanging or remaining **Counting Skill: Numbers 450 – 470 and 1-470** **Writing Skill:** -Writing of the numbers. -Addition of **2 – digit** numbers **without exchanging or renaming** IMPORTANCE: -Helps in counting items or goods together. - It also helps to find out the number of boys and girls in a class or a school.	Pupils should be able to: identify numbers from 450 –470 and 1-470 count from 1 – 470 write numbers 450 – 470 and 1-470 in numerals and in words add three 3-digit numbers without exchanging or renaming relate addition to real life experiences, e.g. adding the sum of items purchased in a shop correctly solve real life problems on two 3-digit numbers count and say the numbers in expanded form and write the numerals as 96 = 9 tens + 6 units	Pupils in groups tell addition stories and solve. Pupils as a class solve addition of 3-digit numbers such as 41 + 25 = 66 41 = 40 + 1 + 25= + 20 + 5 66 = 60 + 6 = 66 Pupils as individuals use the addition machine of beads and cards to add numbers and give the answer. Pupils in small groups, use a deck of cards, pick up two cards, add the two numbers together. QUANTITATIVE REASONING 110 → ☐ ← 320 203 → ☐ ← 145	problem solving Communication and collaboration Digital Literacy Creativity and imagination Leadership and Personal Development Citizenship	**AUDIO VISUAL RESOURCES** Number beads Beans seeds Addition Cards Abacus Charts on addition of 2-digit numbers without renaming or exchanging Counters such as sticks, bottle tops Video Link www.weareteachers.com >addition www.proudtobeprimary.com>addition
3	Subtraction of two 2 – digit numbers with regrouping **Counting Skill:** Numbers: 490 – 510, 1-250 and	Pupils should be able to: identify numbers from 490 –510 count from 1 – 510 write numbers 490 – 510 and 1-510 in	Pupils in small groups use number flash cards to tell subtraction story and solve. Pupils sing subtraction songs. Pupils as a class solve subtraction of two 2-digit numbers e.g. 47- 25 = 22	Problem solving Communication and collaboration Digital Literacy Creativity and imagination Leadership and	**AUDIO VISUAL RESOURCES** Number beads Beans seeds

TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
251-510 **Writing Skill:** -Writing and reading of the numbers. -Subtraction of two 2 – digit numbers without exchanging or remaining. IMPORTANCE: It helps to calculate the reduction of provisions or food stuff in the kitchen store.	numerals and in words identify place values of units, tens, and hundreds in numbers. solve real life problems on subtraction e.g. paying items in a shop and collecting the correct change.	47 = 40 + 7 -25 = -20 + 5 22 = 20 + 2 = 22 QUANTITATIVE REASONING 190 ☐ 220 240 ☐ 145 Pair of pupils create a scenario of buying, selling and collecting change.	Personal Development Citizenship	Bottle tops. Addition Cards Abacus Charts on addition of 2-digit numbers without renaming or exchanging Counters such as sticks, bottle tops Video Link www.weareteachers.com >addition www.proudtobeprimary. com>addition
Addition of two 3 – digit numbers without exchanging or remaining **Counting Skill:** **Numbers 510 – 530, 1-250 and 251 – 530** **Writing Skill:** -Writing and reading of the numbers. -Addition of 3 – digit numbers without exchanging or remaining IMPORTANCE: To find the population of pupils in a school or patients in an hospital	Pupils should be able to: identify numbers from 510 –530 count from 1 – 530 write numbers 510 – 530 in numerals and words add 3-digit numbers without exchanging or renaming solve real life problems on adding 3-digit numbers.	Pupils as a class solve quick problems on addition of 3-digit numbers Pair of pupils create a scenario of buying, selling and collecting change. Pupils in pairs use number cards to add two 3-digit numbers without exchanging or renaming. Sing songs on addition of numbers. Pupils as a class solve addition of two 3-digit numbers e.g.431 + 125 = 5566 431 = 400 + 30 + 1 + 125 = 100 + 20 + 5 556 = 500 + 50 + 6 = 556 QUANTITATIVE REASONING 346 ☐ 120 541 ☐ 204	Problem solving Communica-tion and collaboration Digital Literacy Creativity and imagination Leadership and Personal Development Citizenship	**AUDIO VISUAL RESOURCES** Number cards Cardboard strips with numerals and number lines Number beads Counters such as: Oranges Beans seeds Bottle tops Video Link www.weareteachers.com >subtraction proudtobeprimary.com> subtraction https://www.youtube.com/watch?v=jEK68...
Subtraction of two 3 – digit numbers without renaming or exchanging **Counting Skill:** **Numbers 530 – 550, 1-250, 251-550** **Writing Skill:** -Writing of the numbers. -Subtraction of 3 – digit numbers without exchanging or remaining	Pupils should be able to: identify numbers from 530 –550 count from 1 – 550 write numbers 530 – 550 and 1-550 in numerals and in words subtract two 2-digit numbers with regrouping subtract 3-digit numbers with regrouping relate subtraction to life problems, e.g. paying for items in a shop and collecting the correct change	Pupils as a class solve quick problems on subtraction of 3-digit numbers Pair of pupils create a scenario of buying, selling and collecting change. Pupils sing subtraction song. Pupils as a class do subtraction of 3-digit numbers without exchanging or renaming e.g. 448 -235 448 = 400 + 40 + 8 -235 -200 + 30 + 5 213 200 +10 + 3 = 213 QUANTITATIVE REASONING 530 ☐ 270 346 ☐ 200	problem solving Communica-tion and collaboration Digital Literacy Creativity and imagination Leadership and Personal Development Citizenship	**AUDIO VISUAL RESOURCES** Number cards Cardboard strips with numerals and number lines Number beads Abacus Counters such as: Oranges Beans seeds Bottle tops Video Link

WKS	TOPICS	LEARNING OBJECTIVES	LEARNING ACTIVITIES	EMBEDDED CORE SKILLS	LEARNING RESOURCES
	IMPORTANCE; -It hels to determine the reduction of goods in a shop while taking stock.	solve real life problems on 3-digit numbers			www.weareteachers.com>subtraction proudtobeprimary.com>subtraction https://www.youtube.com/watch?v=jEK68... www.weareteachers.com>subtraction proudtobeprimary.com>subtraction https://www.youtube.com/watch?v=jEK68...
6	Odd and even numbers from 1 – 100 **Counting Skill: Numbers 550 – 570, 1-250 and 251 – 570** **Writing Skill:** -Writing and reading of the numbers. -Odd and even numbers from 1 – 100	Pupils should be able to: identify numbers from 550 –570 count from 1 – 570 write numbers 550 – 570 and 1-570 in numerals and in words identify odd and even numbers categorize odd and even numbers determine whether a group of objects have an odd or even number of objects. justify that the sum of two odd numbers	Pupils as a class explain the meaning of odd and even number Pupils as individuals identify odd and even numbers in a given set of numbers, e.g. 10 pupils are arranged in a row taking a number card each from 1 to 10. Pupils with number 1 takes a step forward, while a pupils with number card 2 takes a step backward. The pupils will be in this arrangement: **Odd Even** 1 2 3 4 5 6 7 8 9 10	problem solving Communication and collaboration Digital Literacy Creativity and imagination Leadership and Personal Development Citizenship	**AUDIO VISUAL RESOURCES** -Number flash cards. -A chart with numbers 1 - 100 written in two different colour, one colour for odd numbers, another colour for even numbers -Two coloured straws labeled number 1- 10 **Video Link** https://www.youtube.com/watch?v=VU1x8...
	IMPORTANCE: It helps in the grouping of items into like terms.	is even.	Pupils in pairs add two odd numbers using number cards e.g. 3 + 5 = 8 odd odd even 7 + 9 = 16 odd odd even **QUANTITATIVE REASONING** 5 9 13 7 11 15 9 13 △ △ 15 19		
7	MIDTERM BREAK	MID TERM BREAK	MIDTERM BREAK	MID TERM BREAK	MID TERM BREAK
8	Open sentences – involving addition and subtraction **Counting Skill:** Numbers 570 –600, 1-300 and 301-600 **Writing Skill:** -Writing of the numbers. -Addition and subtraction in an	Pupils should be able to: identify numbers from 570 –600 order numbers from 1 - 600 count from 1 – 600 write numbers 570 – 600 in numerals and words identify an open sentence determine when to add or subtract in an open sentence	Pupils as individuals count and add a given problem in an open sentence Pupils as individuals count, add or subtract a given problem in an open sentence A group of 4 pupils use weighing scale and pegs of two different colours to perform arithmetic operations on open sentence e.g. the weighing scale: Left side Right side 8 + ☐ = 12 8 red pegs = 12 red pegs	problem solving Communication and collaboration Digital Literacy Creativity and imagination Leadership and Personal Development Citizenship	**AUDIO VISUAL RESOURCES** -Number cards -Bottle tops -Coloured pegs. -Pupils -Weighing scale.

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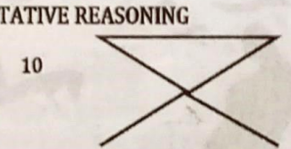
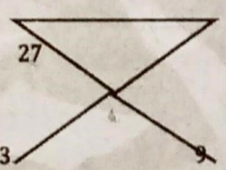
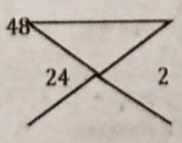
	open sentence. IMPORTANCE: -It helps to determine the scores of a game. -It helps to compare quantities of items.	solve open sentences by performing arithmetic operations.	Pupils add more blue pegs on the left side until the weight is balanced. Then count the number of blue pegs which is 4.		**Video Link** www.mathinterventions.org www.splashlearn.com www.education.com>math>multiplication
9	**Multiplication:** By using repeated addition (Additive Multiplication) **Counting Skill:** -Numbers 250 – 300, 301-600. -Skip counting of numbers in 2s, 3s, 5s and 10s. **Writing Skill:** -Writing of the numbers in ascending and descending orders. -Multiplication of 1 – digit number by 2 or 3 without remaining or exchanging.	Pupils should be able to: identify numbers from 250 –300 order numbers from 1 - 300 count from 1 – 300, skip count in 2s, 3s,, 5s and 10s write numbers 250 – 300 in numerals and words illustrate and explain the concept of multiplication identify the multiplication sign (X) multiply numbers using repeated addition without renaming or exchanging , e.g. 2 x 4 = 2+2+2+2=8 apply multiplication	Pupils as a class recite 2, 3, 4 and 5 multiplication tables. Pupils as individuals count and add a given multiplication of 1 or 2-digit by 2 or 3 using counter to do repeated addition e.g. 2 x 3 = 2 + 2 + 2 = 00 + 00 + 00 = 6 Pupils in pairs use number cards to give mental sums on multiplication of two 1-digit numbers. Pupils as individuals solve real life problems on multiplication of 2-digit by 2 and 3 without exchanging or renaming. E.g. 1 box of books contains 8 books Then 3 boxes of books will contain 3 x 8 = 24 OR 8+8+8 = 24 There are 24 books in the 3 boxes.	Problem solving Communication and collaboration Digital Literacy Creativity and imagination Leadership and Personal Development	**AUDIO VISUAL RESOURCES** -Objects: Oranges, bottle tops, apples, other objects in and around the classroom -Multiplication number cards -Multiplication table chart. Video Link www.splashlearn.com www.education.com>math>multiplication **AUDIO VISUAL RESOURCES** Objects: Oranges, bottle tops, apples, other objects in and around the
	IMPORTANCE: It helps to determine the total number of items occurring in two or more ways	to everyday activities.	**QUANTITATIVE REASONING**   		classroom Video Link www.khanacademy.org>maths>multiplication
10	**Multiplication:** 2 – digit numbers by digits 2 or 3 without remaining or exchanging **Counting Skill:** -Numbers 300 – 350, 301-600. -Skip counting of numbers in 2s, 3s, 5s and 10s. -Reciting/singing multiplication tables 2 and 3	**Pupils should be able to:** identify numbers from 300 –350 order numbers from 1 - 350 count from 1 – 300 write numbers 301 – 600 in numerals and words multiply 2-digit numbers by 2 without renaming or exchanging multiply 2-digit numbers by 3 without renaming or exchanging	**Pupils as a class recite 2- and 3-multiplication tables.** **Pupils as individuals solve questions on multiplication of 2-digit by 2 and 3 without exchanging or renaming. E.g.** **1 dozen of book is = 12 books** **Then 3 dozen of books** **3 x 12 = 36** **1 2** **X 3** **3 6** **QUANTITATIVE REASONING**  	**Problem solving** **Communication and collaboration** **Digital Literacy** **Creativity and imagination** **Leadership and Personal Development** **Citizenship**	**AUDIO VISUAL RESOURCES** -Counting objects: Oranges, bottle tops, apples, other objects in and around the classroom -Multiplication chart -Multiplication number cards. **Video Link** www.khanacademy.org>maths>multiplication

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	Writing Skills: -Writing of the numbers in ascending and descending orders. -Multiplication 2-digits number by 2 or 3 without remaining or exchanging. **IMPORTANCE:** It helps to solve the cost of multiple items or articles purchased in a superstore.	solve real life problems in multiplication apply multiplication to everyday activities	39 13 3		
11	Practical Work Revision of the term's work	**Pupils should be able to;** **recall what they have learnt for the term**		problem solving Communication and collaboration Digital Literacy Creativity and imagination Leadership and Personal Development Citizenship	
12	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION
13	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION	EXAMINATION

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