

PP2**MATHEMATICS ACTIVITIES SCHEME OF WORK TERM TWO**

WEEK	LESSON	STRAND	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFLECTION
2	1-2	NUMBERS	Counting concrete objects	By the end of the sub-strand, the learner should be able to: observe objects in different groups or sets for distinguishing different types of similar objects	Which number is written on the card/chart/board	Critical thinking and problem solving	Peace unity	Learners randomly pick number cut outs or number cards from a pile and identify the number 1-20.	Charts realia	Observational questions	
	3-4		Counting concrete objects	By the end of the sub-strand, the learner should be able to: count concrete objects 1-10 for developing skills	Which number is written on the card/chart/board	Critical thinking and problem solving	Peace unity	Learners demonstrate arranging numbers in sequence 1-20.	Charts realia	Observational questions	
	5		Counting concrete objects	By the end of the sub-strand, the learner should be able to: count concrete objects 10-20 for developing skills	Which number is written on the card/chart/board	Critical thinking and problem solving	Peace Unity	Learners demonstrate arranging numbers in sequence 1-20.	Charts realia	Observational questions	
3	1-2		Counting concrete objects	By the end of the sub-strand, the learner should be able to: demonstrate one to one correspondence	Which number is written on the	Critical thinking and problem solving	Peace unity	In groups or pairs, individually, learners count people or objects	Charts Realia	Observational questions	

				while counting concrete objects	card/chart/board			in their class up to 20			
	3-4		Counting concrete objects	By the end of the sub-strand, the learner should be able to: enjoy counting objects within their environment	Which number is written on the card/chart/board	Critical thinking and problem solving	Peace Unity	Learners play counting games involving counting objects 1-20	Charts realia	Observational questions	
	5		Counting concrete objects	By the end of the sub-strand, the learner should be able to: appreciate the use of one to one correspondence in real life situations	Which number is written on the card/chart/board	Critical thinking and problem solving	Peace Unity	Learners play counting games involving counting objects 1-20	Charts realia	Observational questions	
4	1-2		Number sequencing	By the end of the sub-strand, the learner should be able to: identify number symbols 1-10 for acquisition of numeracy skills	How can these numbers be arranged in sequence	Critical thinking and problem solving	Peace Unity	Learners randomly pick number cut outs or number cards from a pile and identify the number 1-10	Charts realia	Observational questions	
	3-4		Number sequencing	By the end of the sub-strand, the learner should be able to: identify number symbols 10-20 for	How can these numbers be	Critical thinking and problem solving	Peace unity	Learners randomly pick number cut outs or number cards from a pile and	Charts realia	Observational questions	

				acquisition of numeracy skills	arranged in sequence			identify the number 10-20			
	5		Number sequencing	By the end of the sub-strand, the learner should be able to: arrange number cards in sequence 1-10 for appreciation of increase in value	How can these numbers be arranged in sequence	Critical thinking and problem solving	Peace unity	Learners demonstrate arranging numbers in sequence 1-20	Charts realia	Observational questions	
5	1-2		Number sequencing	By the end of the sub-strand, the learner should be able to: arrange number cards in sequence 10-20 for appreciation of increase in value	How can these numbers be arranged in sequence	Critical thinking and problem solving	Peace unity	Learners demonstrate arranging numbers in sequence 1-20	Charts realia	Observational questions	
	3-4		Number sequencing	By the end of the sub-strand, the learner should be able to: arrange number cards in sequence by completing missing numbers	How can these numbers be arranged in sequence	Critical thinking and problem solving	Peace unity	In pairs or groups, individually, learners complete missing numbers in sequence by placing the appropriate number cards or cut - outs	Charts realia	Observational questions	

	5		Number sequencing	By the end of the sub-strand, the learner should be able to: enjoy arranging numbers in sequence in day to day experiences	How can these numbers be arranged in sequence	Critical thinking and problem solving	Peace unity	Learners sing songs on number sequence comprising numbers 1-20.	Charts realia	Observational questions	
6	1-2		Number Value	By the end of the sub-strand, the learner should be able to: collect objects from the environment	Which group has 3,4,5,...20 objects?	Critical thinking and problem solving	Peace unity		Charts realia	Observational questions	
	3-4		Number Value	By the end of the sub-strand, the learner should be able to: count groups of objects in the environment and select the corresponding number symbol.	Which group has 3,4,5,...20 objects?	Critical thinking and problem solving	Peace unity	Learners demonstrate and relate the number symbol and their value	Charts realia	Observational questions	
	5		Number Value	By the end of the sub-strand, the learner should be able to: sort groups of objects in the environment and select the corresponding number symbol.	Which group has 3,4,5,...20 objects?	Critical thinking and problem solving	Peace unity	In groups learners count concrete objects and relate them to the number symbol	Charts realia	Observational questions	

7	1-2		Number Value	By the end of the sub-strand, the learner should be able to: differentiate the number value of objects in the environment	Which group has 3,4,5,...20 objects?	Critical thinking and problem solving	Peace unity	In groups learners count concrete objects and relate them to the number symbol	Charts realia	Observational questions	
	3-4		Number Value	By the end of the sub-strand, the learner should be able to: appreciate the value of numbers in their daily life experiences	Which group has 3,4,5,...20 objects?	Critical thinking and problem solving	Peace unity	In groups, pairs and individually learners complete number value puzzles	Charts realia	Observational questions	
	5		Number Value	By the end of the sub-strand, the learner should be able to relate number value with objects in the environment	Which group has 3,4,5,...20 objects?	Critical thinking and problem solving	Peace unity	In groups, pairs and individually learners complete number value puzzles	Charts realia	Observational questions	
8	1-2		number writing	By the end of the sub-strand, the learner should be able to: identify number symbols up to 20 for association of spoken number and its symbolic representation	Which number can you see on the calendar	Critical thinking and problem solving	Peace unity	Learners demonstrate number formation from number cut outs	Charts realia	Observational questions	
	3-4		number	By the end of the sub-	Which	Critical	Peace		Charts	Observatio	

			writing	strand, the learner should be able to: form and write numbers 1-10 on a surface for representing quantities of objects or items by symbols	number can you see on the calendar	thinking and problem solving	unity	In groups, pairs or individually, learners trace, model, thread, join dots or colour number cut-outs up to 20.	realia	oral questions	
	5		number writing	By the end of the sub-strand, the learner should be able to: form and write numbers 10-20 on a surface for representing quantities of objects or items by symbols	Which number can you see on the calendar	Critical thinking and problem solving	Peace unity	few learners practice joining parts of numerals to form a complete numeral	Charts realia	Observatio oral questions	
9	1-2		number writing	By the end of the sub-strand, the learner should be able to: write number symbols 1-20 on a surface for enjoyment	Which number can you see on the calendar	Critical thinking and problem solving	Peace unity	Learners write number symbols 1-20 on a surface	Charts realia	Observatio oral questions	
	3-4		number writing	By the end of the sub-strand, the learner should be able to: form number symbols 1-20 using ICT for digital literacy	Which number can you see on the calendar	Critical thinking and problem solving	Peace unity	Learners use ICT to form number symbols 1-20.	Charts realia	Observatio oral questions	

	5		number writing	By the end of the sub-strand, the learner should be able to: appreciate the use of numbers within their environment	Which number can be formed using the selected pieces?	Critical thinking and problem solving	Peace unity	Learners look at and talk about different parts of number symbols	Charts realia	Observational questions	
10	1-2		Number puzzle	By the end of the sub-strand, the learner should be able to: rearrange number cards 1-10 in the correct order	Which number can be formed using the selected pieces?	Critical thinking and problem solving	Peace unity	Learners look at and talk about different parts of number symbols	Charts realia	Observational questions	
	3-4		Number puzzle	By the end of the sub-strand, the learner should be able to: rearrange number cards 10-20 in the correct order	Which number can be formed using the selected pieces?	Critical thinking and problem solving	Peace unity	Learners look at and talk about different parts of number symbols	Charts realia	Observational questions	
	5		Number puzzle	By the end of the sub-strand, the learner should be able to: identify different parts of numerals 1-20 using not more than ten parts	Which number can be formed using the selected pieces?	Critical thinking and problem solving	Peace unity	Learners look at and talk about different parts of number symbols	Charts realia	Observational questions	

11	1-2		Number puzzle	By the end of the sub-strand, the learner should be able to: form complete number symbols 1-20 with not more than 10 parts	Which number can be formed using the selected pieces?	Critical thinking and problem solving	Peace unity	In pairs or groups learners join different parts of number symbols to form a complete numeral	Charts realia	Observational questions	
	3-4		Number puzzle	By the end of the sub-strand, the learner should be able to: enjoy completing number puzzles in daily life	Which number can be formed using the selected pieces?	Critical thinking and problem solving	Peace unity		Charts realia	Observational questions	
	5		Number puzzle	By the end of the sub-strand, the learner should be able to: relate number symbols with the objects in the environment	Which number can be formed using the selected pieces?	Critical thinking and problem solving	Peace unity	In pairs or groups learners join different parts of number symbols to form a complete numeral	Charts realia	Observational questions	
12	1-2		Putting together	By the end of the sub-strand, the learner should be able to: collect different groups of similar objects for counting	Which objects look alike	Critical thinking and problem solving	Peace unity	Learners observe and talk about similar objects within their environment	Charts realia	Observational questions	
	3-4			By the end of the sub-	Which	Critical	Peace	Teacher	Charts	Observatio	

			Putting together	strand, the learner should be able to: identify sets of similar objects in the environment for counting	objects look alike	thinking and problem solving	unity	demonstrates putting similar objects together with a sum not exceeding 9 and count	realia	oral questions	
	5		Putting together	By the end of the sub-strand, the learner should be able to: put similar objects together with a sum not exceeding 9	Which objects look alike	Critical thinking and problem solving	Peace unity	In small groups learners put objects together with a sum not exceeding 9 and count	Charts realia	Observatio oral questions	
13 & 14	CAT		CAT	CAT	CAT						