DOYEN PUBLISHERS
SCHEMES OF WORK TERM II 2025
GRADE 2 MATHEMATICS ACTIVITIES

Week	*Lesson*	*Strand*	*Sub-Strand*	*Specific Learning Outcomes*	*Learning Experiences*	*Key Inquiry Questions*	*Learning Resources*	*Assessment Methods*	*Remarks*
1	1	NUMBERS	Number concepts. Reading numbers.	By the end of the lesson the learner should be able to: a) Identify numbers 1-80 in symbols. b) Read numbers 1-80 in symbols in the class room. c) Write numbers 1-80 in symbols.	Learners to count in 2's, 3's, 5's and 10's up to 80 in the class room. Learners to observe the trees then read numbers 1-80 in symbols in the class room. Learners in groups play fishing game; in groups of 5's, to randomly pick flashcards and name the symbol. Learners to arrange number flashcard in ascending and descending order from 1- 80/ 80 – 1 in the class room.	How can we read numbers?	Number Cards Counting Marbles, Stones, Bottle Caps Number Chart Number Flashcards **KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page-71**	Observation Written exercise Oral questions	
	2	NUMBERS	Number Concepts. How many?	By the end of the lesson the learner should be able to: a) Name the objects represented in the pictures. b) Read, represent and write numbers up to 80 using objects. c) Desire to represent numbers using objects in the class room.	Learners to sing the number song 'brown bottles standing on the wall' in the class room. Learners to read and write numbers 50 - 80 in symbols in the class room. Learners in groups to pick number flashcards, read the number symbol and represent the number symbol using items. Learners in pairs/groups to play games of representing numbers 50 - 80 using safe concrete objects.	How do you represent numbers using objects?	Number Cards Counters Number Chart Concrete Objects KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 72 - 73	Oral Questions Written exercise Direct observation	
	3	NUMBERS	Whole Numbers.	By the end of the lesson the learner should be able to:	Learners are guided on the meaning of counting forward and counting backwards.	How can we count numbers	Number Cards Number Chart	Oral Questions	

			Counting	a) Identify things that exist in 5's in their immediate environment. b) Count numbers forward up to 100 from 5 in the class room. c) Count numbers backward from 100 up to 5 in the class room.	Learners in groups to identify things in the environment that exist in 5's. Learners in pairs/groups to count real items in 5's forward starting from 5 up to 80. Learners practice counting forward and backwards from and up to 80, individually.	1-100 forwards?	Countable Items (Books, Pencils, Balls, Bottle Tops) KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 74	Written exercise Direct observation	
	4	NUMBERS	Whole Numbers Place value	By the end of the lesson the learner should be able to: a) Identify place value of digits in numbers up to hundreds. b) Demonstrate hundreds, tens and ones of numbers up to 100 using a place value tins. c) Represent numbers in hundreds, tens and ones of items in the environment.	Learners to assemble number tins and label them in hundreds, tens and ones. Learners to observe as the teacher demonstrate how to find the place value of numbers up to 100 using the number tins. Learners to identify the place value of numbers in ones, tens and hundreds using the place value chart and number tins. Learners do an exercise on ones, tens and hundreds in the class room.	How can we tell the place value of numbers in hundreds?	Number Cards Place Value Chart Number Tins Counting Straws. KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 75	Oral Questions Written exercise Direct observation	
	5	NUMBERS	Whole Numbers Reading and writing numbers.	By the end of the lesson the learner should be able to: a) Read numbers 1-80 in symbols in the class room. b) Arrange in order numbers 5 – 80 in the classroom. c) Write numbers 1 – 80 in symbols in the classroom.	Learners to recite a number poem i.e. `` I can count 1-100`` in the class room. Learners to count numbers 1-80 as they clap and jump in the class room. Learners to read numbers 1-80 in symbols in the class room. Learners to arrange Number cards in order from 1 – 80 and 80 – 1.	How can we count 1-80 using claps or jumps?	Number Cards Number Chart Digital Devices With Number Poems And Rhymes. KLB Tusome Early Years Education Mathematics Activities	Oral Questions Written exercise Direct observation	

							Pupils Book 2 Page- 76		
2	1	NUMBERS	Whole Numbers. Numbers in words.	By the end of the lesson the learner should be able to: a) Read numbers 9 -15 in words. b) Write numbers 9 -15 in words. c) Play digital games involving numbers in words, in the class room	Learners to read and write numbers 9 -15 in words. Learners to play digital games involving identifying, naming and spelling whole numbers. Learners to play a number name identification game, using flashcards in the class room. Learners to read number names of numbers 9 -15, in the class room.	Which number between 9-15 has the longest numbers name? Which number name can you spell?	Number Cards Number Chart KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page- 77	Oral Questions Written exercise Direct observation	
	2	NUMBERS	Whole Numbers. Number Patterns.	By the end of the lesson the learner should be able to: a) Differentiate between the terms decrease and increase. b) Work out missing numbers in number patterns up to 50 in the class room. c) Desire to practice working out number pattern exercises.	Learners are guided to describe the terms decrease and increase. Learners to play a number pattern identification game, in the class room. Learners to count numbers 20-50 forward, in the class room. Learners to count backwards from 50 – 20, in the classroom. Learners to observe as the teacher demonstrates how to find the missing number in number patterns.	How can we identify missing numbers in a number pattern?	Number Cards Number Chart 20 - 50 Number Cards 20 – 50 KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 78	Oral Questions Written exercise Direct observation	
	3	NUMBERS	Whole Numbers. Number Patterns	By the end of the lesson the learner should be able to: a) Make patterns using numbers up to 100. b) Work out missing numbers in number patterns up to 100 in the class room. c) Enjoy working out number patterns up to 100.	Learners to play a number pattern identification game, in the class room. Learners to count numbers 30-100 backward, in the class room. Selected learners to demonstrate to the rest how to complete decreasing or increasing number patterns.	How can we identify missing numbers?	Number Cards Number Chart 30-100 Number Cards 30-100 KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 79	Oral Questions Written exercise Direct observation	

	4	NUMBERS	Fractions. A quarter	By the end of the lesson the learner should be able to: a) Identify a quarter as a whole in the class room. b) Create quarter parts of wholes by folding into equal parts. c) Enjoy shading quarters of wholes	Learners to draw circles on Manila papers and cut them out, in the class room. Learners in pairs to fold circular paper cut – outs to get 4 equal parts and identify one of the parts as a $\frac{1}{4}$ of a whole. Learners to observe pictures on digital devices and identify the shapes on real life foods as quarters, in the class rooms.	How can we make fractions?	Number Cards Fraction Chart Shapes Chart KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 80	Oral Questions Written exercise Direct observation	
	5	NUMBERS	Fractions A quarter	By the end of the lesson th learner should be able to: a) Define the term quarter. b) Create a $\frac{1}{4}$ as part of a whole in the class room. c) Appreciate quarter shapes as one of four parts of a whole.	Learners in pairs to make rectangular paper cut – outs and fold them into four equal parts to get a quarter of a whole written as $\frac{1}{4}$. Learners to fold cut outs of a rectangle to make a $\frac{1}{4}$ in the class room. Learners to make phrases using the $\frac{1}{4}$ shapes they have made, in the class room. Learners in pairs to practice making quarters of a whole.	How can we make a $\frac{1}{4}$ fraction?	Number Cards Fraction Chart Shapes Chart KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page- 81	Oral Questions Written exercise Direct observation	
3	1	NUMBERS	Fractions A Quarter ($\frac{1}{4}$)	By the end of the lesson the learner should be able to: a) Identify a $\frac{1}{4}$ as part of a whole i.e. I out of 4 parts. b) Create a $\frac{1}{4}$ by folding and shading one of four parts of a shape cutouts effectively. c) Appreciate a $\frac{1}{4}$ as a symbol	Learners to recite a fraction poem i.e. `` I fold into 4 I get a quarter`` in the class room. Learners to fold cut outs of a rectangle and a circle to make a $\frac{1}{4}$ in the class room. Learners to make phrases using the $\frac{1}{4}$ shapes they have made, in the class room. Identify quarters from shaded shapes.	How can we make a $\frac{1}{4}$ fraction?	Number Cards Fraction Chart Shapes Chart KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 82	Oral Questions Written exercise Direct observation	

	2	NUMBERS	Fractions	By the end of the lesson the learner should be able to: a) Create a $\frac{1}{4}$ by cutting real fruits into two equal parts i.e. bananas, apples and oranges b) Match paper cut-outs by size and colour to form a whole. c) Enjoy making paper cut-out using different colours and sizes.	Learners to identify how many quarters make a whole. Learners to cut real fruits into $\frac{1}{4}$, in the class room. Learners to make phrases using the $\frac{1}{4}$ fruits they have made, in the class room. Learners to use paper to create different shapes and sizes, cut them into $\frac{1}{4}$ and shade them in different colours. Learners in pairs to match the cut-outs by colour and size to form wholes.	How can we make a ½ fraction?	Number Cards Fraction Chart Shapes Chart Real Fruits- Oranges, Apples, Bananas, Paper, Coloured Pencils, Scissors. KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page- 83	Oral Questions Written exercise Direct observation	
	3	NUMBERS	Addition	By the end of the lesson, the learner should be able to: a) Demonstrate adding a 2 digit number to a 1 digit number vertically with regrouping. b) Use counting breaking apart to add a 2 digit number to a 1 digit number with the sum not exceeding 50. c) Practice adding 2 digit numbers to 1 digit numbers for enjoyment.	Learners to recite the family number of ten. Learners are guided to explain the term break apart, Learners observe as the teacher demonstrates how to solve addition sums through breaking apart. Learners to add 2 digit numbers to 1 digit numbers by breaking apart. Learners to add a 2 digit number to a 1 digit number vertically by breaking apart practically, then individually in their books, in the class room.	How can we add a 2 digit number to a 1 digit number by breaking apart?	Number Cards Addition Chart Counting Marbles KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 84	Oral Questions Written exercise Direct observation	

	4	NUMBERS	Addition	By the end of the lesson the learner should be able to: a) Arrange a 2 digit number and a 1 digit number sum horizontally using place values. b) Add a 2 digit number to a one digit number with the sum not exceeding 50. c) Recognize the tens and ones in a 2 digit number.	Learners to observe the teacher demonstrate add 2- digit numbers to 1- digit number vertically using place values. Learners are guided to arrange a 2 digit number plus a 1 digit number horizontally using ones and tens. Learner in pairs practice arranging and adding together sums horizontally using ones and tens till mastery. Learners to add 2 digit numbers to 1 digit numbers together with sums not exceeding 50.	How many tens are in 28?	Number Cards Bottle Tops, Marbles, Stones, Sticks, Grains, Place Value Chart, Abacus, Basic Addition Facts Table, A Number Line KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page- 85	Oral Questions Written exercise Direct observation	
	5	NUMBERS	Addition	By the end of the lesson the learner should be able to: a) Identify the tens and the ones in 2 digit numbers. b) Add 2 digit number to 1 digit number using tens and ones vertically not exceeding 80. c) Desire to master adding numbers through breaking apart.	Learners observe and read the 2 and 1 digit numbers. Learners identify the tens and ones in the 2 digit number. Learners observe the demonstration of putting together vertically a 2 digit number and a 1 digit by adding ones and tens by breaking apart. Learners individually practice adding by breaking apart using tens and ones vertically till mastery.	Can you recite the family of 10?	Number Cards Bottle Tops, Marbles, Stones, Sticks, Grains, Basic Addition Facts Table, KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 86	Oral Questions Written exercise Direct observation	
4	1	NUMBERS	Addition	By the end of the lesson the learner should be able to:	Learners observe and read the 2 digit numbers. Learners identify the place value of the numbers.	What is the place value of 2 in 32?	Number Cards Tens And Ones Addition Chart	Oral Questions	

				a) Define the term regrouping. b) Demonstrate adding 2 digit number to 1 digit number using regrouping not exceeding 100. c) Enjoy solving word problems through regrouping.	Learners are guided to arrange two 2 digit numbers horizontally by adding ones and tens separately. Learners individually practice adding two 2 digit numbers using tens and ones horizontally till mastery.		Counting Sticks Place Value Chart Abacus KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 87	Written exercise Direct observation	
	2	NUMBERS	Addition	By the end of the lesson the learner should be able to: a) Identify other terms to use for addition. b) Add 3 single digit numbers vertically not exceeding 20 c) Desire to add 3 single digits together without using counters.	Learners are guided to identify other terms similar to add e.g. put together, plus Learners observe as the teacher demonstrates adding 3 single digits together. Learners to practice adding 3 single digits till mastery in the classroom	Can you add 3 single digits together not exceeding 10?	Number Cards Bottle Tops, Marbles, Stones, Sticks, Grains, Basic Addition Facts Table, A Number Line KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 88	Oral Questions Written exercise Direct observation	
	3	NUMBERS	Addition	By the end of the lesson the learner should be able to: a) Identify the number of tens and ones in 2 digit numbers. b) Add 2 digit number to 2 digit number using tens and ones vertically not exceeding 100.	Learners observe and read the 2 digit numbers in form of number of tens and number of ones. Learners observe the demonstration of putting together vertically two 2 digit numbers by adding ones and tens separately. Learners individually practice adding two 2 digit numbers sums using tens and ones vertically till mastery.	How many tens are in the sum of 64 + 23??	Number Cards Bottle Tops, Marbles, Stones, Sticks, Grains, Place Value Chart, Abacus, Basic Addition Facts Table,	Oral Questions Written exercise Direct observation	

				c) Desire to master adding two 2 digit numbers.	Learners are guided to solve word problems involving addition of 2 digit numbers sum not exceeding 100.		A Number Line KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 89		
	4	NUMBERS	Addition	By the end of the lesson the learner should be able to: a) Identify the place value of the numbers. b) Demonstrate adding 2 digit number to 2 digit number horizontally not exceeding 50. c) Practice adding two 2 digit numbers till mastery.	Learners observe and read the 2 digit numbers. Learners identify the place value of the numbers. Learners are guided to arrange two 2 digit numbers horizontally by adding ones and tens separately. Learners individually practice adding two 2 digit numbers using tens and ones horizontally till mastery.	What is 18 + 27?	Number Cards Tens And Ones Addition Chart Counting Sticks KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 90	Oral Questions Written exercise Direct observation	
	5	NUMBERS	Addition	By the end of the lesson the learner should be able to: a) Arrange and add two 2- digit numbers sum vertically. b) Solve addition sums of two 2-digit numbers using regrouping of tens and ones. c) Practice solving word problems involving addition of two 2 digit numbers.	Learners to read a word problem and come up with a sum. Learners identify the tens and ones in the 2 digit numbers. Learners observe the demonstration of putting together vertically two 2 digit numbers by adding ones and tens separately. Learners individually practice adding two 2 digit numbers using tens and ones vertically till mastery.	Can you write 31 as Ones and Tens?	Number Cards Bottle Tops, Marbles, Stones, Sticks, Grains, Place Value Chart, Abacus, Basic Addition Facts Table, A Number Line KLB Tusome Early Years Education Mathematics	Oral Questions Written exercise Direct observation	

							Activities Pupils Book 2 Page- 91		
5	1	NUMBERS	Number Patterns.	By the end of the lesson the learner should be able to; a) Count forward in 2s, 3s and 5s up to 50. b) Work out missing numbers involving addition of whole numbers up to 50. c) Enjoy filling in the missing number.	Learners in pairs to count forward in 2s, 3s and 5s up to 50. Learners observe as the teacher demonstrates how to get the next number in a number pattern by adding and counting forward. Learner to work out the missing number in patterns involving addition. In pairs, learners to solve the word problem number patterns.	How do we work out missing numbers in patters involving addition?	Number Cards Bottle Tops, Marbles, Stones, Sticks, Grains, Place Value Chart, Abacus, Basic Addition Facts Table, A Number Line KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 92	Oral Questions Written exercise Direct observation	
	2	NUMBERS	Subtraction	By the end of the lesson the learner should be able to; a) Identify other terms used in reference to subtraction. b) Subtract up to 2-digit numbers without regrouping. c) Work out sums of two 2- digit numbers by counting backwards in tens.	Learners are guided to identify terms that mean the same as subtraction used in sums. Learners observe as the teacher demonstrates subtraction of tens using bundles of tens. Learners in pairs/groups to subtract 2- digit numbers by comparing groups of objects Learners to practice subtracting double digits vertically till mastery.	How many remains? How can we subtract two single digits vertically?	Number Cards Bundles Of Ten Bottle Tops, Marbles, Sticks, Stones, Grains, Basic Addition Facts Table, KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 93	Oral Questions Written exercise Direct observation	

	3	NUMBERS	Subtraction	By the end of the lesson the learner should be able to; a) Count backwards in 10s from 50 up to 10. b) Subtract up to 2 double digit numbers using bundles of ten. c) Take away a double-digit number from a double-digit number horizontally.	Learners in groups to collect straws, pencils and sticks, from their immediate environment, count in tens and make bundles. Learners to observe as the teacher demonstrates using a Number cards and bundles of 10 to work out subtraction of 2 double digits. Learners individually to work out subtraction of tens of numbers aligned horizontally.	Can you write 5 tens take away 2 tens horizontally?	Number Cards Straws, Sticks, Basic Addition Facts Table, KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 94	Oral Questions Written exercise Direct observation	
	4	NUMBERS	Subtraction	By the end of the lesson the learner should be able to; a) Identify the symbol of addition and subtraction in sums. b) Use the relationship between addition and subtraction in working out problems. c) Work out the missing numbers using subtraction and addition.	Learners to discuss the relationship between addition and subtraction using number families Learners observe as the teacher demonstrate how to solve missing numbers using addition and subtraction with numbers not exceeding 10. Learners to work out missing numbers in subtraction of up to 2- digit numbers	What is the relationship between addition and subtraction?	Number Cards Bottle Tops, Marbles, Stones, Sticks, Grains, Place Value Chart, Abacus, Basic Addition Facts Table, A Number Line KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page-95	Oral Questions Written exercise Direct observation	
	5	NUMBERS	Subtraction	By the end of the lesson the learner should be able to; a) Identify the smaller and the bigger number in the missing number sum.	Learners in groups create the family of numbers by using the smallest and biggest number on sums presented. Learners observe as the teacher demonstrates solving the missing number.	What is the missing number ***29 - _ = 25?***	Number Cards Number Line Chart Bottle Tops, Marbles, Sticks, Stones, Grains,	Oral Questions Written exercise Direct observation	

				b) Subtract a single digit number from 2-digit number to complete the sum. c) Practice subtraction using number family.	Learners individually to work out subtraction of 1-digit numbers from 2-digit numbers aligned vertically. Learners practice subtracting a single digit from a 2-digit number vertically using number family till mastery.		Basic Addition Facts Table, KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page- 96		
6	1	NUMBERS	Subtraction	By the end of the lesson the learner should be able to; a) Define the term a number family. b) Use the relationship between addition and subtraction in working out problems. c) Practice solving sums using addition and subtraction with numbers not exceeding 100.	Learners to discuss the relationship between addition and subtraction using number families. Learners observe as the teacher demonstrates solving sums using addition and subtraction. Learners to work out missing numbers in patterns involving subtraction. Learners to practice solving sums using addition and subtraction with numbers not exceeding	How can we add and subtract to find a missing number?	Number Cards Bottle Tops, Marbles, Stones, Sticks, Grains, Place Value Chart, Abacus, Basic Addition Facts Table, A Number Line KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 97	Oral Questions Written exercise Direct observation	
	2	NUMBERS	Subtraction	By the end of the lesson the learner should be able to; a) Form sums from information in word problems. b) Work out missing numbers in subtraction of up to 2 digit numbers.	Learners observe as the teacher demonstrates how to find the missing number before or after the equals sum using subtraction of numbers not exceeding 100. Learners to find out the missing in subtraction of up to 2-digit numbers. Learners to fill in the missing numbers in problems involving subtraction	How do we find the missing number **59 - _ = 34?**	Number Cards Bottle Tops, Marbles, Stones, Sticks, Grains, Place Value Chart, Abacus, Basic Addition Facts Table,	Oral Questions Written exercise Direct observation	

				c) Enjoy finding the missing number when it is before or after the equals sign.			A Number Line KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page- 98		
	3	NUMBERS	Subtraction	By the end of the lesson the learner should be able to; a) Count backwards in 2s, 3s and 5s starting from 20 b) Work out the missing numbers in patterns involving subtraction up to 20. c) Enjoy filling in the missing number.	Learners to practice completing the pattern. Learners in pairs to count backward in 2s, 3s and 5s from 10 to 50. Learners observe as the teacher demonstrates how to get the next number in a number pattern by subtracting and counting backwards. Learner to work out the missing number in patterns involving subtraction. Learners to work out the next number in patterns involving subtraction.	How do you work out missing numbers in patterns involving subtraction?	Number Cards Bottle Tops, Marbles, Stones, Sticks, Grains, Place Value Chart, Abacus, Basic Addition Facts Table, A Number Line KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 99	Oral Questions Written exercise Direct observation	
	4	NUMBERS	Multiplication	By the end of the lesson the learner should be able to; a) Differentiate between the symbols for addition, subtraction and multiplication. b) Represent multiplication of 2 as repeated addition up to 9 times.	Learners are guided to write multiplication sums as repeated addition. Learners in pairs/groups to use counters to represent multiplication as repeated addition. Learners to observe as the teacher demonstrates how to solve sums using repeated addition.	How do you represent multiplication of 2 as a repeated addition?	Number Cards Bottle Tops, Marbles, Stones, Grains, Number Line Multiplication Table KLB Tusome Early Years	Oral Questions Written exercise Direct observation	

				c) Practice repeated addition using multiplication sums.	Learners practice repeated addition on the multiplication table of 2 till mastery.		Education Mathematics Activities Pupils Book 2 Page 100		
	5	NUMBERS	Multiplication Multiply by 3	By the end of the lesson the learner should be able to; a) Model multiplication as repeated addition up to 3 times. b) Make sentences using the repeated addition sums for the multiplication table of 3. c) Represent multiplication as repeated addition using number 3 up to 9 times.	Learners to use counters in counting in threes to represent multiplication as repeated addition Using counters, learners to group counters in 3s up to 9 times then say how many they are all together. Guide learners in making sentences on the activity then ask them to do the repeated addition problems in learner`s book page 101	How do you represent multiplication of 3 as repeated addition?	Number Cards Bottle Tops, Marbles, Stones, Grains, Number Line Multiplication Table KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 101	Oral Questions Written exercise Direct observation	
7	1	NUMBERS	Multiplication Multiply by 4	By the end of the lesson the learner should be able to; a) Write the multiplication of 4 correctly. b) Demonstrate multiplication of 4 as repeated addition as repeated addition up to 9 times. c) Practice repeated addition in multiplication till mastery.	Learners in pairs/groups to represent multiplication as repeated addition. Learners to count objects in four's from 4 to 40 Learners to observe as the teacher demonstrates writing multiplication as repeated addition. Learners use counters and group them into 4s up to 9 times to find the missing numbers in multiplication sums.	How do you represent multiplication of 4 as repeated addition? Can we count in four's?	Number Cards Bottle Tops, Marbles, Stones, Grains, Number Line Multiplication Table KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 102	Oral Questions Written exercise Direct observation	

	2	NUMBERS	Division Equal Sharing.	By the end of the lesson the learner should be able to; a) Identify the symbol used to represent division. b) Represent division as equal sharing. c) Practice division using equal sharing not exceeding number 20.	Learners to identify and use '÷'sign in writing division sentences. Learners in pairs/groups to share a given number of objects equally by each picking one object at a time until all are finished and then count how many each got. Learners are guided to solve sums from page 103. Learners practice equal sharing till mastery.	How can you share a given number of objects equally?	Number Cards Bottle Tops, Marbles, Stones, Sticks, Grains, Digital Devices KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 103	Oral Questions Written exercise Direct observation	
	3	NUMBERS	Division Equal Grouping.	By the end of the lesson the learner should be able to; a) Represent division as equal grouping. b) Model division as equal grouping up to 5 times. c) Formulate sums from sentences involving equal grouping sums.	Learners in pairs/groups to use counters to represent equal grouping to solve the question 'How many each?' Learners to observe as the teacher demonstrates how to solve sums using equal grouping. Learners in pairs/groups to pick an equal number of objects at a time from the main group and count the number of small equal groups formed.	How do you represent division as equal grouping?	Number Cards Bottle Tops, Marbles, Stones, Sticks, Grains, Digital Devices KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 104	Oral Questions Written exercise Direct observation	
	4	NUMBERS	Division	By the end of the lesson the learner should be able to; a) Identify the sign that represents division. b) Write equal sharing and equal grouping sentences as division, using '÷' sign.	Learners are guided to go through the examples shown in the pupil's book on page 105 Learners to observe as the teacher demonstrates writing equal sharing and equal grouping as division using the ÷ sign. Learners to use the 'sign' in writing equal sharing and equal	How do we use '÷' sign in multiplication?	Number Cards Bottle Tops, Marbles, Stones, Sticks, Grains, Digital Devices KLB Tusome Early Years Education Mathematics	Oral Questions Written exercise Direct observation	

				c) Practice reading division sums as sentences.	grouping as division to complete sums. Learners to write division using the term "share".		Activities Pupils Book 2 Page 105 - 106		
	5	NUMBERS	Division	By the end of the lesson the learner should be able to; a) Use the terms ***'equal groups'*** and '***share equally'*** to refer to division sums. b) Write **equal sharing** and **equal grouping** sentences as division, using '÷' sign. c) Practice writing sharing and grouping as multiplication till mastery.	learners in groups of 5, to divide a cluster of 20 counters among themselves till no counters are left then the member to count the counters each has. Learners in groups of 2s, to equally pick counters from a cluster of 20 and count to see how many each has. The process is repeated picking from a cluster of 10 up to 30. learners are guided to write division sums from the equal groups and share equally statements on their books page 107	**10 mangoes shared equally among 2 children ensures each gets ___?**	Number Cards Bottle Tops, Marbles, Stones, Sticks, Grains, Digital Devices KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 107	Oral Questions Written exercise Direct observation	
8					**MIDTERM BREAK**				
9	1	NUMBERS	Division	By the end of the lesson the learner should be able to; a) Use ' ÷ 'sign in writing division sentences. b) Divide numbers up to 10 by 2, and 3 without a remainder. c) Practice division in real life situations.	Learners to use the '÷' sign to divide. Learners to observe as the teacher demonstrates sharing equally as division using the ÷ sign. Learners to divide numbers up to 10 by 2 and 3 without a remainder. Learners to play digital games involving division.	How can you use equal sharing and equal group in real life situations?	Number Cards Bottle Tops, Marbles, Stones, Sticks, Grains, Digital Devices KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 108	Oral Questions Written exercise Direct observation	
	2	MEASUREMENT	Length Chalkboard.	By the end of the lesson the learner should be able to; a) Identify characteristics of	Learners are guided to identify and assemble items that can be used to measure length in their immediate environment.	What can you use to measure different lengths? What do we	Number Cards Sticks String Ruler	Oral Questions Written exercise	

				items that can be used to measure length. b) Measure length using fixed units. c) Appreciate teamwork in measuring length.	Learners in pairs/groups to use sticks of equal length to measure different lengths and record, the results Learners in pairs or groups to share, compare and discuss the results.	use when we want to measure the length of a chalkboard	KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page- 109	Direct observation	
	3	MEASUREMENT	Length Classroom wall.	By the end of the lesson, the learner should be able to; a) Identify items that are 1 metre long. b) Measure lengths using fixed units in the classroom environment. c) Desire to identify more items measuring 1 metre in the environment.	Learners collect and prepare long sticks into measurement of 1 metre in length. Learners are guided on how to measure the classroom wall length using 1 metre stick by observing how and where to place the stick. Learners in pairs and groups to measure the length of the classroom wall using 1 metre sticks. Learners to record, share and discuss the results.	What in the classroom environment is 1 metre long?	Number Cards 1 Metre Sticks String Ruler KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 110	Oral Questions Written exercise Direct observation	
	4	MEASUREMENT	Mass	By the end of the lesson, the learner should be able to; a) Identify the measurement unit for measurement mass. b) Brainstorm and state the things measured in kilograms in the classroom environment. c) Appreciate mass by identifying measurement of items while shopping.	Learners are guided to define mass in their own terms and identify the unit of measurement. Learners to spell the term Kilogram and Kg. Learners to go over the class shop corner and give examples of things measured in kilograms. Learners observe pictures and video clips of more items measured in kilograms. Learners record, compare and discuss their lists of items measured in kg.	What measurement unit do we use to measure mass?	Number Cards Beam Balance Blocks Of Different Masses. Items To Measure In The Classroom. KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 111	Oral Questions Written exercise Direct observation	

	5	MEASUREMENT	Mass	By the end of the lesson, the learner should be able to; a) Identify items that can be used as weight representing ***1 kg*** in the classroom environment. b) Measure different items in a beam balance or a weighing scale to make ***1 kg.*** c) Use the term ***"same as"*** in terms of ***1 kg*** appropriately.	Learners give examples of things they think are can be used for measuring 1 kg mass. Learners attentively observe as teacher introduces a beam balance and demonstrates how to use it when measuring 1 kg mass. Learners to measure 1 kg of different things using a beam balance on their own. Learners to practice using the term 'same as' in reference to all the measured items.	What things are measured in kilograms?	Number Cards Beam Balance Seeds Stones Sand KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page- 112	Oral Questions Written exercise Direct observation	
10	1	MEASUREMENT	Capacity Measuring capacity.	By the end of the lesson, the learner should be able to; a) Define what capacity is in the classroom environment. b) Identify different containers to measure capacity. c) Measure the capacity of different containers.	Learners define what capacity is from previous lessons. Learners share experiences that they have used measuring capacity. In groups, learners assemble small containers and large containers of different shapes. Each group to use the jug to fill the large containers while counting how many?	What can you use to measure capacity of a sufuria?	Number Cards Chart Defining Capacity Measuring Jug Containers With Different Shapes And Capacity. KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 113	Oral Questions Written exercise Direct observation	
	2	MEASUREMENT	Capacity	By the end of the lesson, the learner should be able to; a) Use small containers of different capacity and shape to fill bigger containers with water. b) Count the number of small containers used to fill them in the	Learners observes as the teacher demonstrates measuring capacity using small containers to empty and fill big containers. Learners in groups/ pairs to demonstrate, count and record how many small containers of different shapes can fill one big container. In groups, learners discuss the findings and then fill in the	How many 1 litre containers do you think can fill a bucket?	Number Cards Chart Defining Capacity Measuring Jug. Small And Big Bottles Of Different Sizes And Shapes. KLB Tusome Early Years Education	Oral Questions Written exercise Direct observation	

				classroom environment. c) Appreciate teamwork when measuring capacity.	spaces in their learner`s book page 114		Mathematics Activities Pupils Book 2 Page114		
	3	MEASUREMENT	Capacity	By the end of the lesson the learner should be able to; a) Use 1 litre tin containers to fill big containers with water. b) Count the number of 1 litre tins used to fill the big containers in the classroom environment. c) Appreciate teamwork in measuring capacity.	Learners observe the teacher demonstrates how to fill, empty and count how many 1 litre tin containers fill a different sized basin, pots, jerry cans and sufurias. Learners carry out the demonstration in groups/ pairs of how many 1 litre tin containers can fill the selected containers while counting. Learners to record, share and discuss their findings.	How many 1 litre tin containers do you think can fill a 5 litre jerry can?	Number Cards Chart Defining Capacity Tins Basin Containers With Different Shapes And Capacity KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 115	Oral Questions Written exercise Direct observation	
	4	MEASUREMENT	Time	By the end of the lesson, the learner should be able to; a) Name arbitrary units to measure time using body parts i.e. ***Foot thumps, thumbs clicks, nods*** b) Measure time using arbitrary units in the classroom environment. c) Desire to measure time as he/ she does daily routine tasks using arbitrary units e.g. **walking, eating**	Learners to give examples of the units we use when measuring time. Learners to observe the teacher demonstrate the using nods when measuring time. Learners in groups to measure the time it takes to sing the first stanza of the National Anthem in Kiswahili using nods as demonstrated by the teacher. Learners record, share and discuss their findings.	What unit do we use when measuring time?	Number Cards Learners Participation National Anthem In Kiswahili KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 116	Oral Questions Written exercise Direct observation	

	5	MEASUREMENT	Time	By the end of the lesson, the learner should be able to; a) Identify familiar songs similar to the national anthem (measurable). b) Sing a familiar song while measuring time using claps, taps, thumb clicks, nods. c) Appreciate arbitrary units as a form of measurement.	Learners in groups to come up with familiar choruses that they can measure time taken using arbitrary units. Learners in groups to measure the time it takes to sing the first stanza of the National Anthem using nods as demonstrated in the previous lesson. In groups, learners sing their chosen song, then measure time taken using nods and alternate the songs till all groups participate in all songs. Learners record, share and discuss their findings.	How many nods does it take to sing **'baba black sheep'**?	Number Cards Learners Participation National Anthem Simple Songs/ Nursery Rhymes. KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 117	Oral Questions Written exercise Direct observation	
11	1	MEASUREMENT	Time	By the end of the lesson, the learner should be able to; a) Identify the names of the two hands on a clock face. b) Draw a Clock face and label the two hands. c) Desire to tell time using the two hands of the clock face.	Learners to discuss places where they have seen clocks displayed as well as how they look like. Learners observe the teacher's sample Clock Face. Learners to read the sentences on page 118. Learners to observe a clock face and discuss the minute hand and the hour hand. Learners to label the minute hand and hour hand correctly on their clock faces.	What does the long hand tell us on the Clock?	Number Cards Clock Faces Flash Cards Wall Clock KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 118	Oral Questions Written exercise Direct observation	
	2	MEASUREMENT	Time	By the end of the lesson, the learner should be able to; a) Define the term O'clock. b) Read and write time using the minute and hour hand.	Learners are guided to sing a song "what is the time Mr. Lion". Learners to discuss how to read, tell and write time by the hour using both the analogue and digital clock.	How many hours are shown in the Clock face?	Number Cards Calendar Wall Clock Months Flash Card. KLB Tusome Early Years Education Mathematics	Oral Questions Written exercise Direct observation	

				c) Desire the ability to tell time.	Learners to read the time on the clock faces on page 119, then write down the time.		Activities Pupils Book 2 Page 119		
	3	MEASUREMENT	Money Buying and Selling.	By the end of the lesson, the learner should be able to; a) Identify places whereby buying and selling occurs. b) Create a shopping list with basic commodities used daily. c) Appreciate the importance of a shopping list in saving money.	Learners to give examples of places where they have experienced buying and selling of items they use at home and in school. Learners to observe as the teacher explains the importance of a shopping list and how to make one. Learners to use the class shop corner to create a list showing items and their prices.	What is currency? How may coins do we have and use in Kenya? How much does bread cost?	Number Cards Sample Shopping List. Shop Corner Items. Pen Paper KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 120	Oral Questions Written exercise Direct observation	
	4	MEASUREMENT	Money Change	By the end of the lesson, the learner should be able to; a) Identify Kenyan currency coins and notes up to sh.100. b) Count money in sh.1, sh.5, sh.10, sh.20 up to sh.40. c) Represent same amount of money in different denominations.	Learners sort out Kenyan currency coins according to value. Learners observe as the teacher demonstrates on discovering how many smaller denominations are in bigger denominations. Learners in groups to count how many sh.1, sh.5, and sh.10 coins are in sh.20 and sh.40. Learners to complete exercise on the learner`s activity book page 58.	How many five shillings coin can be found in a 20 shillings coin?	Number Cards Kenya Coins- 1, 5, 10, 20 And 40. KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 121	Oral Questions Written exercise Direct observation	
	5	MEASUREMENT	Money Needs and Wants	By the end of the lesson, the learner should be able to; a) Identify the three basic needs. b) Differentiate between needs and wants in real life context.	Learners to take turns to define a need and a want and give examples. Learners to list the three basic needs for every human. Learners in pairs/groups to discuss items they cannot do without and those that are	What can we call our birthday gifts; needs or wants?	Number Cards Digital Devices Pictures Real Items KLB Tusome Early Years Education	Oral Questions Written exercise Direct observation	

				c) Appreciate needs and wants in their lives.	necessary but they can do without. Learners in pairs/groups to classify needs and wants using pictures and names from page 122.		Mathematics Activities Pupils Book 2 Page 122		
12	1	MEASUREMENT	Money Spending and saving	By the end of the lesson, the learner should be able to; a) Use terms 'less than' and 'more than' to reference cost of similar items. b) Compare prices of two similar items and calculate the save. c) appreciate spending and saving of money in real life situations	Learners to discuss the importance of saving. Learners to listen as the teacher explains how to calculate the amount of money saved in a purchase. Learners to play digital games involving money (spending and saving). Learners could record a video during a role play of classroom shopping activities for replay and discussion later. Learners to solve the word problems on page 123.	Susan bought sugar at sh.55 while Robert bought it at sh.60, **who spent less than the other**?	Number Cards Shop Corner Items Kenyan Coins And Notes. KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 123	Oral Questions Written exercise Direct observation	
	2	GEOMETRY	Lines Making straight lines.	By the end of the lesson, the learner should be able to; a) Identify straight lines among items in their immediate environment. b) Discuss uses of straight lines in the environment. c) Model straight lines in the school environment.	Learners identify straight lines on items in the classroom environment e.g. walls. Learners to name places with straight lines. Learners to observe as the teacher show a video clip showing how to model straight lines. In groups or pairs, learners to model straight lines using plasticine or clay.	What is a straight line? Where do we find straight lines?	Number Cards String Rope Plasticine/ Clay Desktop/ Laptop KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 124	Oral Questions Written exercise Direct observation	
	3	GEOMETRY	Lines Making straight lines.	By the end of the lesson, the learner should be able to;	Learners list items that can be used to draw straight lines on surfaces i.e. sticks, chalk dust, string, and board ruler.	When do we use straight lines?	Number Cards String Rope Bottles Sticks	Oral Questions Written exercise	

				a) Name tools and materials to use when drawing straight lines. b) Draw and model straight lines on the surfaces. c) Appreciate the uses of straight lines in daily lives.	Learners to identify surfaces that they can draw straight lines. Learners in groups, draw straight lines they have modelled in their books, using the tools and materials mentioned.		Chalk Dust KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 125	Direct observation	
	4	GEOMETRY	Shapes Ovals	By the end of the lesson, the learner should be able to; a) Draw and name an oval shape. b) Brainstorm and identify the oval shape on different items in the environment. c) Appreciate the oval shapes in the immediate environment.	Learners name different shapes they know. Learners identify the drawn shape as an oval shape. Learners draw the oval shape in their classroom environment. Learners to name items that have the oval shape in the environment. Learners to identify the shapes and objects with the oval shape from the pictures on page 126.	What shape is your face? What shape is a watermelon?	Number Cards A Chart On Different Items With Oval Shape Real Items With Oval Shape. KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 126	Oral Questions Written exercise Direct observation	
	5	GEOMETRY	Shapes Making patterns	By the end of the lesson, the learner should be able to; a) Identify shapes used in the pattern. b) Create a pattern using paper cut-outs of different shapes and colours. c) Appreciate making patterns involving rectangles, circles, triangles, ovals and squares.	Learners to identify and name the different shapes found in their classroom. Learners to make patterns of their choice using the five shapes. Learners in groups to make patterns, colour them and share with other groups. Learners to make patterns using digital devices	What shapes can you identify in your environment?	Number Cards A Chart on Different Shapes. Sample Manila Paper KLB Tusome Early Years Education Mathematics Activities Pupils Book 2 Page 127	Oral Questions Written exercise Direct observation	
13-14	**END TERM TWO ASSESSMENT**								