GRADE TWO

MATHEMATICS ACTIVITIES SCHEME OF WORK

WEEK	LESSON	STRAND THEME	SUB STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNER EXPERIENCE	LEARNING RESOURCES	ASSESSMENT METHODS	REFLECTION
1	1	NUMBERS	Numbers concept Reading 1-50	By the end of the sub strand the learner should be able to: Read 1-50 in symbols	Can count numbers from 1-50 in symbols	Learners to read number names from 1-50 from the chart	Chart Number cards	Oral questions Observation	
	2	NUMBERS	Representing number 1-50	Represent number 1-50 using concrete objects in the environment	What can we use to represent number 1-50?	Learners in groups to represent number 1-50 using safe concrete objects	Concrete objects Counters	Oral questions Observation	
	3	NUMBERS	Filling in missing numbers	Filling in number 1-50 in their work books	How can we find missing numbers	Learners to fill in missing numbers from 1-50	Chart	Oral questions Written exercise	
	4	NUMBERS	Reading numbers 50-100	Read numbers 50-100 using symbols in the chart	Can you find number of objects from number 50-100?	Learners read number names from 50-100 from the chart	Chart	Oral questions observations	
	5	NUMBERS	Representing numbers 50-100	Represent number 50-100 using concrete objects in the environment	What can we use to represent number 50-100?	Learners to represent numbers from 50-100 using safe concrete objects	Counters	Oral questions observations	
2	1	NUMBERS	Filling in missing numbers	Fill in missing numbers from number 50-100 using in their books	How can we find missing numbers	Learners to fill in missing numbers from 50-100	Chart	Oral	
	2	NUMBERS	Playing games	Playing games with numbers	How many times in groups can they count numbers 1-100	Learners to play games of have you counted?	Concrete objects representing groups with numbers	Observations	

	3	NUMBERS	Filling in missing numbers	Fill in missing numbers from 1-100 in their workbooks	Which is the missing number?	Learners to fill in missing numbers 1-100	Chart	Oral questions Written exercise	
	4	NUMBERS	Whole numbers	By the end of the sub strand the learner should be able to count numbers 1-50 forward and backwards in a sequence	What is the next number?	Learners to count numbers 1-50 forward and backwards	Number line chart	Observation Oral questions	
	5	NUMBERS	Whole numbers	By the end of the sub strand the learner should be able to count numbers 50 forward and backwards in a sequence	What is the next number?	Learners to count numbers 50-100 forward and backwards	Number line chart	Observation Oral questions	
3	1	NUMBERS	Counting in 2s forward	Count numbers in 2s forward in pairs or groups	What is the next number going forward?	Learners in 2s should be able to count in 2s forward	Number line	Oral questions	
	2	NUMBERS	Counting in 2s backward	Count numbers in 2s backward in pairs or groups	What is the next number going backward?	Learners in 2s should be able to count in 2s backward	Number line	Oral questions	
	3	NUMBERS	Whole numbers	By the end of the sub strand the learner should be able to count	How do you get the next number in a pattern?	Learners to count in 5s forward in groups or pairs	Number line	Oral questions Observation	
4	1	NUMBERS	Fractions-Circular cut outs in quarter	Fold circular paper cut outs in to 4 equal parts and make a quarter	How many parts are shaded?	Learners in pairs to fold paper cuts to get 4 equal parts and identify it as a quarter	Paper cut outs	Observation Oral questions	
	2-3	NUMBERS	Rectangular cut outs in 4 equal parts	Fold rectangular paper cut outs in to 4 equal parts and make a quarter	How many parts are they?	Learners in pairs to fold paper cuts to get 4 equal parts and identify it as a quarter	Paper cut outs	Observation Oral questions	
	4-5	NUMBERS	Comparing fractions in size	Compare fractions in size to find out which is bigger or smaller	Which one is big?	Learners should be able to compare sizes of fractions	Paper cut outs	Observation Oral questions	
5	1	NUMBERS	Digital games with fractions	Play digital games with fractions	Which fractions can you see?	Learners should be able to play digital games involving fractions	Laptops	Observation Oral questions	

	2-3	NUMBERS	Fractions	Practice cutting out halves and quarters	How many parts do you get when you share a fruit among 2?	Learners in pairs/groups making halves and quarters of a whole	Paper cut outs A fruit	Observation Oral questions	
	4	NUMBERS	Addition	By the end of the sub strand, the learner should be able to add single digits horizontally	How do you arrange digits when adding horizontally?	Learners to add single digits horizontally	Number line	Written exercise	
	5	NUMBERS	Addition	Add single digits vertically	How do you add single digits vertically?	Learners to add single digits vertically	Number line counters	Written exercise	
6	1	NUMBERS	Addition	Work out word problems involving single digits	How do we add single digits?	Learners to come up with additional word problems	Counters	Written exercise	
	2-3	NUMBERS	Addition	The learner should be able to add a 2 digit number to a 1 digit number with sum not exceeding 100 without regrouping	How we align a 2 digit number and a 1 digit number vertically in order to add?	Learners to a 2 digit number to a 1 digit number without regrouping	Counters	Written exercise Observations Oral questions	
	4-5	NUMBERS	Addition	Add a 2 digit number to a 1 digit number with sum not exceeding 100 with regrouping	When do we regroup?	Learners to a 2 digit number to a 1 digit number with regrouping	Counters	Written exercise	
7	1	NUMBERS	Addition	The learner should work out word problems involving 2 digit and 1 digit	Which word means same as addition?	Learners to understand other words that mean same as addition	Counters	Written exercise Observation	
	2	NUMBERS	Addition	The learner should be able to add single digit number upto a sum of 20 horizontally	How do we get the sum of 3 single digits?	Learners in pairs/ groups to practice addition of 3 single digits	Counters	Written exercise Observation	
	3	NUMBERS	Addition	The learner should be able to add single digit number upto a sum of 20 vertically	How do you align numbers when working with 3 digit numbers?	Learners to work out sum of 3 digit numbers vertically according to place value	Bottle tops Counters	Written exercise	
	4-5	NUMBERS	Addition	The learner should be able to work out word problems involving 3 single digits	How we arrange numbers when working with 3 digit numbers?	Learners should be able to collect different safe objects and use hem in addition of 3 single digit numbers	Counters	Written exercise	

8	1	NUMBERS	Addition	The learner should be able to practice addition by skipping on the number line	How do we use a number line when counting?	Learners to practice addition by skipping on the number line	Number line drawn on the floor	Written exercise	
	2-4	NUMBERS	Addition	The learner should be able to practice breaking numbers apart to make 10	When do you break apart numbers to make 10?	Learners to break numbers apart to make 10	workbooks	Written exercise	
	5	NUMBERS	Addition	The learner should be able to come up with different ways of adding 2- digit numbers without regrouping	How can you align a 2 digit number vertically in order to add?	Learners to add a 2- digit numbers without regrouping	Counters	Written exercise	
9	1-2	NUMBERS	Addition	The learner should be able to come up with different ways of adding 2- digit numbers with regrouping	How can you align a 2 digit number vertically in order to add?	Learners to add a 2- digit numbers with regrouping	Counters	Written exercise	
	3	NUMBERS	Addition	The learner should be able to play digital games involving addition	Which digital games can you play involving addition?	Learners to play digital games involving addition	Laptop	Observation	
	4	NUMBERS	Addition	The learner should be able to make patterns in groups using numbers upto 100	How can you make patterns in groups using numbers upto 100	Learners in groups to make patterns using numbers upto	Number chart	Written exercise	
	5	NUMBERS	Addition	The learner should be able to work out missing numbers involving addition of whole numbers upto 100	How do work out missing numbers in patterns involving addition?	Learners work out missing numbers involving addition in patterns	Counters	Written exercise	
	1	NUMBERS	Addition	The learner should be able to work out missing numbers involving addition of whole numbers upto 100	How do work out missing numbers in patterns involving addition?	Learners work out missing numbers involving addition in patterns	Counters	Written exercise	
	2	NUMBERS	Subtraction	The learner should be able to work out subtraction of single digits	How do work out subtraction of 2 single digits numbers	Learners work out subtraction of 2 single digits numbers	Counters	Written exercise	
	3	NUMBERS	Subtraction	The learner should be able to work out subtraction of 1	How do work out subtraction 1 digit number	Learners work out subtraction 1 digit number from 2 digit number	Counters	Written exercise	

				digit number from 2 digit number	from 2 digit number				
	4-5	NUMBERS	Subtraction	The learner should be able to work out subtraction upto 2 digit number without regrouping	What is the place value	Learners work out subtraction upto 2 digit number without regrouping	Counters	Written exercise	
	1-2	NUMBERS	Subtraction	The learner should be able to work out subtraction upto 2 digit number with regrouping	How do we regroup?	Learners work out subtraction upto 2 digit number with regrouping	Counters	Written exercise	
	3-4	NUMBERS	Subtraction	The learner should be able to work out subtraction upto 2 digit number with regrouping	How do we regroup?	Learners work out subtraction upto 2 digit number with regrouping	Counters	Written exercise	
	5	NUMBERS	Subtraction	The learner should be able to work out a mixed exercise subtraction with and without regrouping	How do we regroup?	Learners work out subtraction with and without regrouping	Counters	Written exercise	