GRADE TWO MATHEMATICS SCHEME OF WORK TERM THREE YEAR 2018

WEEK	LESSON	STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUARY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFLECTION
1	1	**Numbers**	Number Concept	By the end of the lesson, the learner should be able to read numbers 1-100 in symbols, :	How can we find the number of objects in a group	Learners to read number names from 1-100. Learners in groups of five to count their fingers and toes.	Realia charts	Observation Oral questions	
	2		Number Concept	By the end of the lesson, the learner should be able to: represent numbers 1-100 using concrete objects in the environment	How can we find the number of objects in a group	Learners in pairs/groups to play games of representing numbers 1-100 using safe concrete objects.	Realia charts	Observation Oral questions	
	3		Whole Numbers	By the end of the lesson, the learner should be able to: read and write numbers 1-20 in words	How do we get the next number in a pattern	Learners in pairs to read numbers 1-100 in symbols. Learners to read and write numbers 1-20 in words	Realia charts	Observation Oral questions	
	4		Whole Numbers	By the end of the lesson, the learner should be able to: work out missing numbers in number patterns up to 100,	How do we get the next number in a pattern	Learners in pairs to read numbers 1-100 in symbols. Learners to read and write numbers 1-20 in words	**Realia charts**	Observation Oral questions	

	5			Whole Numbers	By the end of the lesson, the learner should be able to: appreciate number patterns as they skip on the number line.	How do we get the next number in a pattern	Learners in pairs/groups to make number patterns and share with other groups.	Realia charts	Observation Oral questions	
2	1			Fractions	By the end of the lesson, the learner should be able to identify a 1/2 as part of a whole	What fraction do you get when you fold a circular paper cut- out into 4 equal parts?	Learners in pairs to make rectangular paper cut – outs and fold them into two equal parts to get a half of a whole written as 1/2.	Realia charts	Observation Oral questions	
	2			Fractions	By the end of the lesson, the learner should be able to identify a 1/4 as part of a whole.	What fraction do you get when you fold a circular paper cut- out into 4 equal parts?	Learners in pairs to fold circular paper cut – outs to get 4 equal parts and identify one of the parts as a 1/4 of a whole	Realia charts	Observation Oral questions	
	3			Fractions	By the end of the lesson, the learner should be able to practice making halves and quarters of a whole	What fraction do you get when you fold a circular paper cut- out into 4 equal parts?	Learners in pairs to practice making halves and quarters of a whole	Realia charts	Observation Oral questions	
	4			Addition	By the end of the lesson, the learner should be able to add a 2-digit number to a 2-digit number	When do we regroup?	Learners in pairs/groups to collect different safe objects and use them in addition of 3-	Realia charts	Observation Oral questions	

				without and with regrouping, with sum not exceeding 100,		single digit numbers			
	5		Addition	By the end of the lesson, the learner should be able to workout missing numbers in patterns involving addition of whole numbers up to 100.	When do we regroup?	Learners in pairs to come up with different ways of adding two 2-digit numbers without and with regrouping	Realia charts	Observation Oral questions	
3	1		Addition	By the end of the lesson, the learner should be able to make patterns using numbers up to 100	When do we regroup?	Learners to play digital games involving addition. Learners in groups to make patterns using numbers up to 100	Realia charts	**Common accidents and Basic First aid**	
	2		Subtraction	By the end of the lesson, the learner should be able to subtract up to 2- digit numbers without regrouping	How do you work out missing numbers in patterns involving subtraction	Learners in pairs /groups to subtract single digit numbers by comparing groups of objects	Realia charts	Observation Oral questions	
	3		Subtraction	By the end of the lesson, the learner should be able to use the relationship between addition and subtraction in working out problems	How do you work out missing numbers in patterns involving subtraction	Learners to subtract up to 2-digit numbers without regrouping in horizontal and vertical forms.	Realia charts	Observation Oral questions	

	4		Subtraction	By the end of the lesson, the learner should be able to work out missing numbers in subtraction of up to 2- digit numbers	How do you work out missing numbers in patterns involving subtraction	Learners to work out missing numbers in subtraction of up to 2- digit numbers. Learners to play digital games involving subtraction.	Realia charts	Observation Oral questions	
	5		**Subtraction**	**By the end of the lesson, the learner should be able to work out missing numbers in patterns involving subtraction up to 100**	**How do you work out missing numbers in patterns involving subtraction**	**Learners to work out missing numbers in subtraction of up to 2- digit numbers. Learners to play digital games involving subtraction.**	**Realia charts**	**Observation Oral questions**	
4	1		Multiplication	By the end of the lesson, the learner should be able to represent multiplication as repeated addition using numbers 1, 2, 3, 4 and 5 up to five times	How do you represent multiplication as repeated addition	Learners in pairs/groups to use counters to represent multiplication as repeated addition	Realia charts	Observation Oral questions	
	2		Multiplication	By the end of the lesson, the learner should be able to write repeated addition sentences as multiplication, using '×' sign	How do you represent multiplication as repeated addition	Learners to use '×' sign in writing repeated addition sentences as multiplication. Learners to multiply single digit numbers by 1, 2, 3, 4, 5 and	Realia charts	Observation Oral questions	

						10.			
	3		Multiplication	By the end of the lesson, the learner should be able to multiply single digit numbers by 1, 2, 3, 4, 5 and 10	How you represent multiplication as repeated addition	Learners could visit the local market to see how fruits are arranged in groups of 3's, 4's ,5's or 10's a certain number of times	Realia charts	Observation Oral questions	
	4		Division	By the end of the lesson, the learner should be able to use ' ÷ 'sign in writing division sentences	How can you share a given number of objects equally	Learners to use '÷'sign in writing division sentences	Realia charts	Observation Oral questions	
	5		Division	By the end of the lesson, the learner should be able to divide numbers up to 25 by 2, 3, 4 and 5 without a remainder in real life situations	How can you share a given number of objects equally	Learners to play digital games involving division. Learners to divide numbers up to 25 by 2, 3, 4 and 5 without a remainder	Realia charts	Observation Oral questions	
5	1		Division	By the end of the lesson, the learner should be able to divide numbers up to 25 by 2, 3, 4 and 5 without a remainder	How can you share a given number of objects equally	Learners to play digital games involving division. Learners to divide numbers up to 25 by 2, 3, 4 and 5 without a remainder	Realia charts	Observation Oral questions	
	2	Measurement	Length	By the end of the lesson, the learner	What can you use to measure	Learners in pairs/groups to use	Realia charts	Observation Oral questions	

					should be able to measure length using fixed units	different lengths	sticks of equal length to measure different lengths, record and discuss the results.		
	3			Length	By the end of the lesson, the learner should be able to identify the metre as a unit of measuring length,	What can you use to measure different lengths	Learners in pairs/groups to measure length using sticks of different lengths, including 1-metre sticks and identify the 1- metre sticks.	Realia charts	Observation Oral questions
	4			Length	By the end of the lesson, the learner should be able to measure length in metres	What can you use to measure different lengths	Learners to make 1-metre sticks and use them in measuring various lengths within the classroom , record and discuss the results.	Realia charts	Observation Oral questions
	5			Mass	By the end of the lesson, the learner should be able to measure mass using fixed units	What can we use to measure mass	Learners in pairs/groups to use items of same mass and a beam balance to measure different masses record and discuss the results.	Realia charts	Observation Oral questions
6	1			Mass	By the end of the lesson, the learner should be able to identify the kilogram as a unit of measuring	What can we use to measure mass	Learners in pairs/groups to use an item equivalent to a 1-kilogram mass and a beam balance to	Realia charts	Observation Oral questions

			mass		make other 1-kilogram masses and use them to compare other masses.		
2		Mass	By the end of the lesson, the learner should be able to measure mass in kilograms	What can we use to measure mass	Learner to practice measuring mass in kilograms using a 1-kilogram mass.	Realia charts	Observation Oral questions
3		Capacity	By the end of the lesson, the learner should be able to \identify the litre as a unit of measuring capacity,	What can you use to measure capacity of different containers	Learners in pairs /groups to use small containers of equal capacity to fill bigger containers of same capacity but different shapes with water and count the number of small containers used to fill them.	Realia charts	Observation Oral questions
4		Capacity	By the end of the lesson, the learner should be able to measure capacity in litres.	What can you use to measure capacity of different containers	Learners in groups to measure the capacity of different containers in litres.	Realia charts	Observation Oral questions
5		Time	By the end of the lesson, the learner should be able to measure time using arbitrary units	In which month do you celebrate your birth day	Learners in pairs/groups to measure time taken to perform an activity using arbitrary units. Learners in		

					pairs/groups to measure time taken to perform an activity using fixed units			
7	1		Time	By the end of the lesson, the learner should be able to measure time using fixed units	In which month do you celebrate your birth day	Learners in pairs/groups to measure time taken to perform an activity using arbitrary units. Learners in pairs/groups to measure time taken to perform an activity using fixed units	Realia charts	Observation Oral questions	
	2		Time	By the end of the lesson, the learner should be able to identify the clock face,	In which month do you celebrate your birth day	Learners to discuss places where they have seen clocks displayed as well as how they look like.	Realia charts	Observation Oral questions	
	3		Money	By the end of the lesson, the learner should be able to identify Kenyan currency coins and notes up to sh.100,	How can you identify different Kenyan currencies?	Learners in pairs/groups to sort out Kenyan currency coins and notes according to their features up to sh.100	Realia charts	Observation Oral questions	
	4		Money	By the end of the lesson, the learner should be able to count money in sh.1, sh.5, sh.10, sh.20, sh.40, sh.50 up to	How can you identify different Kenyan currencies?	Learners in groups to put different coins and notes together and separate them according to their values and features	Realia charts	Observation Oral questions	

				sh.100					
	5		Money	By the end of the lesson, the learner should be able to represent same amount of money in different denominations	How can you identify different Kenyan currencies?	Learners in pairs/groups to count money in sh.1, sh.5, sh.10,sh.20,sh.40, sh.50 up to sh.100.	Realia charts	Observation Oral questions	
8	1	**Geometry**	Lines	By the end of the lesson, the learner should be able to draw and model straight lines	What types of lines do you know	Learners in groups to model straight and curved lines using string	Realia charts	Observation Oral questions	
	2		Lines	By the end of the lesson, the learner should be able to draw and model curved lines.	What types of lines do you know	Learners in groups to model straight and curved lines by holding their hands. Learners to draw straight and curved lines.	Realia charts	Observation Oral questions	
	3		Shapes	By the end of the lesson, the learner should be able to identify rectangles, circles, triangles, ovals and squares	What shapes can you identify in your	Learners in pairs/groups to sort and group items of different shapes.	Realia charts	Observation Oral questions	
	4		Shapes	By the end of the lesson, the learner should be able to	What shapes can you identify in your	Learners in groups to make patterns, colour them and share with other groups	Realia charts	Observation Oral questions	

				make patterns, colour them and share with other groups.					
	5		Shapes	By the end of the lesson, the learner should be able to appreciate making patterns involving rectangles, circles, triangles, ovals and squares	What shapes can you identify in your	Learners in groups to make patterns, colour them and share with other groups	Realia charts	Observation Oral questions	
9& 10	CAT	CAT	CAT	CAT	CAT	CAT	CAT	CAT	CAT