**PP2 MATHEMATICS SCHEME OF WORK TERM THREE**

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| W EE K | LE SS O N | STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQURY QUESTION | CORE COMPETENCE | VALUES | LEARNING EXPERIENCES | LEARNING RESOURCE | ASSESSEMEN T | REFLECTION |
| 1 | 1-  2 | **MEASUR EMENT** | **Mass (heavy and light** | By the end of the sub-strand, the  learner should be  able to:  collect different objects from the environment | Who between  you is  heavier or lighter | Critical thinking Communication and collaboration | Unity Peace humility | Few learners demonstrate lifting  objects of different  mass | Realia charts | Observation Oral questions |  |
|  | 3-  4 |  | **Mass**  **(heavy and light** | By the end of the  sub-strand, the learner should be able to:  collect different  objects from the environment | Who  between you is heavier or lighter | Critical thinking  Communication  and collaboration | Unity  Peace  humility | Few learners  demonstrate lifting objects of different mass | Realia  charts | Observation  Oral  questions |  |
|  | 5 |  | **Mass (heavy and light** | By the end of the sub-strand, the learner should be  able to:  lift different objects in the environment for comparing their heaviness | Who between you is  heavier or  lighter | Critical thinking Communication and collaboration | Unity Peace humility | Learners demonstrate lifting objects of different  mass | Realia charts | Observation Oral questions |  |

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| 2 | 1-  2 |  | **Mass (heavy and light** | By the end of the sub-strand, the learner should be  able to:  lift different objects  in the environment for comparing their heaviness | Who between you is  heavier or lighter | Critical thinking Communication and collaboration | Unity Peace humility | Learners demonstrate lifting objects of different  mass | Realia charts | Observation Oral questions |  |
|  | 3-  4 |  | **Mass**  **(heavy and light** | By the end of the  sub-strand, the  learner should be able to:  compare heavy and light objects in the  environment | Who  between  you is heavier or lighter | Critical thinking Communication and  collaboration | Unity  Peace humility | In groups/pairs,  learners play games  involving comparison of mass (play on a sea saw; back to back lifting | Realia  charts | Observation  Oral questions |  |
|  | 5 |  | **Mass**  **(heavy and light** | By the end of the  sub-strand, the learner should be able to:  enjoy manipulating  objects of different mass in daily life experiences | Who  between you is heavier or lighter | Critical thinking  Communication and collaboration | Unity  Peace humility | In groups/pairs,  learners play games involving comparison of mass (play on a sea saw; back to back lifting | Realia  charts | Observation  Oral questions |  |
| 3 | 1-  2 |  | **Capacity**  **(how**  **much a container can hold** | By the end of the  sub-strand, the learner should be able to  fill and empty different containers with different | How many  of the  small containers can fill the big container? | Critical thinking  Communication  and  collaboration | Unity  Peace humility | Guide learners in  filling and  emptying small and large containers using sand, water  or seeds | Realia  charts | Observation  Oral questions |  |

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|  |  |  |  | objects and substances |  |  |  |  |  |  |  |
|  | 3-  4 |  | **Capacity (how much a container can hold** | By the end of the sub-strand, the learner should be able to compare sizes of containers using through filling and emptying using different substances and objects | How many of the  small containers  can fill the big container? | Critical thinking Communication and collaboration | Unity Peace humility | Few learners demonstrates comparing big and small containers by  telling how many small ones can fill a big one and vice versa | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Capacity (how much a container can hold** | By the end of the sub-strand, the learner should be able to enjoy filling and emptying containers in the environment | How many of the  small containers  can fill the big container? | Critical thinking Communication and collaboration | Unity Peace humility | Learners to watch a video on filling and emptying containers.  Learners to watch a video on comparing containers of different sizes. |  |  |  |
| 4 | 1-  2 |  | **Time**  **(Daily routines** | By the end of the  lesson, the learner should be able to: compare sizes of shadows at different times of the day to determine their sizes | Which  shadow is longer or shorter | Critical thinking  Communication and collaboration | Unity  Peace humility | Learners to  compare sizes of shadows at different time s of the day | Realia  charts | Observation  Oral questions |  |
|  | 3-  4 |  | **Time**  **(Daily** | By the end of the lesson, the learner | Which shadow is | Critical thinking  Communication | Unity  Peace | Learners to compare sizes of | Realia charts | Observation  Oral |  |

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|  |  |  | **routines** | should be able to: compare sizes of shadows at different  times of the day to determine their sizes | longer or shorter | and collaboration | humility | shadows at different time s of the day |  | questions |  |
|  | 5 |  | **Time**  **(Daily routines** | By the end of the  lesson, the learner should be able to: use vocabulary related to time for effective communication | Which  shadow is longer or shorter | Critical thinking  Communication  and collaboration | Unity  Peace  humility | Learners talk about  vocabulary related to time morning  ;afternoon; evening day and night | Realia  charts | Observation  Oral  questions |  |
| 5 | 1-  2 |  | **Time (Daily routines** | By the end of the lesson, the learner should be able to:\observe tools  used for telling time | Which shadow is longer or shorter | Critical thinking Communication and collaboration | Unity Peace humility | Learners to watch a video on activities of the daily routine | Realia charts | Observation Oral questions |  |
|  | 3-  4 |  | **Time (Daily routines** | By the end of the lesson, the learner should be able to: name tools used for  telling time (clock  ;calendar; mobile phone; animals and birds | Which shadow is longer or shorter | Critical thinking Communication and collaboration | Unity Peace humility | Learners to watch a video on activities of the daily routine | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Time (Daily routines** | By the end of the  lesson, the learner should be able to: | Which  shadow is longer or | Critical thinking Communication and | Unity  Peace  humility | Teacher guides  learners to identify days of the week. | Realia  charts | Observation  Oral  questions |  |

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|  |  |  |  | name the days of the week and the  months of the year | shorter | collaboration |  | Teacher guides learners to talk about months of the  year |  |  |  |
| 6 | 1-  2 |  | **Money**  **(Kenyan**  **currency) coins and notes** | By the end of the  lesson, the learner  should be able to: observe types of Kenyan currency for familiarity | What can  you see on  the coin or note? | Critical thinking  Communication  and collaboration | Unity  Peace humility | Learners are guided  to look at and talk  about different sample currencies and identify Kenyan coins and notes | Realia  charts | Observation  Oral questions |  |
|  | 3-  4 |  | **Money**  **(Kenyan currency) coins and notes** | By the end of the  lesson, the learner should be able to: identify Kenyan currency coins and notes for distinguishing them from other currencies | What can  you see on the coin or note? | Critical thinking  Communication and collaboration | Unity  Peace humility | A few learners  identifies Kenyan coins and notes | Realia  charts | Observation  Oral questions |  |
|  | 5 |  | **Money**  **(Kenyan currency) coins and notes** | By the end of the  lesson, the learner should be able to: buy items using Kenyan coins and notes of different denominations | What can  you see on the coin or note? | Critical thinking  Communication  and collaboration | Unity  Peace  humility | In groups or pairs,  learners role play buying and selling from a shop corner.  \ Learners to match  and pair Kenyan currency – coins and notes using ICT devices | Realia  charts | Observation  Oral  questions |  |
| 7 | 1-  2 |  | **Money**  **(Kenyan**  **currency)** | By the end of the  lesson, the learner  should be able to: | What can  you see on  the coin or | Critical thinking  Communication  and | Unity  Peace | In groups or pairs,  learners role play  buying and selling | Realia  charts | Observation  Oral |  |

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|  |  |  | **coins and notes** | save money for future use | note? | collaboration | humility | from a shop corner.  \ Learners to match and pair Kenyan currency – coins  and notes using  ICT devices |  | questions |  |
|  | 3-  4 |  | **Money (Kenyan currency) coins and notes** | By the end of the lesson, the learner should be able to:  make a simple  budget basing on own needs | What can you see on the coin or  note? | Critical thinking Communication and collaboration  By the end of the lesson, the learner should be able to | Unity Peace humility | In groups or pairs, learners role play buying and selling  from a shop corner.  \ Learners to match and pair Kenyan currency – coins and notes using  ICT devices | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Money**  **(Kenyan currency) coins and notes** | By the end of the  lesson, the learner should be able to: appreciate the use of Kenyan currency in their daily life | What can  you see on the coin or note? | Critical thinking  Communication and collaboration | Unity  Peace humility | In groups or pairs,  learners role play buying and selling from a shop corner.  \ Learners to match  and pair Kenyan currency – coins and notes using ICT devices | Realia  charts | Observation  Oral questions |  |
| 8 | 1-  2 |  | **Area**  **(surfaces of objects** | By the end of the  lesson, the learner  should be able to observe objects with different surfaces in the environment for determining their sizes | What else  can we use to cover a given surface | Critical thinking  Communication  and collaboration | Unity  Peace  humility | learners to observe  different surfaces of objects | Realia  charts | Observation  Oral  questions |  |

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|  | 3-  4 |  | **Area (surfaces of objects** | By the end of the  lesson, the learner  should be able to identify surfaces of different objects in the environment | What else  can we use  to cover a given surface | Critical thinking  Communication  and collaboration | Unity  Peace  humility | Learners identify  surfaces of  different objects in the environment.  In small groups or pairs, learners  measure and compare different surfaces of objects | Realia  charts | Observation  Oral  questions |  |
|  | 5 |  | **Area (surfaces of objects** | By the end of the lesson, the learner should be able to cover surfaces of different objects by using not more than  20 smaller similar  objects | What else can we use to cover a  given surface | Critical thinking Communication and collaboration | Unity Peace humility | Learners cover surfaces using  small objects in the  environment | Realia charts | Observation Oral questions |  |
| 9  &  10 |  | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT |